Upper School Handbook

International School of Helsinki
A World IB School

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The School and Its Mission

ISH Mission Statement

The International School of Helsinki (ISH) is an IB World School authorized to offer International Baccalaureate programmes to students aged 4 onwards in grades K1 to 12.

Our mission is to provide excellence in education through a caring and diverse environment that encourages the holistic development of each student.

We prepare students with the means to succeed in a challenging world.

ISH Guiding Principles

Philosophy

Education is lifelong learning which strives to maximize the potential of the individual as a responsible citizen within a holistic and global perspective. Learning is a collaborative process that promotes confident communication while respecting individuality and diversity.

Vision

Our vision for ISH is to be a school which is student-centered, offering personalized 21st century learning where parents and teachers work together in the spirit of international mindedness. In this way, ISH will become the leading school in the Nordic region.

Beliefs

We believe:

- Recognition and respect of diversity is essential.
- Consideration of different global perspectives is essential.
- Students have the opportunity to explore cultural diversity and their own cultural identity.
- Learning is the joint responsibility of the student, parents and teachers, with the school community built around the individual needs of the whole child.
- Through the promotion of caring and ethical behaviours, students are able to have a positive impact on the world around them.
- Learning how to learn, inquire and communicate is a lifelong process.
- The International Baccalaureate programmes provide students with a high quality education.
- Staff should be supported through a comprehensive programme of professional development, adequate resources and a recognition of their worth in the fulfilment of our mission.
- Class size is an important component to the quality of learning.
- Recognizing and celebrating achievement and growth are keys to motivation.
- We should provide opportunities and the environment to attain one's own balance of physical, social, emotional, and intellectual elements to achieve personal wellbeing.
- It is important to encourage creativity and original thinking in striving for academic excellence.

The IB and the Nature of ISH as an IB World School

What is an IB World School?

- The IB does not own or manage any school.
- The foundation works with schools around the world (both state and privately funded) that share its commitment to international education.
- Schools that have been authorized by the IB foundation to offer one or more of its programmes are known as IB World Schools.
- ISH is an IB World School because we:
• Share the mission and commitment of the IB to quality international education
• Play an active and supporting role in the worldwide community of IB schools
• Share knowledge and experience in the development of the IB programmes
• Are committed to the professional development of our teachers
• Have been authorized to become an IB World School through an intensive process that typically takes two or more years and includes site visits by an IB team

- Our students graduating from the Diploma Programme find that it enhances their opportunities at tertiary institutions. The IB works closely with universities around the world to gain recognition for IB programmes.
- The core components of IB programmes encourage students to participate in creative, action and service-oriented activities, while at the same time emphasizing the importance of reflection on a personal and academic level.
- The IB produces publications for schools to inform and support them as they offer IB courses. It is now beginning to produce material for use directly with students and to work closely with selected publishers and providers to offer materials for students. These materials will carry an IB logo.
School Organization

The International School of Helsinki offers education to students aged four to grade 12 and is organized according to the chart below.

The Leadership Team

The head of school is the chief administrator of the school and reports to the board of governors.

The lower school principal is responsible for the leadership and administration for grades K1-5 and the upper school principal for grades 6-12.

The business manager is responsible for business and financial matters.

Governance

The board concentrates on the broad direction and control of ISH as a whole. It establishes basic policies of ISH and major programmes and delegates to the head of school the day-to-day administration and the carrying out of approved policies and programmes.

The establishment of, and of any changes to, these policies of the school is subject to the approval of the board.

The board of governors operates within the boundaries of the school bylaws and the ISH policy manual that can be found in the school library.

Parents’ Association

The education is organized by an association, which is called Helsingin Kansainvälinen Koulun Vanhempainyhdistys ry (the Parent's Association of the International School of Helsinki) with its domicile in Helsinki. The purpose of the association is to maintain and own a school called the International School of Helsinki. (Policy 1.101)

The parents or guardians of any child admitted to ISH may become a member of the Parents’ Association.

Parent Teacher Organization (PTO)

The Parent Teacher Organization (PTO) is comprised of teachers and parents whose children attend the International School of Helsinki. It aims to develop a closer connection between school and home by encouraging parent involvement. The PTO works to improve the environment at ISH through volunteer and, when possible, financial support.

The PTO encourages all parents to be active, involved members. Parents are invited to volunteer and participate by helping committees and activities. Further information regarding the PTO can be obtained from the main office of the school or by e-mailing ish.pto@gmail.com.
The Upper School

International School of Helsinki’s upper school serves students aged 11-19 in grades 6-12. We run two programmes: the Middle Years Programme (MYP) for students aged 11-16 in grades 6-12 and the Diploma Programme (DP) for students aged 16-19 in grades 11 and 12.

Facilities

The upper school is situated largely on the fourth and fifth floors of the building. There are two fully equipped science labs, a computer suite and wireless connections throughout the upper school, as well as a comfortable student lounge for DP students.

