



**Family Handbook for the
International School of Central Switzerland**

August 2011

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Table of Contents

Table of Contents	2
1. STAFF List as of August 2011	4
2. MISSION, PHILOSOPHY & VISION OF ISOCS	5
2.1. Mission Statement	5
2.2. Vision Statement:	5
2.3. Philosophy	5
3. ISOCS CURRICULUM	7
3.1. PYP Overview	7
3.2. Internationally oriented	7
3.3. Individualized	7
3.4. Inquiry-based	7
3.5. Transdisciplinary Learning	8
4. Assessment and Reporting	9
4.1. ISOCS Essential Agreements on Assessment	9
4.1.1. Who is assessment for and why?	9
4.1.2. How do we assess students at ISOCS?	11
4.1.3. ISOCS Portfolio Guidelines	11
4.1.4. ISOCS Report Guidelines	12
5. POLICIES AND PRACTICES	13
5.1. Arrival/Departure	13
5.1.1. Arrival Times / Drop Off	13
5.1.2. Departure Times/ Pick Up	13
5.1.3. After School Programme	14
5.2. Attendance	14
5.3. Illness	14
5.4. Request for excused absence	15
5.5. Unexpected absences	15
5.6. Withdrawing Students During the School Day	15
5.7. Emergency Closing	15
6. School Supplies and Learning Resources	16
6.1. School Kit	16
6.2. Forbidden Items:	17
6.3. Please do not send your child to school with:	17
6.4. Sports and Swimming Attendance and Kit:	17
6.5. Lost and Found	18
7. Discipline	18
7.1. ISOCS Behaviour Policy - August 2011	18
7.2. Indecent or Inappropriate Language	21
8. Class Placement at ISOCS	21

9. Homework Policy : "Personal Connections"	22
10. Learning Resources at ISOCS	23
10.1. ICT as a tool for learning	23
10.2. Essential Agreements Concerning the use of Information Communication Technology (ICT) and Multi- media equipment at ISOCS	23
10.3. Library	25
10.4. Online Library	25
10.5. Websites and Software:	25
10.6. School Field Trips:	25
10.7. Special occasions	25
10.8. Invitations and gifts.....	26
10.9. Local Community Clubs and Initiatives	26
10.10. Teuflibach (Lunches and Summer Camps).....	26
10.11. ESL/Support Services	27
10.12. Parents: Partners in Education.....	28
11. Health and Safety	28
11.1. School records	28
11.2. Food at ISOCS	29
11.3. Fire and Evacuation Policies	29

1. STAFF List as of August 2011

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2. MISSION, PHILOSOPHY & VISION OF ISOCS

The International School of Central Switzerland (ISOCS)

2.1. Mission Statement

At the International School of Central Switzerland our mission is to provide excellence in international education in a supportive, secure environment such that each individual is empowered to fully realize their potential as confident, adaptable, life-long learners and leaders in a changing world.

Our school aim is to create a community of learners, where every person feels valued, motivated and connected.

2.2. Vision Statement:

To support the ISOCS mission:

- We strive to be a recognized centre of educational excellence internationally through the International Baccalaureate Primary Years Programme IB PYP) (www.ibo.org/pyp) honouring the quality of our instruction and our commitment to putting the best interests of our students first in all we do.
- We expect to attract the highest calibre of professional educators to work with us and learn from us.
- We develop the skills and habits of mind that promote effective communication, creative thinking, critical and compassionate reasoning and enthusiastic learning.
- We encourage cultural and linguistic integration through positive interaction with local schools, our Swiss community and our natural environment.

2.3. Philosophy

- We believe that we are all leaders and learners.
- We believe that everyone has the capacity to learn and grow and that every person, with their various talents and perspectives, is valuable in helping us to understand our world and in making meaningful connections.
- We take a holistic child-centred approach to education and believe that a commitment to lifelong learning and working towards personal goals will help us to fulfil our potential.
- We adopt the International Baccalaureate Primary Years Programme standards and expectations as best educational practice for a global future.

- We are committed to honesty, fairness and integrity. We respect ourselves, others and our environment; understanding that we are interdependent and accepting responsibility for our choices and actions.
- We believe in supporting and encouraging others, serving our community and being responsible global citizens.

3. ISOCS CURRICULUM

3.1. PYP Overview

The International School of Central Switzerland currently serves students ages 3 to 12 in Early Years through Grade 6.

