



INTERNATIONAL SCHOOL OF FLORENCE

2021-2022 PARENT + STUDENT HANDBOOK

MISSION

A laboratory for learning where we collaborate to add meaning to a shared future.

VISION

We aspire to build communities of creative makers and doers.

[Read more about ISF's Mission, Vision, and Strategic Plan here.](#)

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IB learner profile

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.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

COURAGEOUS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



THE IB LEARNER PROFILE

‘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.’ The IB Learner Profile underpins all aspects of our curriculum. ISF IB Learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, courageous, balanced, and reflective. See the image on the left page for more information.

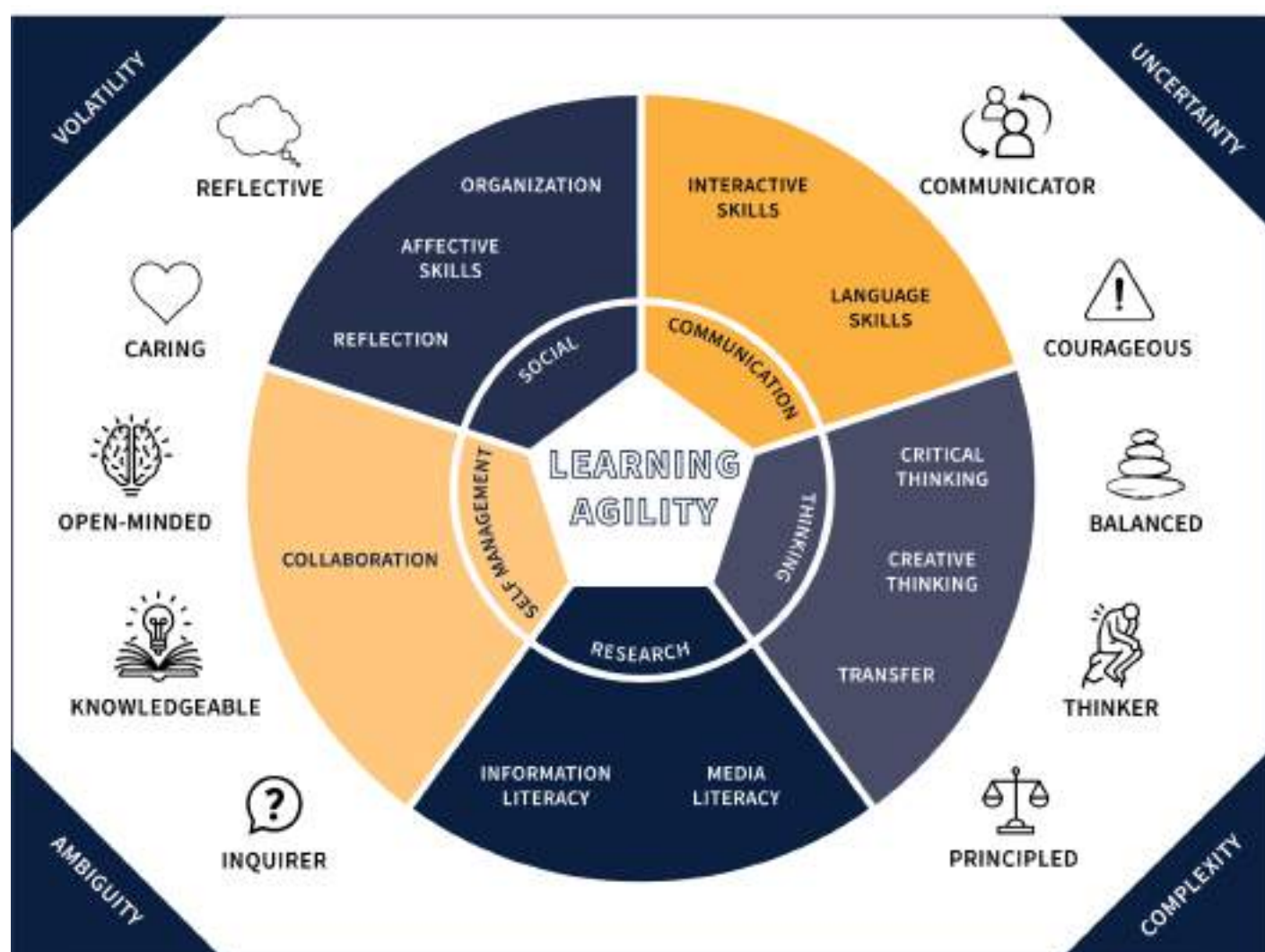
APPROACHES TO LEARNING

APPROACHES TO LEARNING skills apply equally to students and teachers. They are the all important life skills that lead students to becoming independent learners and support teachers in reflecting on and improving their practice.

The ATL skills are practised in all lessons.

Teachers provide a guide to student development of ATL skills in the trimester reports as working towards, meeting, or exceeding expectations at that particular point in the student’s development.

[ATL Grades 6-10, Parent Version](#)



Graphic sourced from [Alison Yang](#) and redesigned.

ACADEMIC CALENDAR 2021-2022***TERM I***

August 27	New Family Orientation
September 2	First Day of School, Term I (Grades 1 - 12)
September 6	First Day of School, Term I (EY 1 & 2 - Foundation)
October 12 + 13	US Conferences (upper school closure only)
October 27	JS Conferences (junior school closure only)
October 28 - November 1	Half Term Break
November 2 + 3	Professional Development (school closure)
December 8	School Holiday (Festa dell'Immacolata Concezione)
December 17	End of Term I




TERM II



December 18 - January 6	Winter Break
January 7	Professional Development (school closure)
January 10	Start of Term II (all students)
February 8 + 9	US Conferences (upper school closure only)
February 19 - 27	Half Term II Break
March 16	JS Conferences (junior school closure only)
April 1	End of Term II

TERM III

April 4	Start of Term III
April 15	Research Conference (school closed)
April 16 - 24	Half Term III Break
April 25	School Holiday (Liberazione d'Italia)
May 13	JS Student-Led Conferences
June 2	School Holiday (Festa Della Repubblica)
June 17	Last Day of School, End of Term III

COLOR KEY

	New Family Orientation
	Start/End of Term
	Parent/Teacher/Student Conferences

	Professional Development (no school)
	National Holiday/Break

AUGUST 2021						
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JULY 2022						
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WELCOME TO THE 2021-2022 ACADEMIC YEAR!

WELCOME FROM THE HEAD OF SCHOOL

Dear Faculty and Staff,

Welcome to the 2021-2022 School Year. Contained in the Handbook is the compilation of years of effort and compromise, which form the working regulations of our school. The manual sets out the policies of the Board of Governors and the administrative procedures of the school affect the teachers, support staff, parents, and ultimately the students. It should serve as an introduction to new teachers on matters affecting them personally, and as a reference for all teachers.

The mission of our school:

ISF is A laboratory for learning where we collaborate to add meaning to a shared future, responsible global citizens.

We will work together this year, pooling our collective energy and intelligence to create a collaborative environment, which will enable the students in our charge to have a great education. I believe that our collective effort creates a strong school.

Sincerely,

David Ottaviano, Ed.D., d.ottaviano@isfitaly.org

WELCOME FROM THE JUNIOR SCHOOL LEADERSHIP TEAM

Nicky Shamash (Acting Principal) and Kelly Jo Dean (Vice Principal of Student Wellbeing)

NICKY SHAMASH, ACTING JS PRINCIPAL

Welcome to the Junior School. I am happy to reintroduce myself with a new (albeit short-term) role this academic year, that of Acting Principal. As we actively seek a more permanent replacement I will be holding the fort. I have been part of the ISF Junior School leadership team since 2016 and am confident that this transitional moment will be seamless.

We are looking forward to an exciting and productive year of learning ahead. The year 2022 marks the 70th Anniversary of the founding of ISF by Paul Burk-Mahony and Horace Gibson in 1952. It also marks the first time we will be having a joint Council of International Schools (CIS) and International Baccalaureate (IB) reaccreditation visit which will be taking place remotely towards the end of November. Through the process of re-accreditation ISF is able to self-reflect and plan strategically for future improvements and continued excellence.

This handbook contains important and useful information

for you on topics related to school life. Please read it through carefully so that you understand our expectations. Remember, you are not a passive observer of our learning community. You ARE our ISF community, and each one of us has an important role. Following these expectations is one way that helps us to ensure that learning and wellbeing remains at the top of our priority list throughout the year.

Here's to another year of exciting challenges and learning adventures!

Nicky Shamash, n.shamash@isfitaly.org

KELLY JO DEAN, VP FOR STUDENT WELLBEING

Students flourish in an environment that is nurturing and supportive. At ISF we place the wellbeing of students at the centre of all our practices. All staff here at the Junior School care for students' social and emotional growth and it is a whole team that works together with the community to provide learning experiences that foster students' development as the whole child.

My role is to oversee and implement new and innovative ways to support everyone in achieving this goal. We work alongside students to create agreements on how we would like to be treated and how we treat others. Students receive lessons through our positive education curriculum to support them with relationships, resilience and confidence. Through our Programme of Inquiry students have the opportunities to look closely at how our actions impact others and society and support students to become open minded, global citizens.

Kelly Jo Dean, k.dean@isfitaly.org

WELCOME FROM THE UPPER SCHOOL LEADERSHIP TEAM

Jan Stipek (Principal), Clare Kelly (Vice Principal of Learning), Claire Angeletti (Vice Principal of Student Wellbeing), and Inka Szablinski (Vice Principal of Student Support).

JAN STIPEK, US PRINCIPAL

I'm delighted to present to you our Upper School Handbook for 2021/2022 which has been significantly revised and updated to reflect the latest changes, such as new teaching faculty, an updated Upper School leadership structure, and changes to the curriculum and subject offerings.

Schools are evolving organizations; I therefore encourage all parents and students, regardless of how many years they have spent at ISF, to carefully read this document to familiarise themselves with school expectations, policies and procedures, aimed at ensuring a transparent and positive relationship within the ISF community.

Wishing everyone a successful 2021/2022 school year!

Jan Stipek, j.stipek@isfitaly.org

CLARE KELLY, VICE PRINCIPAL FOR LEARNING

At ISF we have a broad and balanced curriculum that seeks to educate the whole child. As an international school we offer opportunities for students to learn three languages throughout Grades 6-10, we seek to develop their creativity and innovation through art, music and theatre, alongside the traditional subjects of English, maths and science. We have a comprehensive physical education programme that takes place at the Olympus sports facility in Florence and have wellbeing lessons to support their personal, social and emotional development. Whether students are learning in person, or online at home, we encourage them to be actively involved in their education to become lifelong learners. Many of our teachers are actively involved in educational research to improve teaching and subsequently the learning experiences for our students.

Learning doesn't just take place in the classroom. We enable students to broaden their educational experience by offering a range of extracurricular activities from sports to STEAM to chess club to Model United Nations. We encourage families to stay connected through our fortnightly grade level parent Zoom meetings that we started during lockdown and will continue to offer this year.

Clare Kelly, c.kelly@isfitaly.org

CLAIRE ANGELETTI, VICE PRINCIPAL FOR STUDENT WELLBEING (CURRICULUM)

At ISF we speak about the well-being of the learner being 'at the heart of any meaningful and rewarding learning experience'. The Well-being Curriculum at ISF is designed to support students to engage with their own social and emotional learning in a dynamic and creative way, enabling them to become more aware of how to promote and manage their own physical and mental health and giving them a toolkit to navigate the challenges ahead in order to be the best that they can be.

The spiral curriculum this year builds on the work of previous years and keeps up to date with current practice across the world. It is grounded in strong evidence based programmes and whilst continuing to focus on important topics such as Digital Citizenship, The Rights of the Child, Staying Safe, Sexual Health and Building Positive Relationships, students will also be developing skills to support them to be resilient learners, confident and compassionate team players and leaders and positive change makers within the school community and the wider world.

This year we will be asking key student focus groups to be

involved in research; keeping the design of the curriculum relevant and responsive to the needs of each Grade from 6 through to 12.

There will also be opportunities for parents to engage with some well-being topics that their children are learning through a series of workshops run at intervals throughout the year.

If you have any questions, comments, or concerns feel free to contact me via email at c.angeletti@isfitaly.org.

Claire Angeletti, August 2021

INKA SZABLINSKI, VICE PRINCIPAL FOR STUDENT SUPPORT

Our ISF form and personal tutor system, introduced last year, has been a vital addition to the structure of the school. The form and personal tutors promote a positive start to the day, supports the social and academic progress of their tutees, and liaises with parents and carers. My role is to support students in their everyday activities at school, to help give them voice and agency, and feel listened to and empowered to change and improve school life. If you have any questions, comments, or concerns feel free to contact me via email at i.szablinski@isfitaly.org.