Our school is committed to the beliefs and standards of International Baccalaureate Primary Years Programme (IB PYP). This is a world-renowned curriculum that has been designed specifically to foster international understanding. It focuses on the academic, social and emotional development of children around the world for application to life.

The IB Primary Years Programme offers a curriculum which is:

3.2. Internationally oriented

The curriculum synthesizes the best of educational systems around the world and allows students to transfer smoothly from school to school. Our school is proud to be dedicated to helping children reach their highest level of success as global citizens of the world.

The explicit aim of The International School of Central Switzerland is to be an exemplary IB World School and a world respected centre of educational excellence.

ISOCS inspires students to be globally aware and to apply their learning in positive meaningful applications wherever "life's adventure" leads.

3.3. Individualized

Ever mindful of the PYP curriculum framework, our learning programme reflects the multicultural composition of our community and benefits from the rich experiences of each individual student. Teachers work tirelessly to understand each child as an individual and to design an appropriate learning programme to support, engage and extend the students both personally and collectively.

3.4. Inquiry-based

The purpose of an integrated curriculum is to encourage the development of the "whole child" and to extend the ways in which the brain naturally strives to make purposeful connections between various disciplines.

3.5. Transdisciplinary Learning

More than twenty (20) years of neurological research concludes that the brain is wired for relevance and personal meaning. The PYP provides for this through the intellectually challenging and globally relevant "Transdisciplinary Themes":

These themes represent "life-long inquiries" and each grade revisits elements of these Transdisciplinary Themes throughout their Primary Years through age appropriate "Units of Inquiry". Together these form the basis for globally and personally contextualised learning, and we represent that in what we call our school's "IB PYP Programme of Inquiry".

The school's Programme of Inquiry incorporates the entire IBPYP Science and Social Studies curriculum and much of the Personal, Social and Physical Education (PSPE) programme.

Language, Mathematics PSPE and the Arts and (Music, Visual Art and Drama), are integrated purposefully to allow for connection and application in meaningful contexts. However, the curriculum also allows for independent or "stand-alone" lessons in these areas.

The International School of Central Switzerland designs its learning programmes deliberately such that all teachers have shared responsibility for knowing and developing the full potential of the students in their care.

This commitment requires careful dialogue, planning and reflection between teachers and families in order to adapt the programme to each student's needs.

The school provides for this through extended collaborative planning and professional development opportunities on a Wednesday afternoon and through provision for spontaneous informal discussion with colleagues and parents after school.

Students share and celebrate their learning across the curriculum and across languages during regular assemblies and school meetings. This encourages goal setting, curricular connection, reflection and confidence in the students to express themselves publicly in a variety of media.

4. Assessment and Reporting

The ISOCS teaching team have drawn up agreements regarding the essential understandings and practices with regard to why and how we assess students at ISOCS. We refer to these policies as our Essential Agreements on Assessment.

4.1. ISOCS Essential Agreements on Assessment.

What is assessment?

*'Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. **The prime objective of assessment in the PYP is to provide feedback on the learning process.** All PYP schools are expected to develop assessment procedures and methods of reporting that reflect the philosophy and objectives of the programme.'* **Making the PYP Happen (MTPYP) page 44**

Our goal is to become an authorised PYP school. Therefore we are mindful of the **PYP perspective on assessment** and **standard C4** of the IB Programme standards and practices in all of our assessment and reporting practices and initiatives.

'Assessment at the school reflects IB assessment philosophy.'
Programme standards and practices: standard C4

4.1.1. Who is assessment for and why?

For the student

- To identify goals and individual strengths
- To see the progress they have made
- To give clear feedback on their learning
- To provide a motivating force that encourages the personal pursuit of excellence
- So they know what is expected of them
- To develop their 'habit of mind'- it's THEIR judgement of themselves
- To honour prior experience and learning
- To hold the student accountable for their learning

For the teacher

- To see what has been understood and learned
- To see if students can apply their understanding to related contexts
- To ensure there is a record of each student's learning
- To ensure teachers are accountable to students/parents/directors/themselves
- To support and develop reflective teaching practices
- To inform each stage of the planning process
- To ensure the curriculum is balanced
- To ensure the teacher is using 'backward planning' so goals are clearly identified
- To provide information so that learning engagements are differentiated appropriately
- To give clear feedback to students and parents

For the parent

- To highlight the progress being made
- To make their child's learning explicit
- To ascertain what their child struggles with and excels in
- To provide a window into learning and what is happening in school
- To give ways a parent can support their child
- To help parents understand the range of assessments undertaken by students
- To show the parent the process of learning and its complexity
- To highlight the student's central role in the assessment process
- To make clear to parents the goals teachers have for each student

For the school community

- To support and shape the development of international-mindedness in our school
- To provide accountability to outside agencies e.g. Canton, IB
- To ensure academic rigour
- To inform decisions about student placement
- To document how the school is helping prepare citizens for life
- To help the school identify strengths and targets
- To lead to further development of the school

4.1.2. How do we assess students at ISOCS?

Our basic principles of assessment:

- Broad ranging across the curriculum
- Developmental in approach
- Differentiated
- Offers opportunities to show understanding in a variety ways
- Appropriate to age of the student
- Continuous assessment is seen an integral part of the teaching and learning process
- Includes pre-assessment, formative assessment, summative assessment and self-reflection
- Includes but is not limited to portfolios, reports, continuums, conferences, appointments, emails, informal invitations to class showcases and the exhibition
- Uses a variety of strategies and tools
- Addresses the PYP's five essential elements (knowledge, concepts, skills, attitudes and action taken as a result of learning)
- Is realistic and manageable
- Students are clearly aware of criteria for assessment
- Students develop criteria alongside the teachers
- Gives quantifiable data
- Asks probing and thought provoking questions
- Students learn how to assess themselves critically in a supportive and open environment
- Goes beyond the easily measurable.

4.1.3. ISOCS Portfolio Guidelines

What is an ISOCS portfolio?

- A portfolio is a collection of 'student learning', chosen and organised thoughtfully throughout the academic year.
- It is used by the student, teachers and family to help reflect on the student's learning and understanding.
- A portfolio plays an important role in the way we assess and build a picture of each student's learning at ISOCS.
- Portfolios are sent home and returned with each report. They are available freely throughout the year.
- Portfolios can be stored on paper in folders and/or digitally.

4.1.4. ISOCS Report Guidelines

- Reports are sent home four to six times a year to ensure parents are consistently informed of their child's progress.
- Reports are written as a reflection after the end of unit assessments and are given out to accurately reflect student understanding.
- One report may record reflections for one or more units.

5. POLICIES AND PRACTICES

5.1. Arrival/Departure

5.1.1. Arrival Times / Drop Off

School starts at 08.30 daily.

Drop off for the school day is between 08.15 and 08.30 The school doors will be opened at 08.15 and children arriving before this time will not be admitted into the care and responsibility of the school until 08.15.

We expect all students and parents to consistently follow all basic traffic rules. When students arrive by car, they need to stay in the car until it stops at the designated drop off zone, which is at the back of the school. Students can then come up the stairs and enter the ISOCS main entrance, located on the right at the top of the steps.

Upon arrival students should go directly to class and shake the teachers hand in greeting. They will be assigned to appropriate morning activities.

Due to security the main doors on both floors will remain locked during school hours. Any students arriving after 08.30 should report directly to the reception and will be marked late in the school register. Please make every effort to get students to school on time. Visitors to the school should sign in at the reception and receive an Authorized Visitor badge before proceeding into the school.

5.1.2. Departure Times/ Pick Up

School ends at 15.30 on Monday, Tuesday, Thursday and Friday and at 12.00 midday on Wednesday.

Class teachers will bring their students to their designated pick-up point under the covered area in front of the school building at 15.30.

Parents are asked to wait for students at the top of the stairs until the teacher officially releases the student into their care. We ask that students shake the teacher's hand at this point and exchange an acknowledgment with the parent that the child is being transferred to their care.

Early Years students (aged 3 and 4 years) should be collected from their classroom between 15.15 and 15.30.

In the event that you wish your child to come to school or return home independently, or with another adult, please inform the class teacher of your permission and arrangements **in writing**.

Early arrival and late pick up can be arranged in advance. The school can organise suitable childcare at school at a cost of CHF 20 *per hour* with sufficient notice.

5.1.3. After School Programme

The school is trialling an After School Programme to meet the needs of busy parents. The After-School Programme will include time to eat a small snack brought from home, outdoor play (weather permitting) games/crafts and study support as needed. It will run from 15.45-16.30 on Monday, Tuesday, Thursday and Friday. Additional clubs and activities may be offered according to demand.