Inka Szablinski, August 2021

WELCOME FROM THE STUDENT COUNCILS + PARENT ASSOCIATION

JUNIOR SCHOOL SPORTS COUNCIL MESSAGE

The Sports Council are students from Grades 2-5 who meet weekly to discuss ideas on how we can give opportunities for ISF students to be more active during the school day. A variety of leadership, communication skills are used during these meetings and when promoting initiatives to the school community. Giving students an opportunity to have their passions and ideas heard and seeing them come to fruition is our goal.

JUNIOR SCHOOL ACTION TAKERS MESSAGE

The Action Takers work together to support community building and improvements for the school. Every student is welcome to join and choose events or activities they would like to support around school. The Action Takers are inclusive and enjoy giving all students an opportunity to take a leadership role outside of the opportunities provided in class. All students are encouraged to bring ideas for school improvements to the Action Takers to put into action. It is primarily students in grades 3-5 who play the most active roles but we ensure all younger grades are included in all ideas.

MIDDLE SCHOOL COUNCIL

Benvenuti from the ISF Middle School Council! The council is a student-led group of individuals from grade 6 to 8. In the council we learn hands-on skills such as communication, collaboration, listening and being passionate about what we do. All students are welcome to join the council and everyone has equal say. Despite COVID, we have been able to continue to progress as a team. We meet on a weekly basis to contribute ideas, discuss and plan exciting activities for the ISF community. We seek feedback from students which we then elaborate into a concrete plan of action.

Presently, our main focus is ensuring that ISF is a sustainable environment, as well as fundraising for those less fortunate.

We consider ourselves to be inclusive by celebrating diversity in all forms.

HIGH SCHOOL COUNCIL

Welcome to ISF! On behalf of the Student Council, I invite you to read more about our wonderful community, but more specifically about the High School Student Council. My name is Ardalan Tayebi and I am the current president of the High School student body. I am so proud to represent the unique, diverse, and exceptional student body here at ISF. I am also the head of the Student Council. The High School Student Council is a group of likeminded students who represent the student body as a whole and who have an active interest in the operation of our wonderful community. We meet every Friday during lunch period (as well as other times) in order to discuss ways to improve our learning experience. Some of our aims are to provide a stress free learning environment for IB students, as well as also sheltering academic progress and the wellbeing of our amazing student body. If you have any questions, comments, or concerns feel free to contact me via email at a.tayebi@students.isfitaly.org.

Ardalan Tayebi, President of the High School Council

PARENT ASSOCIATION

The [Parent Association \(PA\)](#) holds periodic meetings at the school, subject to current COVID-19 protocols, to which all parents are invited. Due to pandemic, PA meetings will be hosted virtually. Please see the Friday Flash for schedules of upcoming meetings and events.

The ISF 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.

A class parent is a parent or guardian who provides help to teachers in organizing special activities inside and outside

the classroom setting. Class parent(s) may serve in some of the following ways:

- Meeting with the teacher to discuss his/her needs for upcoming activities
- Organizing volunteers for class events
- Communicating with parents
- Coordinating the collection of funds for events
- Attending PA meetings to represent your class
- Encouraging participation in community activities

The PA 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. [Join our ISF Parents Facebook Group here.](#)

ADMISSIONS

For the latest information about admissions and our Admissions team, please refer to the [ISF website](#).

On the website you will find a short virtual tour of the two campuses, Admissions FAQs, and information about tuition and fees.

ADMISSIONS POLICY

The International School of Florence serves the educational needs of both the international and local communities of the region. We welcome children of all nationalities whose families are internationally-minded and committed to an international education where the primary language of instruction is English. The International School of Florence is committed to the principle of equal opportunity in education. The school does not discriminate against individuals on the basis of ethnicity, color, gender, sexual orientation, religion, disability or national or ethnic origin in the administration of its educational and admissions policies. We do take into account factors including an applicant's prior educational and linguistic aptitude for purposes of admission in order

to fulfill the school's mission. We regard our admissions policy to have a strong ethical component and as such our primary criterion of acceptance is that we are able to provide an education that is to the benefit of each individual child. ISF would not admit a child if it was felt that we could not honestly meet their needs. For students who require additional learning support, we require the full support of families so that we can best assess needs and our capacity to meet them.

OUR STUDENTS AND FAMILIES

ISF enrolls approximately 570 students across two campuses and is represented by over 44 different nationalities. Currently, the JS is composed of 220 students while the US is composed of approximately 350 students. ISF enrolls approximately 570 students across two campuses and is represented by over 44 different nationalities. Currently, the JS is composed of 220 students while the US is composed of approximately 350 students.

MEET OUR ADMISSIONS TEAM



From left to right: Olivia Monti, US Admissions Officer, Giorgio Aguiar, JS Admissions Officer & Patrisha Lauria, Head of Admissions

ORGANISATIONAL STRUCTURE

SCHOOL GOVERNANCE

ISF is a non-profit, private, fee-paying school recognized as a foreign school in Italy. ISF is the only branch of American Schools Abroad, Inc. a USA-based organization incorporated in the state of Delaware. It is governed by the Board of Directors, which consists of nine to fourteen members who have been, or still are, associated with the school in some way: alumni parents, current parents or members of the Florentine community. Meetings are held regularly on a monthly or bi-monthly basis at the Upper School while school is in session.

The By-laws of the Board of Directors include articles on officers, membership, elections, meetings, duties, responsibilities and policies. The BOD is responsible for the evaluation of the Head of School and approves the annual budget. Its focus is on strategic issues and on the long-term well-being of the school and not the day-to-day administration or the instructional aspects of the program..

ISF POLICY BOOK

The Policy Book covers all policy aspects of school operations including the Mission Statement, Administration, Fiscal Management, Personnel, Students, Instruction, Business Management and School Governance.

The Policy Book is updated routinely, and as new policies are approved by the Board. The Policy Book is currently under a review to achieve consistency of presentation and content. Once completed (anticipated early October 2021) it will be available in the Library and online. Please contact the Business Office for further information at this time.

BOARD OF DIRECTORS

The Board of Directors is responsible for the overall governance of the school, the strategic direction the school takes in line with its vision and mission, and the evaluation of successful outcomes over time. The Board is made up of several skilled individuals, some of whom are parents, and oversees several Committees. These Committees include: Governance, Executive, Advancement, Finance and Risk Management, Learning Environment & Strategic Planning .

ISF LEADERSHIP + ADMINISTRATIVE TEAMS

The School has a Senior Leadership Team which meets weekly to discuss the school priorities. The team consists of the Head of School, Director of Finance and Human Resources, Director of Learning and Research, Upper School Principal, Junior School Principal, IT Coordinator, and Advancement Director (Vacant). There are a number of Administration teams including the Admissions team, Business Office team, Facilities team, Maintenance team, ICT team, Marketing & PR team, and Advancement team.

JUNIOR SCHOOL FACULTY, TEACHING, AND LEARNING RELATED MATTERS

The Junior School supports students from 3 years of age to 11 years of age, beginning in Early Years 1 and continuing through to Grade 5. The classroom teachers support the learning of mathematics, English, science and social studies using transdisciplinary and stand-alone learning opportunities. Single-subject teachers include Physical Education, Visual Art, Music, Library and Italian. ICT is an integrated subject. All teachers are responsible for supporting the facilitation of our SEL curriculum.

There are 2 main areas of support - Learning Services for students in need of additional support in their learning, English language support (EAL), a Activity, Community and Events Coordinator, mainly supporting Extra Curricular activities in the Junior school, community connections for experiential learning and residential trips, as well as JS or WS events.

The Primary Years Programme (PYP) is led by the PYP Coordinator, who supports the teachers in planning and facilitating the Primary Years Programme (PYP) in accordance with IB PYP Standards and Practices, as well as supporting the teachers in their understanding of the approaches to teaching as expected by the IB PYP. The PYP Coordinator is the main contact for and liaison with the International Baccalaureate organisation (IB). The Coordinator reports to the VP for Learning.

The Phase Level leaders, the Student Support Coordinators and the PYP Coordinator constitute the Junior School Middle Leadership Team (MLT), led by the VPs who report to the Principal.

Additionally there are safety teams responsible for fire safety, earthquake and evacuation procedures and drills. A first aid team supports the work of the school nurse who is on campus 3 days a week.

The whole Faculty teaching team meets weekly on Tuesday afternoons from 3.00-4.00pm to discuss organizational and learning matters. The VPs and the Principal constitute the Education Leadership Team (ELT).

There are many further informal and formal meetings that occur on a regular basis to support student and staff learning and wellbeing.

UPPER SCHOOL FACULTY, TEACHING, AND LEARNING RELATED MATTERS

The Upper School is organized around a series of departments, much as you would find in any secondary school. Each department has a Learning Leader and a small team of subject-expert teachers. The Learning Leaders

report to the Vice Principal for Learning, who meets regularly with them on an individual and team basis.

Whilst the departments support the curriculum areas and academic subjects, we also have a system of student support, led by the Inclusion Coordinator. There are 4 main areas of support - learning services for students in need of additional guidance in their learning, English language support (EAL), a Creativity, Activity and Service (CAS) Coordinator, mainly supporting Diploma Programme students as an important aspect of their course, but also responsible for developing this area of ISF life throughout the Upper School. The School Counselor/Psychologist is an important addition to our team for 2021-22. There is also a College and Careers Guidance Counselor responsible for supporting students in identifying and applying for the next steps of their education and / or career. The Coordinators and Counsellor report to the Vice Principal for Wellbeing.

The Diploma Programme (DP) is led by the Diploma Coordinator, who ensures the diploma teachers and students are up to date with course requirements, including assessments. The DP Coordinator is the main contact for and liaison with the International Baccalaureate organisation (IB). The Coordinator reports to the VP for Learning.

The Learning Leaders, the Inclusion Coordinator, IT Coordinator, the School Counselor/Psychologist, the DP Coordinator and the College and Careers Counsellor constitute the Upper School Middle Leadership Team (MLT), led by the VPs who report to the Principal.

The VPs and the Principal constitute the Education Leadership Team (ELT).

A form tutor system for Grades 6-10 operates 4 mornings a week from 08.15-08.30. This is the first registration period for students. On the fifth morning students in Grades 6-10 attend the Olympus Sports Facility for their weekly PE sessions.

In Grades 11 and 12, the form tutor system operates 5 mornings a week from 08.15-08.30. This is the first registration period for students.

Form tutors are the first point of call for student or parental queries of a day to day nature. The form tutor system is led by the VP Student Support and the VP Wellbeing.

Additionally there are safety teams responsible for fire safety, lockdown, earthquake and evacuation procedures and drills. A first aid team supports the work of the school nurse who is on campus 2 days a week.

The whole Faculty teaching team meets weekly on Tuesday afternoons from 2.30-3.30pm to discuss organizational and learning matters. The VPs and the Principal, constitute the

Upper School Leadership Team (ULT). The ULT meets on a daily basis to check-in and liaise. It meets formally twice per week on Mondays and Fridays to discuss organisational, curriculum and wellbeing issues. It is a highly collaborative and mutually supportive team. The team is located in the Upper School Office and most times there is an open door for staff and students to drop in and see at least one of the team.

There are many further informal and formal meetings that occur on a regular basis to support student and staff learning and wellbeing.