If a parent has not arrived by 15.40 the class teacher will transfer their responsibility for the student to the After-School Programme, located opposite the Hub on the ground floor of the school. Students may be collected and signed out from the club before 15.45 without additional charge.

Students collected late, between 15.45 and 16.30, will be considered as registered in the After-school Programme for that day and will be charged CHF15 for the full 45 minutes of care. Partial payment is not an option at this time. A bus service will be offered in accordance with demand.

5.2. Attendance

We believe that attendance is a key factor in student achievement and social attachment. However, we appreciate that absences from school are sometimes unavoidable.

We appreciate your cooperation in adhering to our **published school policy** in the event that absences do occur.

5.3. Illness

Please telephone or email the main office either the night before or in the morning (preferably prior to school start) so that both the classroom teacher and main office are made aware of your child's absence.

If your child travels to school independently we will take the roll-call at morning announcements 08.30-08.40 and call your designated number to confirm a student's whereabouts thereafter.

For absences of more than 3 school days a doctor's note is **required** by the school administration and the local authorities.

5.4. Request for excused absence

We require a minimum of 2 weeks written request prior to a planned absence out of respect to our teachers' needs for planning purposes.

Please complete a request for excused absence from the class teacher. Please be specific about the number of days and dates your child will be out of school as well as the reason for the absence.

5.5. Unexpected absences

There are times when the unexpected absence occurs and we appreciate and respect family obligations that result in these situations.

Nonetheless, we do ask to be informed when such an event occurs if it means your child/children will be absent from school. Again, please contact the main office either by telephone or email with the details at your very earliest convenience.

If the frequency of absence is felt to have been significantly detrimental to the student's progress and assessment, the Director will consider whether the student should progress to the next grade at the end of the school year.

5.6. Withdrawing Students During the School Day

If you need to take your child out of school during the day, for any reason, please personally inform your child/ren's class teacher/s. They may mark them absent.

5.7. Emergency Closing

In the unlikely event that schools needs to close for the safety of our families and staff (e.g. Dangerous access, due to excessive snow and ice, flooding or industrial/ political action of some kind), ISOCS will establish a call list for such emergencies and we ask that you **maintain a very current call list** such that everyone can be updated in a timely fashion.

It is advisable to **provide the school with a first call and emergency contact** for a friend or neighbour who would be able to receive your child if we failed to contact you.

In the event that no available adult was contactable the student would either stay on school premises or be removed to the home of an appropriate staff member.

6. School Supplies and Learning Resources

At ISOCS we expect students and teachers to be dressed respectfully and appropriately.

We **strongly encourage** comfortable and weather appropriate shoes and clothing that can get dirty. Our students will participate in regular spontaneous visits outdoors in support of a variety of learning experiences. They will be encouraged to be active participants in all we do, and we ask that students be dressed for comfort rather than style!

Students should be able to fasten their own shoes and clothing so as to limit time required for transitions.

Ultimately we believe that the responsibility in selecting and transfer of suitable dress lies with the parents and children. In the wintertime, we ask that children come to school in appropriate cold weather clothing (both regular clothes and outdoor snow gear).

6.1. School Kit

We ask that each student prepare a school kit of items that will be needed, or potentially needed, throughout any given school day. Please label your child's personal items accordingly. Parents cannot reasonably expect us to track or return items that are not labelled appropriately.

The items we are recommending for this 2011-2012 year are as follows:

- **Indoor shoes** (Completely clean indoor footwear that is both comfortable and has a foot-back to minimise accidents)
- **Outdoor shoes** (Rough and ready waterproof footwear to allow the greatest flexibility during play)
- **Wet weather/ mud gear:** Most students favour "splash pants" (available seasonally and affordably from H & M or Tchibo) and a light weight rain jacket. This guarantees full participation and minimum wash days.
- **Sometimes the unexpected happens!** We advocate the inclusion of a pair of sweat pants in each student's sports bag for a "no sweat" change if we get a bit wet in our daily outings or excitement!
- **A full change of clothes should be kept in school for Early Years students.**

6.2. Forbidden Items:

6.3. Please do not send your child to school with:

- Weapons of any kind (real or imaginary)
- Any incendiary devices
- Medicines (unless specific arrangements have been made with the class teacher)
- Personal items that could cause harm or offense
- Money or possessions that you would not wish to lose or be damaged

With regard to cell phones, iPods, and other personal electrical equipment or games, please be aware that while these are not banned from school, their use is not permitted during school hours, unless a teacher allows a specific use on occasion.