FACULTY EMAIL ADDRESSES

Should you need to contact a member of staff via email, addresses follow a standard pattern, all in lowercase:

- First letter of first name
- Period
- Last name
- @
- isfitaly.org

EMAILS THAT DO NOT FOLLOW THE ABOVE STANDARD

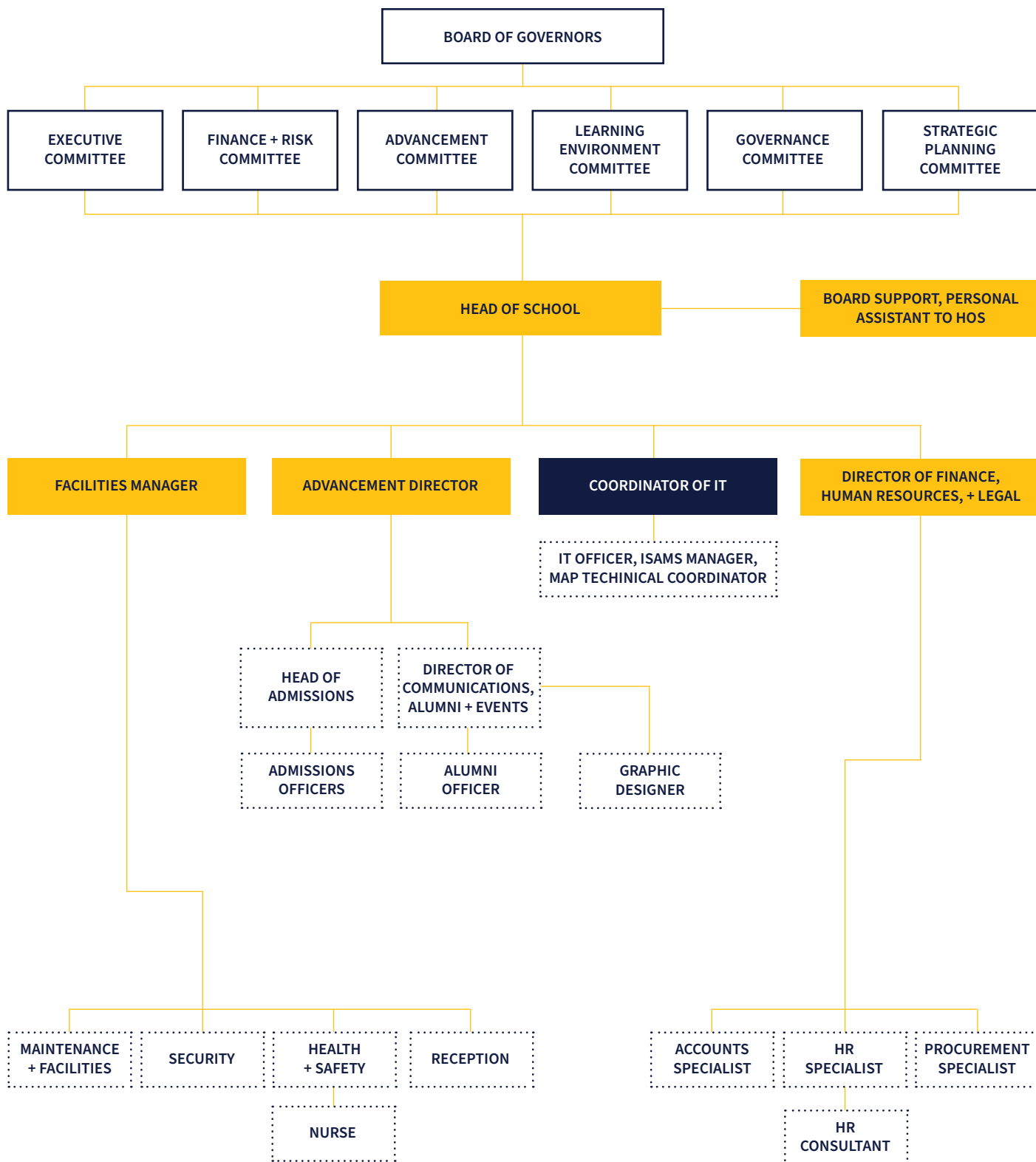
- juniorschooloffice@isfitaly.org
- upperschooloffice@isfitaly.org
- businessoffice@isfitaly.org
- facilities@isfitaly.org
- learningdirector@isfitaly.org



INTERNATIONAL SCHOOL OF FLORENCE

ORGANISATIONAL CHART

ADMINISTRATION

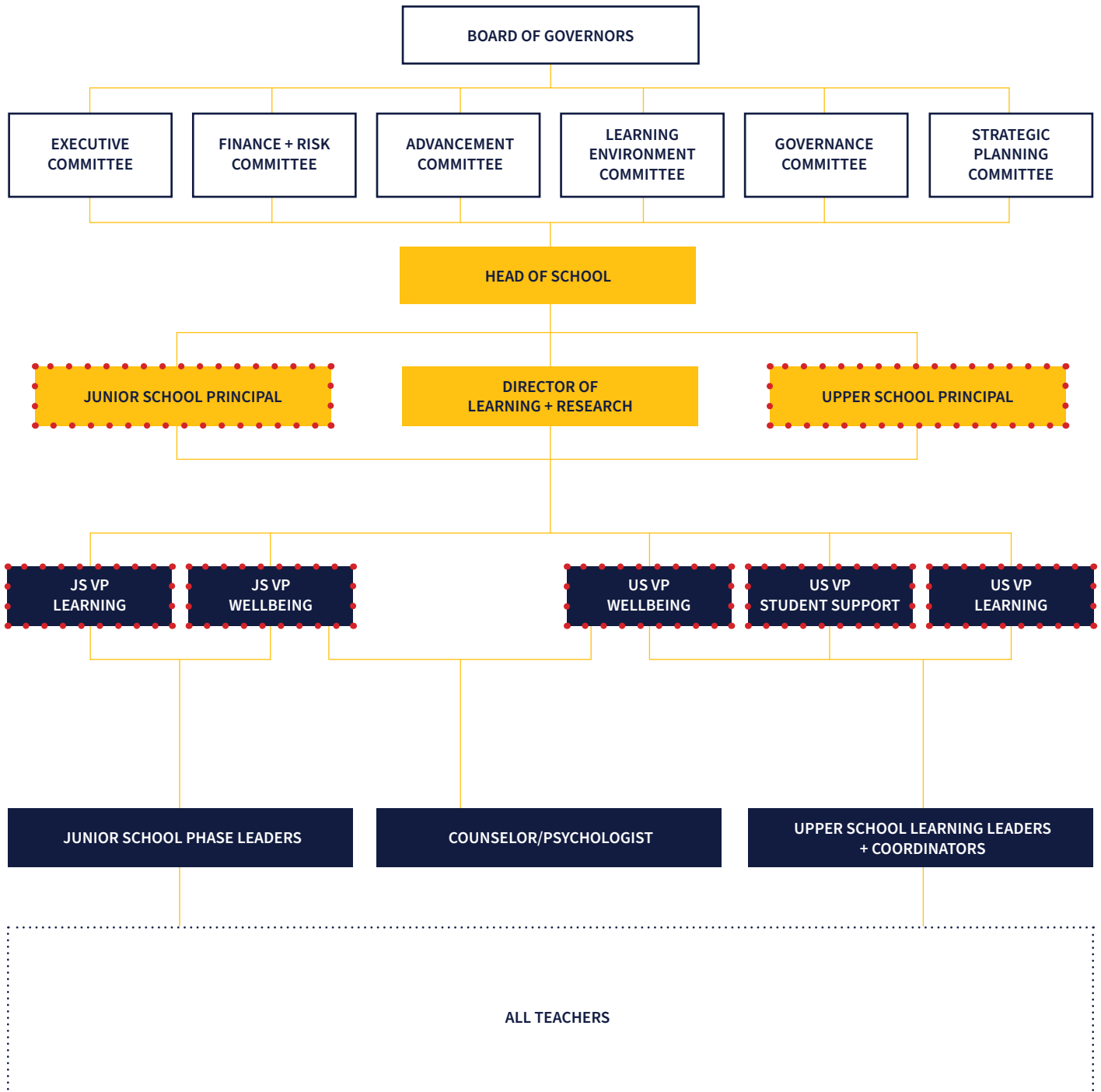




INTERNATIONAL SCHOOL OF FLORENCE

ORGANISATIONAL CHART

FACULTY



FACULTY MEMBER	CAMPUS	POSITIONS + RESPONSIBILITIES
Aguilar, Giorgio	JS	JS Admissions Officer
Andechaga, Simone	US	Italian + Spanish, Learning Lead Italian, Form Tutor
Angeletti, Claire	US	VP of Student Wellbeing, Theatre
Antoniazzi, Andrea	US	Maths, Learning Lead Maths, Form Tutor
Bandinelli, Elena	US	Italian
Benedetta, Carla	JS	Early Years 2
Bevilacqua, Annamaria	JS	Early Years 1 Assistant, Early Years Italian
Biagiotti, Riccardo	JS + US	IT Officer, Database Manager, MAP Technical Coordinator
Blackstone, Jason	US	English, IBDP Coordinator, Form Tutor
Boscherini, Massimo	US	IP Maths, Science, Learning Lead Science, Form Tutor
Bottom, Gabrielle	JS	JS Receptionist + Organisational Assistant
Brown, Amanda Korsell	US	Science, Form Tutor
Bruckner, Tanya	JS + US	Director of Communications, Alumni, Events, ECAs, Summer Camp
Brunnhumer, Petra	US	German
Burgoyne, Abby	JS	EAL
Busoni, Alessia	JS + US	Inclusion Coordinator, Learning Lead Learning Services
Caniglia, Silvia	JS	Foundation
Carlicchi, Alessandra	US	Accounts Specialist
Chiaravalli, Sara	US	Italian
Daria, Anna	US	Food Service, Custodian
Davidson, Anthony	JS	EAL
De Grazia, Tancredi	US	Maths
De Rossi, Ylenia	JS + US	Facilities Manager, COVID-19 Coordinator
Dean, Kelly Jo	JS	VP of Wellbeing, Wellbeing, JS Child Protection Officer
Dean, Toby	US	Physical Education, Wellbeing, CAS Support
Del Buono, Guia	JS + US	Director of Finance and Human Resource
Ewing, Catherine	JS	Grade 3
Fagnini, Antonio	JS	Italian
Fitton, Kevin	US	Business + Management
Gauthier, Juliette	US	French
Gori, Sofia	JS + US	School Nurse
Grassi, Carla	JS	Italian
Grassi, Fabiana	JS + US	Human Resources Specialist
Gregg, Karen	JS	Early Years 1, Early Years Phase Leader
Grimm, Lise Lott	US	Physical Education
Heywood Lonsdale, Danielle	US	English, Form Tutor

FACULTY MEMBER	CAMPUS	POSITIONS + RESPONSIBILITIES
Heames, Christina	US	Maths, Form Tutor
Hillman, Toni	US	Maths, Inclusion Facilitator
Hitchcock, Tess	US	Visual Arts, Form Tutor, Graphic Design
Hood, Kelsey (maternity leave)	JS + US	Science, Form Tutor
Iannone, Gemma	JS	Physical Education
Ingrosso, Fabio	JS	Maintenance
Jones, Megan	JS + US	Physical Education
Jones, William Denley	US	Physical Education, Learning Lead Physical Education
Jordan, Gemma	JS	Grade 3
Katarzyna, Styczewska	US	Science Maternity Cover, Form Tutor
Keith, Izsa	US	Social Studies, History, Form Tutor
Kelly, Clare Louise	US	VP of Learning, TOK
Kerr, Kelly	JS	EAL
Koevoet, Johannes	US	Chemistry, Form Tutor
Kustrin, Tanja	JS	Music
Landolf, Michael	US	Biology
Lanis, Linda	US	Italian, Form Tutor
Lauria, Patrisha	JS + US	Head of Admissions, Assistant to Head of School Board Support
Laurieston, Sophie	US	English, Form Tutor
Leatherman, Amy	JS	Grade 2
Lee, James	US	College + Careers, Guidance Counselor, Form Tutor
Loschiavo, Nancy	JS	Foundation
Lutz, Diane	JS	Reading Intervention Specialist, Inclusion Facilitator
Maffei, Sandra	JS	Italian
Male, John	JS	Grade 2, Lower Primary Phase Leader
Masi, Sara	JS	Early Years 2 Assistant
McCarthy, Jonathan	US	History, Social Studies, Global Politics, Learning Leader I&S, MAP Coordinator, Form Tutor
McCue, Rachel	US	Theatre, Learning Lead Creativity & Innovation, Form Tutor
Millenaar, Esther	US	History, Social Studies, Form Tutor
Monti, Olivia	US	Admissions & Alumni Officer
Morus, Linda	US	Music
Nikolakopoulou, Christina	JS	Grade 1
Nufer, Andi	US	Visual Arts, Art History, Form Tutor
Nicoletti, Maddalena	US	Italian Programme, Form Tutor
Ottaviano, David	JS + US	Head of School
Papafava, Bianca	JS	Foundation Assistant

FACULTY MEMBER

CAMPUS

POSITIONS + RESPONSIBILITIES

Pasquali, Tommaso	US	Physical Education Intern
Patrone, Nadia	JS	Italian
Pereyra Zorrilla, Guillermo	JS + US	Maintenance
Perretti, Renata	US	Italian
Perrotta, Franco	JS	ICT, ECAs, Activity, Community, and Events Coordinator
Puente Garcia, Julio	US	Library, Spanish, English
Qureshi, Salima	JS + US	Inclusion Facilitator
Ramirez, Diana	JS + US	Social and Emotional Learning Counselor/Psychologist
Regnier, Vanessa	JS	Visual Arts
Romeo, Irene	JS	Grade 1 Assistant, Foundation Italian
Rossi, Elena	JS + US	Procurement Specialist
Runge, Mary Anne	JS	Grade 5
Salerno, Margaret	JS	Grade 1
Scopelliti, Paola	JS	Library
Shamash, Nicky	JS	Acting Principal, VP of Learning, IB PYP Coordinator
Shuskey, Krystal	US	US Receptionist
Solaroli, Alessandra	US	Italian, French, Form Tutor
Stipek, Jan	US	Upper School Principal
Stipek, Katerina	US	Coordinator of IT
Szablinski, Inka	US	VP Student Support, EAL Language Coordinator
Terrell, Mike	JS	Grade 4
Terrell, Stefania	JS	Grade 4
Tosatti, Valeria (maternity leave)	JS + US	ICT Integration Specialist
Tufariello, Marco	US	Italian Programme, Italian Language
Van Forst, Kathryn	US	English, TOK, Learning Lead English, Form Tutor
Velasquez, Rosana	US	Spanish
Vieillard, Nathalie	US	French
Walkley, Jennifer	JS	Grade 5
Walvis, Victoria	US	English, Form Tutor
Whitehead, Phil	JS + US	Director of Learning and Research (professional development)
Wood, Stephen	US	Physics
Yalcinkaya, Yasemin	JS + US	ICT Integration Specialist
Yiannakis, Susan	US	EAL, CAS Coordinator, Form Tutor
Yosania, Ossi	US	Science Lab Technician
Zecchino, Mirko	US	Maintenance
Zulkey, Margaret	US	Maths, Timetable Manager

PROFESSIONAL LEARNING AND APPRAISAL

The International School of Florence is a rigorous and innovative organization with a shared Mission, Vision and Strategic Plan. It is our aim to create a supportive and collaborative environment where expectations are clear, everyone is accountable and there is continuous reflection on how best practice impacts student learning.