Personal jewellery is permitted in school at your own risk. For the safety of your child/ren we ask that earrings be small and chains removed for physical activity to prevent injury.

Please also note that if valuables are brought to school for before or after school use, they are brought at your own risk.

6.4. Sports and Swimming Attendance and Kit:

As part of the application to our school parents agree that their child will participate fully in the whole school curriculum, which includes weekly sport and swimming lessons (for students 5 years and above) and many local excursions. The exception to this is when there is a fair and officially documented reason that a child may not attend an event due to physical or religious constraints.

In this regard every student is expected to attend all sport and swimming lessons unless a doctor's note accompanies the child to school.

Students excused with a medical note may stay in school and join a neighbouring class. They will be expected to work independently and integrate with the activities of the hosting class.

If a student forgets to bring their swimming kit, the sports teacher will rent a costume and towel for the child at the pool and invoice the family for the cost incurred.

If a sports kit is not brought to school, the sports teacher will record the incident and decide whether the student is able to fully participate in the lesson. If a child

repeatedly forgets their correct sports kit a letter will be sent home asking that the situation be rectified.

In the occasional case where parents ask that students do not participate in our curricular lessons and do not have a medical certificate, we ask that the parents supervise their children during the lesson and if appropriate, return them to school thereafter.

6.5. Lost and Found

We ask that personal items be marked with student's name or initials, as that will make it easier to not only identify but also enable property to be returned accordingly. There will be a "Lost and Found" located at school. Every half term any items that go unclaimed will be donated to a local charity.

7. Discipline

7.1. ISOCS Behaviour Policy - August 2011

At ISOCS we aim to provide a safe, nurturing and positive community where we can all feel connected, valued and motivated.

Our ultimate goal is that all members of our school community embody the IB Learner Profile and become independent problem solvers and critical, compassionate thinkers.

To this end the school code of behaviour is created as a community and is based on the ten attributes of the IB Learner Profile.

Inquirers	Their natural curiosity is nurtured. They acquire the skills necessary to conduct constructive inquiry and research, and become independent active learners. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

Risk-takers	They approach unfamiliar situations with confidence and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.
Principled	They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to action and service to make a positive difference to the environment and to the lives of others.
Open-minded	Through an understanding and appreciation of their own culture, they are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.
Well-balanced	They understand the importance of physical and mental balance and personal well-being for themselves and others. They demonstrate perseverance and self-discipline.
Reflective	They give thoughtful consideration to their own learning and personal development. They are able to analyse their strengths and weaknesses in a constructive manner.

The cornerstone of our behaviour policy is that everyone in our ISOCS community has a right to be and feel **safe, respected and included**.

Students are involved at the school year in establishing class "Essential Agreements". These define expectations for behaviour in class.

Behaviour that jeopardises these "School Rights" will be deemed "unacceptable".

For unacceptable behaviour we use the following process/es depending on the severity or frequency of the action:

- Clear and consistent boundaries are set and a timely reminder is given when boundaries are in danger of being exceeded
- There is an expectation that the unacceptable behaviour will stop
- However, if inappropriate behaviour continues the student/s will be removed from the problematic situation ("Time out" / "Thinking time")

- The student/s will be asked to reflect individually in a quiet place on how they can rectify the situation or make amends
- The teacher may decide that the student/s be asked to reflect upon their actions and their consequences formally on paper
- A conference is held with the responsible teacher and student/s to discuss actions, perspectives and outcomes
- In the case that an incident occurs out of class time the class teacher will be notified of the event and actions will be taken
- Recorded reflections and goals for improvement will be kept for future reference
- Depending on the gravity of the situation the teacher may choose to have an informal word with the parent/s.
- An incident report will be logged on the student file and a copy sent to the director and the student's family if the teacher deems the situation to be contentious or representative of a greater issue
- If the problem persists parents will be formally called in to discuss the situation and minutes of the meeting recorded
- If behaviour is highly inappropriate the parent/s will be called immediately
- In extreme cases, when behaviour is detrimental to the safety and learning of others, a formal letter will be sent by registered mail to the family and a copy will be kept on the student's file. A student may be required to make amends for their action, as deemed appropriate.
- If deemed necessary educational or psychological professionals may be consulted at the parent's expense.
- The school reserved the right to withdraw the school place if behaviours cannot be suitably rectified.