Our guiding statements in the Strategic Plan under LEADING BY EXAMPLE make direct reference to our intentions regarding appraisal:

- Ensure that whole-school structures and systems continue to reflect evolving international best practices
- Ensure that roles and responsibilities continue to be clear
- Implement frameworks of self and collaborative appraisal

School improvement is an expected outcome of a learning organization. We can all get better at our job, no matter how long we have been doing it, or how qualified we might be. The primary purpose of the ISF Professional Learning & Appraisal process is to enhance student learning through the improvement of teacher effectiveness. An integral part of the appraisal process allows the teacher to reflect on all aspects of his/her work and identify goals to improve practice.

We recognize that teachers are also learners and need a collegial and supportive atmosphere in order to thrive. In this way, each teacher becomes more effective in providing a high quality education for students and is a contributing partner in our professional learning community.

DOMAINS AND STANDARDS

DOMAIN		STANDARDS
PROFESSIONAL KNOWLEDGE	1 2	Know your students and how they learn Know the content and how to teach it
PROFESSIONAL PRACTICE	3 4 5	Plan for and implement effective teaching and learning Create and maintain supportive and safe learning environments Assess, provide feedback and report on student learning
PROFESSIONAL ENGAGEMENT	6 7	Engage in professional learning Engage professionally with colleagues, parents/carers and the community

The descriptors describe career stages under 4 headings: Functional, Effective, Accomplished, and Lead. We would

expect ISF teachers to be working consistently at least within the Effective stage. The appraisal process runs on a one year to eighteen month cycle for all teaching staff.

ADDITIONAL IMPORTANT STAFF

FACILITIES MANAGER is responsible for the oversight of the Operations Office, the Facilities Management and the Maintenance/Logistic/Safety/Security activities.

HEAD OF ADMISSIONS AND ASSISTANT TO HEAD OF SCHOOL represents ISF to prospective families and is responsible for the recruitment and enrollment of students, as well as the integration of families into the ISF community. They lead and communicate with the Admissions officers in order to optimize strategies when transitioning clients from inquiry to enrollment. They oversee all admission processes and records at the Upper School including the upkeep of the school database and enrollment directory. They lead campus tours, conduct Open Days and coordinate Admissions testing and New Family Orientation. The Assistant to Head of School acts as personal assistant in internal and external matters, coordinates their calendar and supports the HoS at meetings and events.

THE DIRECTOR OF COMMUNICATIONS, ALUMNI RELATIONS, AND EVENTS is responsible for controlling the flow of information from the International School of Florence to the public. Through social media and print media campaigns, the school website, the school yearbook and various school publications, the Director will build and maintain meaningful relationships with the ISF community and the greater Florence community. They will also be responsible for maintaining and updating the school branding and style guide. The Director is also responsible for coordinating the major ISF events throughout the academic year. Additionally, they are the acting Director of the ISF Summer Camp. Under supervision of the Director will be the Alumni Relations office, which will be responsible for growing and strengthening ISF's alumni network as well as the Graphic Designer to expand and enhance the brand.

ACCOUNTS SPECIALIST is responsible for developing and maintaining accounting principles, practices and procedures to ensure accurate and timely financial statements, addresses deadlines and all accounting activities, including general ledger preparation, financial reporting, year-end audit preparation and the support of budget and forecast activities.

HR SPECIALIST manages Human Resource administrative issues, procedures and programs. The HR Specialist manages and keeps the Human Resource Information Systems updated, supports the Director of Finance and HR in training and development programs for non-teaching staff and manages administrative issues related to benefits, compensation and employment. They also support the US

lunch program.

BUSINESS SPECIALIST is responsible for supply requisitions/orders and all related financial tasks associated with the Junior School and supports the JS lunch program. All orders of books, supplies, field trips etc, must go through the buying office after the authorization of the line manager (Head of School, Principals or Operations Manager).

ADMISSIONS OFFICERS assist the Head of Admissions in following all admissions procedures. They greet prospective parents, take part in school tours, receive and monitor the status of applications for new students, help organize Admissions testing, and input and update the Upper School database and enrollment list with new information.

ALUMNI OFFICER is responsible for updating the current alumni database, networking with graduates, creating social opportunities and alumni events (in person or virtual), as well as creating fundraising opportunities. They regularly update the alumni website page with relevant information and data, build and maintain the alumni community through social media, conduct school tours for visiting alumni and their families.

THE JUNIOR SCHOOL RECEPTIONIST is usually the first person to be contacted by the parents with issues related to the Junior School, updates student attendance and tardy records, updates to iSams and creates the whole school emergency contact chain. The receptionist monitors entry into the school building, receives, relays and makes phone calls and receives and distributes mail. The receptionist arranges appointments for parents with the Principal and/or faculty members and provides clerical support to the Principal.

THE UPPER SCHOOL RECEPTIONIST is usually the first person to be contacted by the parents with issues related to the Upper School, updates student attendance and tardy records, inputs student information updates to iSams and creates the whole school emergency contact chain. They monitor entry into the school building, receives, relays and makes phone calls and receives and distributes mail. They arrange appointments for parents with the Principal and/or faculty members and provide clerical support to the Principal. They are a member of the first aid team.

THE IT COORDINATOR manages the school management systems, databases in order to ensure efficient functioning of the school; and promotes competent, consistent and effective use of technology in order to enhance teaching and learning school-wide.

IT OFFICER, DATABASE MANAGER, MAP GROWTH TECHNICAL COORDINATOR maintains and updates the student database, iSams. They update and manage all school iPads and provide technical support in all

technology related areas, including Google products. They are responsible for the technical set-up and running of MAP GROWTH.

THE MAINTENANCE STAFF are responsible for the cleaning of the building each day and general maintenance of the grounds. They are not required to perform any personal services for faculty and staff such as washing cups, dishes and other utensils, which are used for personal lunches. An outside company is employed to clean the rooms each afternoon.

SECURITY GUARDS (external provider) are stationed at both campuses during school hours. They are responsible for immediate security measures.

THE SCHOOL NURSE is responsible for treating student injuries or illnesses and advises students and staff on health issues. The school nurse duties include providing healthcare to students with acute or chronic health problems, conducting screenings and developing and monitoring health plans for students. The school nurse also promotes health-related habits and ensures compliance with national and local health authorities.

THE COVID-19 COORDINATOR is responsible for being up to date with the latest norms and regulations and is able to act promptly if a suspect or confirmed Coronavirus case is confirmed. The coordinator will immediately apply all the prevention strategies listed in the school protocol. The COVID-19 coordinator has an interface role between the school and the health department. If the COVID-19 coordinator is absent, a substitute is identified in order to prevent an interruption to the procedure.

STUDENT COORDINATORS coordinate services for students with learning needs that require supplemental support such as EAL, CAS and Inclusion Services. The Inclusion Services Coordinator, who works simultaneously with both the Upper School and Junior School, is responsible for overseeing the daily implementation of the school's Inclusive Education policy; liaising with principals, VPs, and teaching staff on inclusive education matters; liaising with parents and external agencies to ensure students are serviced according to their needs; as well as liaising with admissions regarding prospective students. The Inclusion Coordinator is the point of contact for students and families who need adaptive arrangements in the school setting. The CAS Coordinator is in charge of the Upper School's CAS (Creativity Activity and Service).



JUNIOR SCHOOL PROGRAMMES

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
- Recognising that mistakes are made both with learning and with behaviour. Discussing what we can learn from it and reinforcing that making mistakes is how we grow, will help build confidence in your child.

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 and attitudes 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 and inclusion. As an internationally-minded school, nestled in Florence, we also teach Italian to all of our students. Mother-tongue is a very valued part of your child's development, and we encourage the nurturing and fostering of all mother-tongues.

The Primary Years' Programme (PYP) is structured around six transdisciplinary themes which are significant and meaningful to all students:

- Who we are - An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities, what it means to be human.

- Where we are in place and time - An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- How we express ourselves - An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
- How the world works - An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
- How we organize ourselves - An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
- Sharing the planet - An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

PYP IN EARLY YEARS 1, 2, AND FOUNDATION

Early Years at the International School of Florence is taught through the IB Primary Years Programme. It is based on a child-centered, developmental approach to the young learner. Children experience a nurturing and stimulating environment where their curiosity is placed at the center of their growth. Social and emotional skills are developed to support their emerging independence. The school day offers a range of opportunities for exploration and collaborative learning, as well as Physical Education, Music class, Art class and Library visits. Students' English language skills are reinforced daily through purposeful modelling and contextual interactions, with Italian language extension offered once a week for Early Years 1 and 2 and three times a week in Foundation.

PYP IN GRADE 1-GRADE 5

The Junior School Program at the International School of Florence develops children's understanding of the world through the IB Primary Years Programme. Our program promotes the development of mathematical and language literacy as well as curiosity in the sciences and social studies through relevant and engaging units of inquiry. A love for

the creative and performing arts, together with physical exercise, is fostered by specialist teachers who work collaboratively with classroom teachers, enabling students to make transdisciplinary connections to their learning across the curriculum. Learning is enhanced throughout the year through integrated activities and trips in our local Florentine environment. Students learning English as an Additional Language are offered support by our English as an Additional Language (EAL) services. Students are encouraged to learn our host country's language and culture through daily Italian instruction. An integrated Italian equivalency program is offered for our host country students who wish to meet the requirements of the Ministero della Pubblica Istruzione.

ITALIAN AT ISF

The PYP curriculum model honors language development in the primary school and 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 with varying levels of Italian at the school. The goals of each program differ and the placement into a program is at the discretion of the principal, based on assessments, parent interviews, and teacher recommendation.

ITALIAN PROGRAMME

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 5th grade Italian exam. This is a challenging goal for mother-tongue Italian speakers with only an hour of instruction daily. These students may 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 Grade 1. 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 by grade or by level, depending on the schedule and staffing levels.

HOME LEARNING POLICY

Rather than “homework”, we wish to use the term “home 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 Home 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 Home Learning opportunities to ensure that the child has independent physical play opportunities 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.

HOME LEARNING MAXIMUMS

GRADE	READING	HOMEWORK	TOTAL TIME
PS + PF	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

What is a parent's role in Home 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

Please note that all children are motivated by parental interest in their learning. Research shows the greatest impact Home Learning has on student success is in part due to the enjoyment between parent and child, as well as the motivation that arises from parental interest. This interest could look like:

- Reading to or listening to your child read
- A discussion and sharing of viewpoints on a learning engagement
- A casual check in: "How is everything going at school? Do you need any help?"
- Providing time for support with tasks such as surveys or community service
- Being a sounding board for ideas.
- Playing card games or other board games that support concepts such as number or pattern.

Remember, Home Learning is not meant to cause conflict or stress as research shows this to create a negative impact on student growth. With this in mind, please let your homeroom teacher know if your child is struggling to complete their tasks.

TEACHER AND STUDENT ASSIGNED TASKS

In the Junior School, we believe Home Learning should be motivating and authentic. Home Learning tasks will be engaging and interactive, often relating to our unit of inquiry (UOI) and open-ended by nature, rather than tasks completed in isolation. Tasks are differentiated depending on the needs of the individual student. The tasks are prepared by the homeroom teachers, and in some cases, the students themselves, and are designed to provide opportunities for all students to enjoy success. Learning tasks are designed to support learning in all areas of growth (cognitive, social, emotional and physical), and include feedback with the teachers well as reflection.

One expectation for everyone is reading; reading to LEARN and ENJOY through shared reading experiences. We believe that reading is an essential skill that will help support all learners throughout their lives and is key to their success.

In fact, evidence suggests that reading for pleasure is more likely to determine a child's success at school than their social or economic background. With this in mind, we encourage and support all reading at home and hope you enjoy the experience with your child as much as we do.

This may look like:

- 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.
- Parent and child selected reading: You may choose books together from home or a library, you may read comics, magazines, signs, subtitles, blogs, and so on. All of this type of exposure to print can be pleasurable, as well as supporting your child's interest in, and therefore ability to, read and comprehend.
- Time allocation: Due to the nature of the program and student learning needs varying greatly, it must be reinforced that the timings below are a maximum recommendation. It is not a time frame we strive to reach.

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

The Required Home Learning maximums (page 23) 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 above 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.

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

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- 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.

JUNIOR SCHOOL 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 includes teacher or student-designed and commercially available tools, trying to develop the fullest understanding of where the child is, where they need to go, and setting goals to get there. Educational decisions and recommendations are made with a consultative model, involving different professionals especially noting the rate of growth.

JUNIOR SCHOOL 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 a shared expectation. Academic honesty is defined by the IB, as “a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment”. (IBO document, Academic Honesty July 2011)

Becoming academically honest in the PYP will act as a cornerstone in preparing our students to develop life-long ethical practices in academics and beyond. Specific examples of Academic Integrity expectations will be taught through the course of the Junior School year through the development of the IB learner profile attributes and the approaches to learning.



UPPER SCHOOL PROGRAMMES

The Upper School offers a number of closely interrelated programmes of learning for ISF students. For clarification purposes, the following definitions may be useful:

UPPER SCHOOL: Students at ISF in Grades 6-12, generally ages 11-18/19 years.

MIDDLE SCHOOL: Students in Grades 6, 7, and 8, generally ages 11-14 years; this includes students studying in the Italian Programme, and those in the International Programme.

HIGH SCHOOL: Students in Grades 9-12, generally ages 14-18 or 19 years, and this includes students studying in the IB Diploma Programme.

Just to add a little flavour to this, you will also sometimes see the Middle School Programme described as covering Grades 6-10 (for example in Managebac and when the MYP is mentioned), and students in Grades 11 and 12 completing both the IB Diploma Programme and qualifying for the American High School Diploma. This is explained further below and in the linked documents.

THE MIDDLE SCHOOL PROGRAMMES [GRADES 6-8]

The Middle School Program for students aged 11 to 14 years, offers the choice of following the Italian Program or the International Program. Two-thirds of the MS programme is the same for all students where they are taught in mixed ability groups. The other third of the programme is either Italian Studies consisting of Italian, matematica & scienza, storia & geografia leading to the Terza Media Exam, or international studies in Italian language, maths and social studies.

The table below shows the lesson breakdown by subject and number of lessons per 2 week cycle. Each lesson is 40 minutes, although practical subjects are mainly taught as double lessons of 80 minutes.

INTERNATIONAL	ITALIAN	LESSONS
Italian Beginners, Intermediate, Advanced	Italiano	9
Maths	Matematica & Scienza	11
Social Studies	Storia & Geografia	9
Science		10
English		9
French/Spanish		8
Physical Education		8
Art		4
Theatre		4
Music		4
Wellbeing		2

The International MS Program provides a framework of academic challenge and life skills for students aged 11-14 years. Students at this stage (early puberty moving towards mid-adolescence) are in a particularly critical phase of personal and intellectual development. This is a time of uncertainty, sensitivity, resistance and questioning. An educational program needs to provide them with discipline, skills and challenging standards, but also with creativity and flexibility. The Middle School Program builds around these considerations and also helps students develop a personal value system by which to guide their own lives, as thoughtful members of local communities and the larger world.

Students in Grades 6 - 8 have a broad and balanced curriculum that includes: English, Mathematics, Art, Music, Theatre Studies, Social Studies, Science, Italian, French or Spanish, PE, and Wellbeing.

The general program in Grades 6 to 10 in English Language Arts, Maths, Science, Social Studies (History and Geography) Art, Theatre Studies and Music is based on the principles of the [IB Middle Years Programme \(MYP\)](#) with an adapted version of the [Common Core/AERO Standards](#) from the USA to provide the curriculum content. Please note we are not an MYP School.

The Italian, Spanish and French language curriculum is based on the [Common European Framework of Reference for Languages \(CEFR\)](#).

Physical Education is a bespoke program designed to meet the needs and facilities on offer at ISF, and is broadly based on elements from the IB MYP, English National Curriculum, and other international curricula models. PE takes place in a block morning for grades 6-10 at the excellently resourced [Olympus Sports Centre](#).

The Wellbeing program is based on the [PEEC approach](#) from Australia.

Full curriculum schemes of work and much more on our curriculum, assessment and feedback to parents on student progress will be available via the ISF [Managebac platform](#) from the end of the academic year, 2021.

THE MIDDLE SCHOOL ITALIAN PROGRAMME

The Middle School Italian Programme is a bespoke programme created to help students prepare for the externally administered Italian Government Licenza Media exam. Content of the subjects of English, Science, Italian Literature and Social Studies, Technology, Physical Education, Art, Music, and French or Spanish are tested in the Licenza Media exam. Books and material are selected from required Italian Government educational resources.

Mock oral examinations are scheduled at the end of Grade

8 during the final trimester to prepare students for the oral component of the external exam. A commission of teachers conducts the mock exams. Italian Programme students will have more homework than their peers in the International Programme.

MIDDLE SCHOOL CURRICULUM OVERVIEWS

Please see [this document that overviews](#) the basic content of the programme and how it compares to the International Program.

THE HIGH SCHOOL PROGRAMME [GRADES 9-12]

The High School programme is offered to students in Grades 9 through 12. All students at ISF study the High School Programme.

A central focus of this programme is the development of skills that will be carried through into the Diploma Programme and beyond. Skills of analysis, data interpretation, communication, creative problem solving, research, critical thinking and time management are developed through all of the courses. Assessment tasks also resemble the types of assessment that students will face later in their education, ranging from essay writing, lab reports, source analysis, mathematical projects to research projects and more. Students take part in a Pre-CAS community service programme and work experience project weeks are planned for students in Grades 9 and 10 at the end of the summer term.

In Grades 9 & 10 the programme is especially designed to provide a transition from the broader based, experiential curriculum of Middle School to the more specialized and rigorous requirements of an accredited high school programme. Students in Grades 9 and 10 broadly follow the Middle School Program subject offer and for 2020-21 take an additional subject.

The Wellbeing Programme in Grades 9 and 10 is also specifically geared to students making informed choices about their future pathways with input from the DP Coordinator, the Careers and Guidance Counselor and visiting speakers, often drawn from the expertise in the ISF and local community.

During Grade 10, student and parent meetings are held regularly to discuss and inform on choices for Grades 11 and 12. Not all students will be suited to the IB Diploma Programme but all students are expected to graduate with an ISF High School Diploma. Successful completion of the IBDP automatically and additionally leads to an American High School Diploma.

The curriculum in Grades 9 & 10 builds upon the skills and learning outcomes from Grades 6-8 and prepares students

for the IB Diploma programme in Grades 11 & 12.

HIGH SCHOOL CURRICULUM OVERVIEWS

Please see [this document that overviews](#) the basic content of the programme.

THE IB DIPLOMA PROGRAMME [GRADES 11 + 12]

The [International Baccalaureate Diploma Programme \(IBDP\)](#) is an externally assessed two-year programme for the academically motivated students in Grades 11 and 12, leading to the award of the IB Diploma. The IB DP Coordinator assists students in planning their programmes and monitors their progress.

The curriculum contains six subject groups together with a core made up of three separate parts. Students study six subjects selected from the subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours).

All three parts of the core, the extended essay (EE), theory of knowledge (ToK) and creativity, activity, service (CAS) are compulsory and are central to the philosophy of the Diploma Programme. Students are expected to spend three hours per evening, per day, on homework, which includes reading and reviewing as well as exercises and assigned writing.

The 2020-2021 [ISF Diploma Programme Handbook](#) link provides a full description of the programme. The [ISF Diploma Programme Course Descriptions](#) link provides a full description of the courses for 2020-2021.

ISF DIPLOMA & GRADUATION REQUIREMENTS

ISF is accredited to offer the American High School Diploma. The ISF High School Diploma is awarded at Graduation and symbolises completion of High School. This Diploma is additional to the IB Diploma.

A total of 24 credits is required for graduation with the ISF High School Diploma:

- 4 credits of English language/literature;
- 3 credits of Foreign Language;
- 3 credits of Social Sciences;
- 3 credits of Science;
- 3 credits of Mathematics;
- 8 credits of Elective classes

All students take courses in English and Italian, either

studying the language and literature of the language, or focusing on their language acquisition skills. Students follow courses in History/Social Science, Science, Mathematics and Physical Education. Students may study a third foreign language, which is encouraged in the context of an international education. Students may also choose to study art and music. The offering of some classes is subject to minimum student numbers.

Additional requirements for the ISF High School Diploma include:

- Participation in at least 4 courses during Grades 11 and 12
- No year grade lower than 3 (otherwise, credit cannot be granted for a particular course)
- Completion of the Creativity, Activity and Service Program(CAS)
- Minimum 90% daily attendance during Grade 11 and 12
- Minimum 90% attendance during personal tutor sessions in Grade 11 and 12

Class subject assessment is reported to students and parents in trimester reports. Assessment is criterion-referenced, based on a 7-1 scale.

EXTERNAL ASSESSMENTS

MAP GROWTH ([Measures of Academic Progress](#)) is a digital assessment tool that provides teachers, learning support staff, administrators, students, and parents with detailed data about student growth and achievement. Immediate results allow teachers to identify and address student needs. Students in Grade 6 through Grade 10 take the assessment twice a year (note that students in Junior School also take the MAP). [[ISF Internal Manual to the MAP](#)]

PSAT is offered to students from grades 9-11 and tests students in the areas of reading, writing, and math. PSAT 8/9, PSAT 10, PSAT 11 NMSQT - These tests are held internally for ISF students and sign-ups are offered to all students in grades 9-11 each year. The test is optional and serves as a practice version of the SAT exam. PSAT does not affect school GPA and is not used as part of college admissions. In grade 11, the PSAT 11 NMSQT is a scholarship qualifying test for students. (US citizenship holders) See drop down menu from the [USA College Board website](#).

SAT: ISF is an official test center for the SAT. The registration for the SAT is administered by CollegeBoard.

ITALIAN STATE EXAMINATIONS

QUINTA ELEMENTARE EXAM: At the end of Grade 5, Italian

Program students present the Quinta exam at a local Italian primary school with an external commission. The exam consists of a written and oral component.

TERZA MEDIA EXAM: At the end of Grade 8, Italian Program students take the Italian Government Licenza Media Exam at a local Italian public middle school with an external commission. The exam consists of written and oral components.

IBDP EXAMINATIONS

Final examinations in May of the second year of the IB Programme form the basis of the assessment for most courses because of their high levels of objectivity and reliability. They include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions (limited use of these)

There are also a number of other externally assessed pieces of work, for example, [theory of knowledge essays](#) and [extended essays](#). These are completed by students over an extended period under teacher supervision instead of examination conditions, and are then marked by external examiners.

Our ManageBac platform has an internationally recognised academic misconduct checker - Turnitin.

UPPER SCHOOL 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. Similarly, students who act in collusion by allowing their work to be copied are equally at fault and will be subject to disciplinary consequences.

Please note that ISF has no means of knowing if an act of academic dishonesty was deliberate or not on the part of the student, and so intent cannot be taken into account. Academic misconduct includes:

- Plagiarism
- Collusion

- Having someone else do your work
- Cheating in tests and exams
- Disruptive behavior during an examination or test

In the event of serious academic dishonesty, the penalties reflect the seriousness with which we view such an offence.

The International Baccalaureate Diploma Handbook contains further information on the consequences of academic dishonesty in Grades 11 and 12, including not receiving the IB Diploma.

HOMEWORK

Homework is assigned to reinforce classroom instruction and support mastery of skills through practice. It can also be used to complete work not finished in class, to provide enrichment exercises and to develop research skills. Students should be given meaningful homework, never 'busy work', and it should include a variety of activities.

In general, homework:

- Should not introduce new concepts which require extensive help from a tutor/parent
- Should not be given as a form of punishment
- Should be meaningful and complement classroom learning
- Should be differentiated to offer additional support to meet the student's individual needs
- Assignment expectations and assessment methods should be very clear
- When students hand in their homework, teachers must provide meaningful feedback to students in a timely manner.

Homework is regularly assigned and is due on the date specified by the teacher.

Recommended maximum times for homework assignments:

GRADES 6-8: 45-60 minutes per night for all subjects

GRADES 9-10: 90-105 minutes per night for all subjects

GRADES 11-12: 120 minutes per night for all subjects

Assignments missed due to illness must be turned in on dates decided in consultation with the teacher, generally the day after returning to school. In the case of extended absences due to illness or hospitalization students are asked to work in consultation with their teachers on a reasonable schedule to help catch up once they are able to return to school.

HOMEWORK CLUB

Homework Club is designed to support students in the completion of their homework. A student may choose to attend on a voluntary basis. Students work quietly and independently on set assignments and may ask for assistance from the Homework Club teacher or may apply for help from a Peer Tutor. Homework Club runs from 3:00 – 4:00 every day except Tuesday.

TIMETABLE

You can find your student's weekly timetable from the ISF website under the RESOURCES drop down menu iSAMS Parent login. Please remember to check if it is Week 1 or Week 2. Friday Flash usually has this information. If you have lost your login details please contact the IT Officer.