We value understanding our students as fully as possible and informal teacher parent discussion is seen as highly beneficial to developing positive codes of conduct and relationships throughout the school.

7.2. Indecent or Inappropriate Language

Different cultures have varying sensitivities to a myriad of expressions; both verbal and symbolic.

We expect students at ISOCS to show sensitivity to everyone in our community. If a student's expressions cause offence to anyone in our community we would ask that they choose another way of expressing their ideas. This is considered good and relevant practice for interacting in any globally diverse and connected environments.

Equally, we ask students to consider the intent of any verbal or physical expression towards the recipient. As a rule of thumb, words and actions which are intended to be disrespectful or are not inclusive of others are deemed inappropriate at ISOCS.

In keeping with our general policy, the student will be made aware of the problem and asked to desist, they will be given a warning or reminder and thereafter parents will be asked to intervene.

8. Class Placement at ISOCS

In every case students are initially assigned a class according to their chronological age on September 1st. (Please refer to grade level guidelines on our website under admissions.)

In the rare event that parents or recommending teachers suggest that an alternate grade placement would be appropriate, staff of ISOCS consider the following aspects of the students development:

a). The social and emotional appropriateness and well-being for the child in question to be a part of either class.

Here the following considerations apply:

- social confidence and independence
- natural social affinities
- collaborative work habits
- physical development

b). The academic experience, ability, aspirations and cognitive understanding of the student in an English language curriculum.

In almost every case student's learning needs can be met by effective differentiation of activities within the age appropriate classroom environment.

Extensive research and experience suggest that prematurely promoting students during the primary years has more negative than positive effects on a student's later emotional and academic development.

The Director will make the ultimate decision based on all available evidence.

9. Homework Policy : "Personal Connections"

"Personal Connections" are after school assignments which are based on our school's beliefs about how students learn most meaningfully. They empower the students as independent and creative learners.

Personal Connections replace traditional homework and are explicitly intended to extend student learning beyond the school and into the home and community.

Our approach to setting home assignments also demonstrates that we value and respect student and family time in that they deliberately allow for flexible scheduling, personal expression and goal setting. The tasks set are age appropriate.

"Personal Connections" are made in a variety of different ways and take a variety of formats:

Learning logs	connection between self and units of inquiry or subjects
Personal learning goals	connection with personal learning needs
Presenting book recommendations	connection between personal interest and class
Practical application tasks	making connections with local community
Self initiated action	Connection with personal inquiry
"Tracks" spelling	Connection with personal spelling targets

If students are not engaged in the assignment we would want to discuss this with the student and / or their family promptly.

Home "Personal Connections" Tasks may include:

- **Completion of a learning log** in a variety of formats
- **Educational games** (which may include websites and board games)
- **Researching information** that makes a connection with home and school
- **Suggestions for skills practice** or consolidation from teacher
- **Working towards personal learning goals** - areas students feel they would like to focus on

- **Regular reading assignments** (which include Guided Reading texts, Literature Circle assignments and Book recommendations, as well as reading books for pleasure and information)

"Personal Connections" will be set regularly and the teachers will indicate a reasonable timeframe for their completion, in recognition that most of our students benefit greatly from their extra-curricular activities and play opportunities.

We greatly appreciate parental support in helping students organise their ideas, resources and time, but all of our assignments are meant to develop every individual student's personal connection to the curriculum and further their own learning. So we respectfully ask that you ensure that students take the ultimate responsibility for the given assignment and that it reflects their own stage of development.

10. Learning Resources at ISOCS

10.1. ICT as a tool for learning

At the International School of Central Switzerland we strive to use the appropriate latest technology to enhance our students learning experience.

Every student has access to a personal laptop and the possibility to use it in an age appropriate manner in the pursuit of established learning goals.

All students at ISOCS experience ICT as a meaningful tool in the modern world and use it to experience diverse perspectives, solve problems and express their ideas in exciting media.

Students are expected to care for school resources as their own. Families are responsible for the repair or replacement of computers and other technical resources following wilful damage or negligence.

10.2. Essential Agreements Concerning the use of Information Communication Technology (ICT) and Multi- media equipment at ISOCS

These Essential Agreements represent the central values of the school, and are based on the belief that one of the school's main aims is to produce respectful and caring citizens of the world.