JUNIOR SCHOOL ATTENDANCE AND ABSENCES

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 are expected to be at school every day to support success in our program.

Regular, on-time school attendance is a habit that parents can instil in their children from an early age. Sporadic attendance, or chronic late arrival, are also habits that parents can instil 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.

JUNIOR SCHOOL ATTENDANCE

School starts at 8.30 am. It is expected that all students arrive on 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.

Please refer to this document for current information relating to all Junior School systems and strategies that are being implemented under the covid guidelines:

Under normal circumstances, the school hours are:

EARLY YEARS 1 - GRADE 2

08.30 - 15.20 (on Tuesdays to 14.40)

GRADE 3 - GRADE 5

- 08.30 - 15.30 (on Tuesdays to 14.45)

Please note that the JS 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

A staggered entry process (15 minute slots) is in operation. This relates to students who do not take the school bus. School bus timings will be arranged directly with the drivers.

- 8:00 - 8:15 Grade 2-5 plus siblings
- 8:15 - 8:30 EY1- Grade 1 plus students with siblings at the US

Parents will enter school from Ponte a Ema at the lower gate (reception side) and drop off Foundation to G5 children directly at the Lower gate and then proceed to the exit without parking (see map). Please have your children ready, with their backpacks, to efficiently exit their vehicles.

EY 1 and 2 Parents only can park in the car park in the indicated zone (See map). A teacher will collect your child from the car.

No parents will be permitted on campus without an appointment made through Reception. When students arrive they will be directed to temperature stations by a staff member. Please note you do not have to wait for the results of this temperature check; if a child has a temperature you will be alerted by phone.

- Early Years 1 and 2 temperature taken in the EY Unit
- Grades F, 1 and 2 temperature taken at AulaMagna door
- Grades 3, 4 and 5 temperature taken at Reception door



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. Early Years bus children are escorted to the bus by a class teacher.

In the afternoon, please enter school from Ponte a Ema via the Lower Gate (the same as in the morning). It is vital for the smooth running of dismissal that you only enter school at your designated time slot. If you arrive early, please wait at Piazza Bacci. If you are late this will also cause severe disruption to the traffic flow. When you arrive at the carpark, please park where indicated by staff, exit your car (wearing your mask) and wait at a marked cone in the designated pick up spot. If all the cones are occupied, you will need to wait in your car until a space becomes available. Please exit the campus with your children as quickly as possible. It is essential that you maintain social distance from other families.

IN THE AFTERNOON:

3.10 -3.20 Buses

3.20-3.30 EY1- G2 plus siblings

3.30 G3-5 (plus students with siblings at the US)

TUESDAYS WILL BE 45 MINS EARLIER:

2.25 -2.35 Buses

2.35- 2.45 EY1- G2 plus siblings

2.45 G3-5 (plus students with siblings at the US)

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- with the exception of Tuesdays where school ends at 2:45 p.m- unless there is a specific supervised after school activity. Please see Page 46 for ECA information.

JUNIOR SCHOOL ABSENCE GUIDELINES

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 or email juniorschooladmissions@isfitaly.org and your child's class teacher 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

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 upon returning to school. 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 Junior School office prior to going to class.

JUNIOR SCHOOL EXTENDED ABSENCES

If a parent/guardian feels it is unavoidable to take their child out of school for an extended period, a letter or email should be submitted, in advance, to your child's teacher and the Junior School Principal. Alternative assignments may be prepared on a case-by-case situation in collaboration with the class teachers, but it is not possible to replicate or provide the same learning opportunities for students who are not in school.

In the event that a student is absent from school for 5 or more consecutive days (including weekends) due to an illness or injury, he/she is required to submit a doctor's certificate, and email it to the school nurse (details below). This certificate needs to include specific dates of prescribed absence and any recommendations for school accommodations.

If a homeroom teacher makes initial contact with a parent/guardian and there is no improvement, the Principal and Vice Principal of Wellbeing will be informed. Consistent attendance supports every child in accessing the curriculum and showing improvement in all areas. When a student's attendance falls below 90% in one semester, a parent/guardian will be contacted to discuss the impact this may have on the child's social, emotional and academic growth.

In the event of a student remaining off-campus due to quarantine, the school will not provide online support during this time. The exception to this is if the Inclusion Team advises the necessity of this from an EAL or LS need. At this point, the VP of Wellbeing or Inclusion Coordinator will contact the family directly.

If a full class or year-level is quarantined, a distance learning timetable will be facilitated by the classroom teacher for the duration.

UPPER SCHOOL ATTENDANCE AND ABSENCES

UPPER SCHOOL ATTENDANCE

ISF requires regular school attendance for all students, as absences for family excursions and extended holidays do not support the mission of the school. Each lost school day potentially puts a child in a position of academic disadvantage. Students who do not participate fully in the curriculum and activities designed by the school do not gain the intended educational benefits of the programme. The curriculum has been established to meet the needs of our international school population and emphasizes interactive, hands-on experiences. Group activities and class assignments are such that they cannot always be replicated at a later date. Regular daily attendance, therefore, is necessary and expected of all students.

UPPER SCHOOL DROP-OFF AND PICK-UP

Students can be dropped off at the ASSI parking lot that is located directly facing the entrance to Viuzzo di Gattaia. Students with private cars have to find available parking as it is not possible to park their vehicles in school. A guard will be present from 7:30 am until 8:30 am to accompany students across Viale Michelangiolo and again at dismissal from 3:00 pm until 3:45 pm. For the safety of your children, no vehicles including taxis may enter school grounds between 7:30 am and 8:30 am and between 2:30 pm to 3:30 pm. In the case of medical reasons, an authorization to enter the campus must be requested through the school receptionist. For security reasons, the front gate will remain closed during the day. The school's guard is on duty from 7:15 am until 3:45 pm each day.

We do not encourage students to arrive on campus before 08.00am as there is not sufficient staff to supervise large numbers of students arriving early.

The EARLY BIRD CLUB operates from 07.15 until 8.15. Any student who needs to arrive earlier than 08.00 will be asked to join the club on the terrace where they will be supervised by a member of staff.

UPPER SCHOOL ABSENCE GUIDELINES

To ensure timely and informed communication about student absences, parents must call or email the school receptionist at upperschooloffice@isfitaly.org, preferably before 8:00 am on each day of the absence. Reception will call parents should a student not be registered by 09.10 (the end of the first period).

LATE ARRIVAL TO THE UPPER SCHOOL

The form tutor period for Grades 6-10 starts at 8:15 and it is expected that all students will arrive punctually to class. Arriving late is disruptive to both teachers and students in the classroom and consequently hinders the learning process.

Form tutors monitor the punctuality of their students and will discuss this with students and if need be will contact parents should a continued pattern of lateness be recorded.

LEAVING UPPER SCHOOL CAMPUS

Students who do not have a timetabled lesson may not leave the school campus. Exceptionally, if Grade 12 students do not have a scheduled first or last period class, they may either arrive later or leave early only if they have parental permission submitted to upperschooloffice@isfitaly.org in writing. In such cases the students are required to go to the receptionist and use the sign-in/sign-out sheet.

In any other case, a student who has to leave school must obtain an exit (red) form from the reception desk signed either by a Vice Principal or the Receptionist. The student must then use the sign-out form at the receptionist's desk and give the exit form to the school security guard upon leaving the campus.

Parents wishing to have their child(ren) released during the school day must notify the school in advance if possible. If a student has to leave school due to illness the parents will be contacted by telephone and asked to come to the school. Students must sign out whenever they leave school during school hours.

CONTACT INFORMATION

Parents must register any change of contact information directly into the iSams Parent Portal through the school website. We rely on this updated information for accurate emergency contact.

For a change of address, phone or email, parents must register any change of contact information directly into the iSAMS Parent Portal through the school website. We rely on this updated information for accurate emergency contact and the safeguarding of all students.

CURRENT RE-ENTRY PROTOCOL

Please note that all absences, even for one day, require a self declaration form to be filled out before the school reentry. The signed self declaration form can be brought directly to school or emailed to the school nurse at s.gori@isfitaly.org. Here is the link for the [Self Declaration for School Re-Entry Form](#).



DAILY PROCEDURES [BOTH CAMPUSES]

COVID-19 PROTOCOLS can be found on the ISF website.

EMERGENCY PROCEDURES

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

EMERGENCY SCHOOL CLOSURES

In case of emergency school closure, an emergency sms (message system) is in place. You will be notified of pertinent information by text.

SECURITY CONTACT INFORMATION

Parents must register any change of contact information directly into the iSams Parent Portal through the school website. We rely on this updated information for accurate emergency contact and the safeguarding of all students.

CAMPUS SECURITY

Our campuses are “closed campuses.” 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.

VISITORS

Visitors must sign-in at Reception and display a visitor badge. Current COVID-19 protocol is that all appointments must be approved by the JS Principal and the COVID-19 representative, Referente COVID-19 d’Istituto.

In normal times, visitors to the school must sign in at the gate with the security guard and provide proof of their ID. For times when the guard is not on duty at the gate, access is through communication with Reception via the gate intercom. Visitors must then sign-in at Reception and display a visitor badge. The school cannot allow student visitors in the classrooms as this can lead to disruption to lessons and may also interrupt the class learning process, thus student visitors are welcome at lunchtime only by prior arrangement. We apply our child protection policy and visitors must have a security clearance before they can interact with students.

VOLUNTEERS

Due to the current COVID-19 restrictions, volunteers are not permitted on campus.



JUNIOR SCHOOL COMMUNICATION

PARENT INFORMATION OPPORTUNITIES: NEW FAMILY ORIENTATION

An initial meeting takes place for all new families before joining in order to meet the leadership team, ask questions and be connected with other new families.

An orientation for new students and their families is held before school starts to learn about the functioning of the school. EY1, EY2 and Foundation parents are invited to meet their teachers the Friday before class starts instead of the Back to School Night. The organisation of these events will be determined by covid protocols and communicated to all families in advance.

PARENT INFORMATION OPPORTUNITIES: BACK TO SCHOOL NIGHT

Parents of students from Grade 1 to Grade 5 are warmly invited to our school for Back to School Night scheduled for the first weeks 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, 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 email to parents in August.

PARENT INFORMATION OPPORTUNITIES: PARENT DEEP DIVES

At different points through the school year, parent presentations will be scheduled to provide discussion, or information of interest to ISF parents. Currently, these are facilitated virtually.

PUBLICATIONS

A Friday Flash is sent out weekly and the ISF Newsletter is sent out three times per year.

TODDLE

Our Platform for communicating student progress and digital portfolios is called Toddle. At the beginning of each school year, parents will receive a code to access Toddle either via the Toddle App called Toddle Family or the web, where you will be able to view your child's digital portfolio and track their individual learning journey. This platform is also where you will see your child's progress reports as well as other important curricular updates from teachers. There is also a dedicated student app called Toddle Student for use in remote-learning situations.

STUDENT PROGRESS REPORTING

All students receive comprehensive written reports, as well as progress updates. As well as utilising this reporting method, portfolios are integral to sharing student growth. Units of Inquiry are reported on through a variety of means, including rubrics, presentations, Toddle and portfolios. Regular family letters, updates on learning through digital platforms and feedback in relation to units of inquiry are also shared regularly.

SETTLING-IN UPDATE

For students who are new to the school, a settling-in report or update on their transition will be provided to families. This report will be focused on the Approaches to Learning skills (ATL skills) and their wellbeing. This may come in the form of a letter or informal conference between the parents and the class teacher.

PARENT, TEACHER & PARENT, TEACHER, STUDENT CONFERENCES

Conference days are scheduled twice a year, in October and February as noted on the school calendar on the website. In Grades 2-5, these conferences also include the student. Parent sign-up takes place online a few days before the conferences. These conferences are designed to communicate student progress. 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) 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.

WHAT IS A STUDENT-LED CONFERENCE?

A student-led conference is a meeting time when parents are invited to participate in a conference led by their own child. They are responsible for sharing their portfolios as well as other examples of learning that takes place in the classroom and in their specialist lessons. The exact format of the conference will depend on the age of the student.

WHY ARE WE HAVING STUDENT-LED CONFERENCES?

The three main purposes for implementing student-led conferences are to celebrate a child's learning, show growth over time, and provide parents with a better understanding of their child's learning process.

As students create portfolios and participate in student-led conferences, they learn to organize and self-evaluate their work on an on-going basis.

PROACTIVE COMMUNICATION WITH THE SCHOOL

We strongly encourage parents to proactively communicate any concerns or questions directly to the school in order to receive correct and up-to-date information.

In most cases, teachers will be the first point of contact and are available for appointments via email or through the receptionist, who will subsequently inform the family of the date and times of arranged appointments.

Please allow 24 hours for teachers to respond as their main focus is teaching and learning.

CONCERNS/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 (or with the relevant Vice Principal of Wellbeing or Vice Principal of Learning) or by emailing juniorschooloffice@isfitaly.org.
3. If the problem still remains unresolved, the parents should then ask for an appointment with the Principal.

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.



UPPER SCHOOL COMMUNICATION

The main source of general communication is the school website, www.isfitaly.org. You can also find updates on our social media channels ([Facebook](#) and [Instagram](#)).

A Friday Flash is sent out weekly containing information about school happenings and celebrating successful activities. The ISF Newsletter is sent out three times per year. These are also available to view on the school website. Regular coffee mornings for parents are held on different themes throughout the year and email communications are sent periodically. Zoom meetings are also a popular feature for parents especially during the periods of online learning. These are usually on a fortnightly basis, for parents in Grades 6-8 together, Grades 9 and 10, and Grades 11 and 12. Parents of Grade 11 and 12 students may have more frequent meetings due to the intensive nature of the Diploma Programme and the need for action and support in college applications, for example. Invitations to these meetings are usually advised in the Friday Flash with a reminder the day or morning of the meeting.

Parents are encouraged to make appointments with teachers if they feel that they are necessary. 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.

If a student has a problem in one of their classes at school, this should initially be discussed in a telephone or face-to-face discussion with the teacher, as this usually resolves most questions. Students in Grades 6-10 all have a form tutor who will be able to liaise with their tutees, parents and teachers to resolve most issues.

If this is not the case, then the next step, depending on the nature of the problem, should be to make an appointment with either the Vice Principal for Student Support or the Vice Principal for Learning.

If the problem still remains unresolved, the parents should then make an appointment with the Principal.

CONFERENCE DAYS

Parent/teacher/student conference days are scheduled twice a year, in mid-October and in the early spring as noted on the school calendar on the website. Parent sign-up takes place online a few days before the conferences. Online conferences have proved not just necessary but popular and a better use of time during the last year. It is anticipated that we will continue with this format at least during 2021-22.

REPORTS

Students receive three Report Cards during the school year. These are posted on the student management system iSAMS, after the end of each trimester. The reports in Terms

1 and 3 are detailed commentaries for each subject with a grade for that subject based on the 1-7 IB system. At the end of Term 2, there is a Report Card but this will be a grade only card with an ATL achievement grade in each subject.

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In most cases, teachers will be the first point of contact and are available for appointments via email or through the receptionist, who will subsequently inform the family of the date and times of arranged appointments.

Please allow 24 hours for teachers to respond as their main focus is teaching and learning.

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3. If the problem still remains unresolved, the parents should then ask for an appointment with the Principal.

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.



TECHNOLOGY: CURRICULUM, POLICIES AND PROCEDURES

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 Student/Parent Handbook.

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. All students are provided with their own account on the school network.

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.

ICT: 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.
- Students are provided with an email account that may be used for schoolwork.
- Printing facilities are only available with Teacher consent. 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.

ICT: GRADE 5 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.

ICT: PERSONAL TECHNOLOGY

Telephones and iPads are not to be used for entertainment purposes while at school. School provided technology is intended for educational use only. It is recognised that students may need to bring personal technology into school for use after school. Personal technology must not be used during the school day and is brought to school at the own risk of students.

MESSAGES AND PHONE CALLS

Parents should only leave messages for students for urgent cases. The receptionist will try to locate a student to pass on a personal message but cannot guarantee its timely delivery.

MOBILE PHONES & STUDENT DEVICE POLICY

The use of mobile phones during instructional time without the permission of the teacher, or in a disruptive manner in the school setting is prohibited.

Mobile phones may be used in the classroom, as a learning tool, but only at the discretion of the classroom teacher. Unless otherwise specified by the teacher, phones must be turned off in the classroom.

For safety reasons, mobile phones must not be used while walking in the hallways, in restrooms, or in stairwells.

Mobile phones may be used by High School students during mid-morning break and at lunchtime although students are encouraged to use these times for physical activity and socialising.

Students who do not follow these policies may have their phone confiscated and will be required to leave it with the Vice Principal for Wellbeing for the remainder of the school day. Any urgent messages can be relayed through the school Reception.

Our recent guidance on STUDENT DEVICE USAGE (March, 2021) for Grades 6-8 advises that students on snack and lunch break are not allowed to use their devices. Devices are purely for classroom use at the direction and discretion of the class teacher. Students who need to contact their parents should go to Reception for help.

SCHOOL-ISSUED DEVICES & INTERNET USAGE

Students in Grades 6-8 are provided with a school laptop which must be returned at the end of each school year. Students in Grades 9-12 are invited to bring their own laptop or tablet, provided it supports the Chrome browser. Please contact our IT Officer should you require further advice on this.

Students receiving a device from the school are issued a device with predetermined applications installed. The International School of Florence retains sole right of possession of the device and related equipment and has the right to collect and/or inspect the device at any time.

It is the student's responsibility to take care of the device and not alter it in any way. If a device is lost or damaged, it must be reported to the IT Officer immediately.

Students will be held responsible for neglectful or intentional damage to their device including, but not limited to: broken screens, cracked plastic pieces, in-operability, etc. Should the cost to repair exceed the cost of purchasing a new device, the student will be asked to pay at full replacement value. Lost items such as cases and cables will be charged the actual replacement cost to the family.

All insurance claims in the case of damage or theft will be handled by ISF, working directly with the insurance agency. In the event of theft, parents must report the loss to their local police department (Carabinieri or Polizia di stato). A copy of the report must be presented to the school before a device can be repaired or replaced. Failure to report a theft and produce a police report in a timely manner may result in the claim being dismissed and parents being liable for the cost of repair or replacement.

Students at ISF have access to a wide variety of technology resources, including computer devices, network accounts, software and Internet access. It is expected that students use this technology for educational purposes only and in a responsible, ethical, and legal manner at all times.

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

SOCIAL MEDIA

Private social media contact (Facebook, Instagram, Snapchat, WhatsApp, etc.) between any employee of ISF and any student is not permitted. If an employee wishes to set up a contact with a group for curricular or organizational purposes, this must first be cleared with the Head of School, and the parents of students informed.

STUDENT WELLBEING

ALCOHOL AND DRUG ABUSE

ISF has a strict policy regarding the use and abuse of substances on the school campus. The unlawful use, possession, buying or selling, giving or trafficking in alcoholic beverages, narcotics, stimulants, barbiturates, suppressants, hallucinogenic drugs, marijuana or any other dangerous drug by any student of the school on its campus, in its immediate environs, or during school sponsored activities is prohibited.

SMOKING: Through our wellbeing curriculum all students participate in numerous activities and class discussions to encourage them to make positive and healthy choices. However, any student caught smoking, including electronic cigarettes, on the school campus, will face consequences.

Both ISF campuses are strictly non-smoking campuses. There is no smoking allowed at any time on premises and the visible vicinity of the campus.

ASSEMBLIES AT THE JUNIOR SCHOOL

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.

ANTI-RACISM STATEMENT

Please follow this link for the [Anti-racism Statement](#).

BEHAVIOR

At ISF, the approach taken towards behaviour management is supported through positive discipline strategies and restorative justice. These practices align with the mission and vision of the school. The approach is supported by research as a method of behaviour management that is solution focused and works towards preserving self-esteem and building connections amongst all members of the community. Social and emotional awareness of self and others is an essential life skill. It is also acknowledged, academic progress is not separate to a child's social and emotional wellbeing therefore positive discipline supports student's growth in all areas.

COLLECTIVE RESPONSIBILITIES: It is recognised that respectful behaviour is the collective responsibility of all three stakeholder groups; students, staff and parents. Living the Learner Profile is at the heart of this responsibility. All are expected to be ambassadors for the school both inside and outside the school.

STUDENTS: Students have the responsibility to respect

the rights and dignity of others and to become actively and productively involved in learning. Students are expected to behave in a way that is safe and respectful for everyone.

STAFF: Staff members are responsible for establishing a positive school climate, which encourages and supports students in developing self-regulation techniques and in growing as caring and compassionate global citizens. Staff members are expected to use the tools and strategies around them as well as those learnt from professional development sessions. Staff members are to model the PYP learner profile. It is the responsibility of staff to ensure learning experiences are meaningful and differentiated to student's needs.

PARENTS: Parents have a responsibility to ensure that their children are ready to learn and to help them make strong academic, social and emotional growth. Parents are expected to model respectful and responsible behaviours. Positive Discipline builds character by supporting intrinsic motivation; the internal model of controlling one's own behaviour. Character is sometimes defined as doing what is right because it is the right thing to do, what one does when no one is watching. Students, parents and teachers work collaboratively to develop communities which align with the school's core values without the use of incentives or rewards.

Please follow this link for our [ISF Behaviour Procedures](#).

BIRTHDAYS

We are always pleased to recognize a child's birthday at school. Due to COVID-19 protocols, the sharing of food is not permitted at this current time, unless the food is individually wrapped from a bakery or shop. Classroom teachers have found other innovative ways to mark students' birthdays through a variety of methods such as constructed 'cakes', cards, banners, party hats. If parents would like to send in snacks to celebrate, these must also be individually wrapped. We cannot currently share homemade snacks with students.

BULLYING & 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.

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.

ISF encourages students (or any community members) who become aware of an act of bullying to report the incident(s) immediately to a teacher or the Principal for further investigation. Reports of bullying are taken seriously and will 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. Retaliation, after someone has reported a bullying incident, will be immediately referred to the Principal. Recent Italian law provides protection against bullying by making bullying a reportable offence.

Please click here for the [Anti-Bullying Policy and Guidelines](#).

CHILD SAFEGUARDING

All members of the ISF community have a responsibility to help keep children and young people safe. To ensure this all staff at The International School of Florence are required to complete Level 2 Child Protection Training. A refresher of this training is provided for all staff each year.

The [Child Protection Policy](#) ensures that prompt and adequate assistance is provided to a child in need of special care and protection. It also defines procedures for staff members and establishes clear reporting guidelines and mechanisms.

If you have concerns relating to the safety of a child relating to physical, emotional, sexual abuse or neglect, please first contact the Child Protection Officers at each respective school:

- Inka Szablinski i.szablinski@isfitaly.org (Upper)
- Claire Angeletti c.angeletti@isfitaly.org (Upper)
- Kelly-Jo Dean k.dean@isfitaly.org (Junior)

If you are unable to reach the Officers, please contact the Head of School:

- David Ottaviano d.ottaviano@isfitaly.org

CLASSROOM SUPPLIES

Students are expected to come to school with all necessary supplies, so that they can take part fully in all activities.

Junior School students should 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.

Upper School students should bring a minimum of a pencil

case and an A4 writing pad, pre-hole punched to insert in subject folders as advised by their teachers. For maths there may be a requirement for a specific calculator.

A supplies list will be issued at the end of the school year advising on requirements for each grade for the new academic year, and including a recommended summer reading list. New families will be advised separately of this.

The school supplies students with specific textbooks on loan. School textbooks must be returned in good condition at the end of the school year. Lost or damaged textbooks will be billed to the student at the cost of replacing the book.

Most of the resources for learning are also provided using online platforms and software programmes and are as such accessible both on and off campus. Students will be trained in the use of appropriate device hardware and software.

Being prepared contributes to a calmer classroom experience and supports better learning.

CONDUCT

We expect our students to behave in a considerate way at all times both in and out of the classroom. This is conducive to a stimulating and productive learning environment. Those students who do not behave in such a manner are subject to disciplinary consequences. We expect all members of our community to comply with these rules:

- Respect yourself
- Respect others
- Respect property

If students do not follow these guidelines then they will face consequences that are designed to repair the damage done, whether emotional or physical, and which will lead to appropriate behaviour in the future.

EQUALITY, DIVERSITY & INCLUSION

At ISF we aim to treat everyone fairly; celebrating and meeting different needs so that all members of our school community are free to live, learn and achieve their potential. Equality and Diversity encompasses a range of inter-related policies and guidelines including equal opportunities, behavior and discipline, anti-racism and the anti-bullying approaches the school adopts.

We aim to:

- Maintain and promote a working partnership between the school, parents and community which fosters respect, honesty, truth, cooperation and tolerance.
- Help the students understand the world in which

they live, have mutual respect for the values of others and work together as a team.

- To ensure that everyone, whatever their needs and capabilities, is included and catered for.
- To value each individual and recognize and respond to the needs of all children.

The [Equality, Diversity & Inclusion Statement](#) outlines our approach.

Everyone at ISF is committed to making our school a safe and caring place for all students. We recognize that learning and teaching will thrive in a school climate that exhibits affirmative, positive and caring discipline through effective and timely intervention. ISF has the clear expectation that students and staff 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.

EXAMS AND EARLY DEPARTURES/WITHDRAWALS OF STUDENTS

Final examinations are given to High School students in grades 9 – 11 towards the end of the school year for all academic classes. Students in Grade 12 will sit mid-year exams in IBDP subjects (Mock Exams) early in the calendar year, usually in January. These exams will be held in IB exam conditions. Final Diploma examinations are held during May each year. Students in Grade 12 finish their taught programme during the last week in April so they can prepare independently for exams.