Teachers, Parents and Students agree to follow these guidelines.

- ICT/Media Tools such as computers, the Internet, television, DVD players, cameras, video cameras, telephones, etc. represent possibilities and opportunities, but also require respectful treatment and behaviour.
- At ISOCS, ICT/Media Tools are provided for staff and students as a resource to enhance teaching and learning opportunities. Computer usage is a key part of classroom programs. All staff and students have access to computers with Internet connections.

All ICT/Media Tools users (teachers, students and staff) pledge:

- To use ICT/Media Tools for educational purposes.
- To use the school network in a way that does not disrupt its use for others.
- To respect the files and data of other users and not change, copy or delete files/data of others without their permission.
- To treat anything created by others (information, graphics, music, sounds, projects, etc.) as they would any private property, and to respect copyrights and passwords.
- To be ethical and courteous and not send hateful, harassing, obscene, discriminatory, or other inappropriate messages.
- To not develop or distribute programs that invade other computers, computer systems, or networks.
- To maintain the ICT/Media Tools in good working order by not knowingly destroying, changing, or misusing their hardware or software in any way.
- To inform appropriate members of staff if hardware is damaged or not functioning as it is supposed to.

The school pledges:

- To provide direct supervision to students using ICT/Media Tools, including the Internet.
- To explicitly stress the responsible decisions students should make to protect themselves when using ICT/ media schools in real life situations.

Students pledge:

- To follow all teacher instructions regarding the use and activities involving ICT/Media Tools in all situations on campus.
- To immediately notify the supervising teacher if, when using the Internet, they come across unacceptable material. The supervising teacher, the school director and/or the ICT staff will then deal with the situation.

10.3. Library

ISOCS has its own library stocked with a broad range of fiction, non-fiction, and reference titles.

Students are able to borrow books from the school and local library, under the condition that they will be returned by the instructed date.

ISOCS students will also visit to the local public library to borrow books in German, and ISOCS staff is also very fortunate in that they are authorized to use the Swiss teachers' library.

10.4. Online Library

We maintain regular blogs and online learning libraries (including netvibes sites and wikis) to facilitate and celebrate learning at ISOCS. Links to these resources are easily accessible from the school homepage www.isoocs.ch. Increasingly the school will communicate homework and announcements through this medium so please make sure you bookmark and subscribe to the blogs as a matter of course.

10.5. Websites and Software:

ISOCS is thoughtfully adding their collection of learning software and educational website subscriptions. Class teachers will notify parents of passwords if they consider certain websites appropriate for home use.

10.6. School Field Trips:

Field trips will occur throughout the year for all students. These fulfil the dual purpose of supporting our units of inquiry and making connections to our local Swiss community.

Our elder students will attend at least one overnight excursion per school year. We require that parents sign the ISOCS students' participation agreement to allow us to take regular local excursions without the need for extraneous permission slips. Longer or unusual trips will be advised ahead of time and parental permission will be sought on an individual basis.

10.7. Special occasions

At ISOCS we love to share the excitement of birthdays and warmly encourage the birthday child to bring in a treat to share with their class. Our birthday tradition involves singing happy birthday, offering a birthday stone and awarding a golden choice time to the birthday child as well as sharing any treats brought from home.

10.8. Invitations and gifts

We all love to receive invitations and gifts but it is not always possible to include everyone equally and we have seen many hurt feelings, embarrassments and uncertain obligations over the years, therefore we ask you to **make any such exchanges in private and entirely away from school**. Please be thoughtful of the student's feelings if they are not included.

10.9. Local Community Clubs and Initiatives

ISOCS students are warmly invited to participate in a wide array of local clubs and activities. Information about these will be available from the school office.

Additionally the Gemeinde of Cham has made it policy that ISOCS students are invited to join in any Ski or Summer camps organised by the local schools.

10.10. Teuflibach (Lunches and Summer Camps)

Local parents in Cham established a club to promote youth activities in the area called "ZuKi" (Zukunft Kinder).

ZuKi has warmly invited us to use their facilities neighbouring the school at "Teuflibach" and have established a home-cooked Mittagstisch (lunch / play) programme for ISOCS on Monday, Tuesday, Thursday and Friday.