Students will not be exempted from examinations except in extenuating circumstances and with the approval of the Head of School. Any examinations, tests or work missed may receive a mark of zero.

EXTRACURRICULAR ACTIVITIES (ECAS) AT THE JUNIOR SCHOOL

In support of healthy child development, ISF offers a range of after school activities that families can register their children in. All activities will be adaptable for children of all ages. There will be 10 activities each term. From term to term these activities may change, depending on the season. At the beginning of each term, a letter is sent to parents with the rotation of activities offered, and a brief description of each activity. Children will then rotate on a weekly basis through the activities, spending three days at each one. Admission into the ECA program is guaranteed should a child wish to join. Also, families will be given the flexibility to attend one, two or all three days during the week.

ECAs will run on a three term basis. Term one runs from October to December, term two runs from January to March, and term three runs from April to June. Activities will take

place only on Monday, Wednesday and Thursday and will start at 3:30pm and end at 4:15pm. Pick up will be from 4:15pm - 4:30pm.

Parents who do not pick up their children by 4:30pm, will be subject to a warning. For repeat offenses the child will be subject to withdrawal from the activities for the remainder of the term or year.

EXTRACURRICULAR ACTIVITIES (ECAS) AT THE UPPER SCHOOL

ISF supports the growth of students both in and outside the classroom and promotes a varied extracurricular activity programme. Teachers propose activities in the spirit of using their specific interests and skills, and enhancing our students' learning experience beyond the classroom.

ECA Coordinators oversee the scheduling, enrollment, communication and other logistics of the programme at each campus.

An ECA will take place with a student group of 5 or more regularly attending students, and no more than 20 students. For safety and supervision reasons students must stay in their supervised activity area and must leave the school premises immediately after the completion of the activity, and in any case by 4:15.

ISF faculty are the preferred ECA adults, as they have the training and expertise to work with children in group settings. Adults who are not ISF teachers may occasionally be approved to run an ECA. These adults will be recruited according to ISF's child protection and safe-guarding procedures, will be made aware of ISF's safety and emergency procedures and will have appropriate certification or experience to run the proposed activity. Non-teaching staff are not normally eligible to offer an ECA. Priority will be given to ISF teachers, at the discretion of the HoS.

HEALTH

Please the school website for the most current information regarding hygiene, health, and safety regarding COVID-19.

We have a part time medical nurse on campus, and several members of staff are qualified to give first aid. First aid supplies are available for the treatment of minor injuries. A small infirmary is located near to Reception.

Parents must be aware that the school does not administer medication of any kind to students. If students suffer from headaches or allergies, they must be given appropriate medication by their parents only. Should a student require emergency care in a hospital, an ambulance will be called and parents immediately notified. In a non-urgent situation, parents will be notified and the child kept in the infirmary



until parent arrival.

In case of any student medical problems, parents will be notified at home or at work. Parents are required to inform the school of any medical condition. It is imperative that parents keep their contact information current via the parent on-line iSams portal with their home address, email address, home, work or mobile telephone number.

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).

If a child is found with head lice at school, parents will be notified to collect their child. This practice is in place to mitigate the risk of spread. The school nurse will conduct a class

MEDICATION: Staff are not permitted to administer medication at ISF except for the School Nurse. If a prescribed medication needs to be administered during school hours, parents must meet with the Nurse to define the protocol, according to the student's medical needs.

LIBRARY AT THE UPPER SCHOOL

The Onan Family Foundation Library provides access to print and non-print media for all members of the ISF community. The collections include some 11,500 books, 10 periodical subscriptions, and a large collection of DVDs for classroom use. The range of non-fiction books supports the school curriculum as well as wider areas of interest and reference. The fiction section contains literary classics as well as current popular reading selections for pre-teens to

adults.

The library is open from 8:00 until 16:00 Monday through Friday. Individual students may use the library for quiet study or reading whenever they have a study period, or during mid-morning break, lunch recess and after school.

The library catalogue can be accessed on dedicated computers or [remotely campus-wide](#) as well as externally. Digital resources and research are available through access to several online subscriptions and databases, which are also available remotely. Wi-Fi access provides the 24 study spaces and reading areas on the balcony level with internet access for the library's laptops (which can not be removed from the library) as well as personal laptops and tablets. As per ISF policy, the use of electronic devices for listening/viewing purposes (iPhones etc.) and cell phones is prohibited. There is provision for printing (only for High School students and only through their Google accounts) and help with research or locating materials is always at hand.

The librarian collaborates with other faculty to bring classes into the library throughout the year to encourage use of a wide range of learning resources and services.

Lost or damaged books must be paid for or replaced by the student. Students who have overdue library books or outstanding debts at the end of any trimester will not receive their grade report or other official records (transcript, IBDP results etc.) until the situation is resolved.

LOCKERS AT THE UPPER SCHOOL

Lockers are located in the corridors and students are encouraged to bring their own padlocks and keep their lockers locked at all times. Lockers must not be exchanged or shared, and they must be kept free from indelible stickers or markings.

The school cannot accept responsibility for the loss of valuable items.

LOST AND FOUND

The Lost and Found area at the Junior School is located in the cupboard inside 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.

The Lost and Found area at the Upper School is located in the corridor adjacent to Reception. Any items that are found

should be turned in to Reception. Items left unclaimed are donated at the end of the year to a charitable organization.

LUNCH AND SNACK AT THE JUNIOR SCHOOL

Children are encouraged to bring a healthy snack such as fruit, vegetables, yoghurt, cheese, juice (no potato chips, sweets) and a healthy lunch. Students are encouraged to use the hot lunch provided by the food company (SIAF Cafe), however, students with specific dietary needs are allowed to bring their own lunch. Information on the lunch program can be obtained from the Junior School Lunch Coordinator. EY1 and EY2 children eat lunch in their own lunchroom.

To benefit from the lunch service at the Junior School it will be necessary to buy a monthly subscription via the [Joyfood portal](#) or app. Instructions on how to register to Joyfood can be found [at this link](#).

LUNCH AND SNACK AT THE UPPER SCHOOL

The café is available for students during the mid-morning and lunch breaks. In accordance with Italian Health and Safety regulations and to support our goal of encouraging healthy eating habits, students are not allowed to order food for delivery to school from outside providers. Students may choose to bring a packed lunch, which may be eaten on the terrace or in the designated outside areas, weather permitting.

From September 2020 we are currently following the COVID-19 protocols which includes separate eating areas for each grade and separate packed lunches ordered in advance from the ISF Café. In these circumstances separate eating areas are provided for each grade either on the Terrace or in the Gazebos outside. There are 2 sittings, one for Grades 6-9 and one for 10-12 and aligned to the teaching timetable. Our team of cleaners sanitises each area after each sitting.

MOTOR VEHICLES

Scooters are to be parked in the designated parking space along the driveway that leads to the school building. Students on scooters who do not abide by the road code (codice stradale) on school property will lose the privilege of parking on the school campus.

RECESS AT THE JUNIOR SCHOOL

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.

SERVICE LEARNING

Volunteering and taking action to improve our community is an integral part of learning at ISF. Opportunities for service learning are embedded in our Programme of Inquiry. Alongside this, there are extra opportunities for students to be members of groups relating to supporting the community and improving our school.

SEARCHES

All school property is under the control of the school and its officials, and a search of school property, including but not limited to lockers, may be made at the discretion of the Head of School if a reasonable suspicion arises that items considered illegal, disruptive or a general nuisance to the educational process are being kept at school.

SPORTS COUNCIL AT THE JUNIOR SCHOOL

Students in Grades 2 through 5, are given the opportunity to become members of the Sports Council at the Junior School. Two members are elected per grade at the beginning of the school year. Sports Counselors are responsible for the care of sports equipment at each grade level. They help to run and organise a variety of sporting events across the school year. 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.

Action Takers:

- Are responsible for making good decisions that inspire children's learning.
- Make children feel welcome, safe and comfortable in our school.
- Communicate with staff, students, teachers and others at the school.
- Care for people in the community.
- Discuss ways school could be improved
- Take action in response to needs around school

TUTORING

ISF teachers may tutor students off campus and charge a fee for students not enrolled in their classes with permission of the Principal and/or Head of School. Teachers are not permitted to tutor students during the normal hours of any work day.

Non-staff tutors will be allowed to use school premises only with approval of the Principal and/or Head of School and after child safety requirements have been met.

Classes may be offered to parents of ISF students, but only if taught during non-school hours and if they do not interfere with student classes or space use.

The School encourages peer tutoring and some of our best examples are older students in Grades 11 and 12 supporting younger students as part of their CAS experience. Please contact the CAS Coordinator for further information.

All tutors must abide by rules for tutoring established by the school. Rates are to be determined between the student/guardian and the tutor. At no time should tutoring interfere with after-school activities offered by the School.

Information systems are not to be used by anyone but students and employees of the school.

We do not have a list of approved tutors and we do not advise teachers to recommend tutors for professional and ethical reasons, but there are many sources of information available locally, including asking the PA or other parents. Increasingly there are many good online tutoring systems that have emerged unsurprisingly during this last year. As with all these things, seek recommendations wherever you can.

UNIFORM

We have a new school uniform Provider: LM School Uniforms.

Students are required to wear the school uniform which includes an ISF logo top and an ISF logo bottom to school every day. Any of the new uniform items can be worn according to personal preference. There are several options for both boys and girls as you can see from their website. Please note sweaters and sweatshirts must have the school logo as well. [Uniforms can be purchased through the uniform website](#) with PASSWORD: ISF1952

LM School Uniform
Via Santo Spirito 11
tel. 055-6282130, 9:00 till 18:00 (Mon to Fri)

PHYSICAL EDUCATION (PE) KIT PLAYERLAYER

Students are required to wear the PE Kit on the days they have PE lessons. These items are specifically designed as sportswear and are not considered an alternative to the school uniform. The PE Kit can be purchased at Playerlayer website.

Upper School students are expected to change into school uniform after their PE lesson and should organize bringing

their change of clothes to Olympus. Junior School students will remain in their PE kit all day on the days of their PE lessons only.

There will be occasional non-uniform, themed days. These days will be communicated ahead of time and organized by the Student Councils.

OLD UNIFORM

The old uniform can be worn to school for the next academic year only. The old uniform will no longer be considered acceptable for the 2022-2023 academic year.

UPPER SCHOOL UNIFORM POLICY: The ISF uniform worn by students in the Upper School, Grades 6-10, consists of shirts, sweaters and sweatshirts with the school logo worn over blue trousers, bermuda shorts or skirts, and was adopted to give our students a comfortable but respectful appearance. It is in the spirit of promoting this appearance that we ask our students to adhere to the ISF dress code. Students in Grades 11 and 12 do not have to wear a school uniform. We ask students in G11 and 12 to dress respectfully.

The basic premises of the dress code can be summed up in the following rules:

- Trousers, skirts and shorts, with the school logo and with the waistband in the vicinity of the waist, may be worn. Shorts must reach the mid-thigh. The length of skirts should be just above the knee; denim jeans are not permitted.
- Polo shirts (for daily use) must have the school logo. They come in navy and white and there are long and short-sleeved versions of each;
- Non-obligatory items with the school logo include traditional, long-sleeved oxford shirts in white and light blue and turtle neck knit shirts in white and blue. These can be worn in lieu of the polo shirts on an everyday basis;
- Sweaters and sweatshirts must have the school logo;
- Shoes should be comfortable and have low heels. For safety reasons, students are not to wear flip-flops or high heels;
- Gym wear: students are required to wear shorts as described above or school-logo sweatpants and blue or white t-shirts and/or sweatshirts with the school logo;
- To combat winter temperatures, jackets with the school logo can be worn inside the school;

Personal winter jackets and hats may not be worn inside the school unless it is exceptionally cold, in which case students will be informed through the morning bulletin. (Note during COVID-19 precautions, during colder periods, the need for ventilation in classrooms means that students are permitted to wear warm clothing inside as appropriate).

STUDENT SUPPORT

ISF COLLEGE AND CAREER COUNSELING

The College and Career Counselor is available to assist in planning students' college / careers and to help with the application processes. Grade 11 and 12 students are expected to attend individual counseling sessions and parents may make appointments on request. Meetings with High School parents throughout the year will also be organized and this includes awareness raising sessions for students and parents in Grades 9 and 10.

SCHOOL COUNSELING PSYCHOLOGIST

Our school counsellor will take up her position in September 2021. Further information regarding her role and how to make contact with Ms Ramirez will follow in early September.

REFERRAL PROCESS FOR INCLUSION

A referral process is in place, on both campuses, to identify students with learning needs or special needs. [Please follow this link for the process.](#)

REFERRAL PROCESS FOR LANGUAGE SUPPORT: ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) AND ITALIAN

Non-native English speakers who require additional language support in order to integrate fully into and benefit from the mainstream program are enrolled in the English as an Additional Language (EAL) program. The WIDA (World-Class Instructional Design and Assessment) test is used to determine levels of English proficiency for oral and written skills. [Please follow this link for the Referral Process.](#)