They offer a fresh and delicious home-cooked lunch at a cost of CHF 11 per day. (This barely covers their costs at present and they continue to offer the programme to help us integrate into the local community!).

Please let the office know if you would like your child to participate in the programme. It will be billed in advance on a half-termly basis.

ZuKi Teuflibach also offer a supervised outdoor / craft club at the Robinson Playground from 13.30 – 17.00 on Wednesday and Saturdays. This is open for children 8 years and above and several children participate on a Wednesday afternoon at a cost of CHF 8 per day including afternoon snack and materials.

Some parents may also be interested in their Holiday care programme which provides full day camps from 08.00- 18.00 during the holiday periods.

ISOCS families are always warmly invited to join in community fairs, activities and parties.

Please see the website (in German) at <http://www.zuki-cham.ch/>.

10.11. ESL/Support Services

Students needing additional support in the learning of English will be timetabled to receive appropriate small group or individual tuition from a qualified English teaching specialist. This service carries an additional annual fee of CHF 2,000. Cases are reviewed regularly to optimise the programme and appropriate level of support. Classes will be scheduled parallel with German for the duration needed, unless otherwise agreed. After-school language classes in English, German and other languages will also be offered as demand dictates.

Many minor Learning Support needs are accommodated for by emphasising small class sizes and employing teachers experienced in differentiating learning instruction for the varying needs and interests of the individuals in their class.

Class teachers regularly attend seminars and training to keep up to date with the latest developments and best practices in meeting various student needs.

However, specific expert learning support is very costly and we work with local practitioners to help assess, guide and assist us in special support cases. Local specialists are also available where students can be supported in the locally available language/s.

The cost of specific educational support interventions from external partners (including, but not limited to, speech therapy; occupational therapy and individual carers) are the responsibility of the parent.

10.12. Parents: Partners in Education

We are eager to begin a strong working relationship with our parents!

We are always happy to make appointments to talk about our students. It is through our association with parents that our faculty get to know our students best and are therefore best informed to optimise their school experience.

In any given week we can usually arrange a meeting before or after school to suit all parties. Teachers are available informally for the odd word of pressing advice, but please recognise that at school start and end our teachers' attention is focused on the well-being of **all** of the children in their care and impromptu discussion is difficult.

Typically teachers fill in a brief overview of parent-teacher meetings on an official school meeting minutes template. Parents may be asked to initial the form to ensure that shared understandings are established.

At ISOCS we encourage our parents to be a part of the learning by being an active member of our learning community and supporting student learning through home assignments, class outings and events. Your classroom teacher will be able to provide you with more details about these opportunities as they arise.

ISOCS has monthly parent coffees which provide a forum for the school and parents to highlight pertinent issues, curricular initiatives and events. The school warmly welcomes further social interaction and will do whatever is reasonable to support such ventures.

If you or a recommended colleague would like to offer an after school activity the school is very happy to offer its resources for the benefit of our children. Please contact the school to make specific arrangements.

11. Health and Safety

11.1. School records

At the beginning of every school year at ISOCS, we request that families submit an electronic emergency contact form which should always provide the most up-to-date information for school use if we need to contact someone about a student's health or well-being. Please be sure to notify the school office of any changes during the year.

The school maintains well stocked medical kits. Children's medicines, whether specific or generic, are distributed only with explicit instructions and consent of the parents.

Please be extremely careful in informing the school well of any allergies that you know of. Due to the severe reaction caused by nut allergies, ISOCS has decided to become a **nut-free school**.

Our teachers are explicitly trained in fire safety and first aid.

11.2. Food at ISOCS

We ask parents to send their children to school with a healthy snack and a resealable water bottle every day. We ask that parents desist from sending "sweet treats" such as cakes, chocolate biscuits and sweets to school except for special celebrations such as birthdays, when everyone can enjoy sharing the treat. Students will be asked to keep any such treats in their bag until school is finished.

11.3. Fire and Evacuation Policies

The school has established fire drills and practices them often.

Accidents and incidents are recorded in a school accident book and notable incidents logged on a student's personal file.

Teachers will always act according to what they believe is the best course of action in any given situation. Attendance at ISOCS requires that you give permission to care-givers to do so without fear of recrimination. (This intervention is covered by international law and is known as the "Good Samaritan Act").

We will sensitively introduce a school lock-down procedure this year. Please note the extremely small probability of this being needed but that it is better to be well prepared than ill-prepared.