Schedule

<table>
<thead>
<tr>
<th>MYP</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
<th>Period 7</th>
<th>Period 8</th>
<th>Period 9</th>
</tr>
</thead>
</table>

After-school activities and athletics run from 15.30-18.00 on school days and 10.00-13.00 on Saturdays.

Upper School Assessment Policy

It is essential that our upper school assessment policy be consistent with the mission statement of the school and that of the IB. To that end, our policy should help us ensure that we “…provide excellence in education through a caring and diverse environment that encourages holistic development of each student’ while ‘we prepare students with the means to succeed in a challenging world.’” (ISH Mission Statement)

“The organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.” (IB Mission Statement)

It is also essential that our methods of assessment are accessible to parents and involve them in the process. We know that effective learning and educational success happen as a result of cooperation between parents, teachers and students in our community.

Purposes of Assessment

A variety of assessment types takes place in every class, every day. An important aspect of developing a policy which serves the upper school has been agreement on the purpose of assessment. For us these are as follows:

- To provide meaningful feedback for students
- To ensure effective learning which is profound rather than superficial
- To identify learning strengths and areas for improvement
- To show learning progress, especially with regard to students’ prior learning and their preferred learning styles
- To assist evaluation of teaching methods and materials
- To provide information for other teachers and students
- To enable students to form a judgment about the quality of their work
To assist moderation of standards across classes – This is particularly important when providing assessment samples to be approved by the IBO.

Assessments in Various Subject Areas

All subjects have an assessment scheme tailored to the requirements of their curriculum and materials. Within the Middle Years Programme (MYP) there are various appropriate criteria to be assessed in each subject, and these are made known to students and their parents by various means. There is a philosophy document for each subject area and each subject within the MYP octagon. The purpose of the overall policy is to provide a framework in which the common elements across subject areas can be explained and our MYP obligations can be met. Our aim is to provide to pupils and parents feedback on performance in school that is both consistent and easily understood.

To this end, the purpose of our assessments is to ensure we are fully complying with the requirements outlined by the IB for all subjects. To do this, we must:

- Monitor the development of students as IB learners against the attributes of the learner profile
- Develop assessment procedures based on IB assessment guidelines
- Share assessment principles and criteria with teachers, students and parents
- Provide evidence of work assessed against subject-specific criteria
- Ensure an effective reporting system (IB Implementation of Programme Guides)

Types of Assessment Used

There are different forms of assessment in use in the upper school.

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
<th>Diagnostic</th>
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<tbody>
<tr>
<td>During the teaching and learning process</td>
<td>Generally at the end of a teaching and learning period/process</td>
<td>Prior to teaching or integral to everyday learning</td>
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<tr>
<td>Provides feedback</td>
<td>Provides a judgment</td>
<td>Diagnoses students’ weaknesses and strengths</td>
</tr>
<tr>
<td>Helps students reflect on learning</td>
<td>Gives opportunities for students to show what they have learned</td>
<td>Help teachers make judgements about student ability</td>
</tr>
<tr>
<td>Help teachers plan their teaching</td>
<td>Help teachers make judgements about student ability</td>
<td>Guides planning and teaching for effective learning</td>
</tr>
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</table>

When we have assessed, we need to ensure that the information presented to students and their parents has a positive impact on student learning and that it:

- Promotes a positive relationship between student and teacher, which we know to be a critical factor in student success
- Is presented in a language which is age appropriate and encouraging
- Is presented in a language which promotes diligence, purposefulness and self-discipline

Effective marking of work needs to:

- Motivate students to improve
- Be consistent and relevant
- Promote rigour and standards of excellence
- Be easily understood by all end users
- Be manageable for all
- Reflect current good practice
Effective reporting at the end of trimester needs to:

- Comply with MYP requirements
- Have clear grading criteria which reflect the formative assessment which has taken place
- Make clear the purpose of the summative assessment for each subject
- Ensure that each subject is graded in its own right (for this reason we do not use a grade point average)
- Provide in comments (twice per year) a diagnosis of each student’s strengths and areas for improvement and provide clear strategies for progression
- Make clear differentiation and any accommodations which have been made to enhance student learning

**Standardized Testing**

ISH offers several standardized tests that can be used to compare this school’s performance with other like schools.

**International School Assessment (ISA)**

ISH is an independent school, and as such, it is not a part of any national curriculum. The appropriate arena to gauge quality and make comparisons then is the arena of international schools. To provide data for such a comparison, the school has chosen to use an outside standardized test instrument called the International School Assessment or ISA. The ISA was developed specifically for international schools and offers ISH an opportunity to compare the performance of our students in certain grades to students of other international schools worldwide who take the same test.

**What does the ISA Measure?**

- **Reading**
  - Retrieving Information
  - Interpreting
  - Reflecting and Evaluating

- **Mathematics**
  - Mathematical Literacy
  - Quantity (related to number and measurement)
  - Space and Shape (related to geometry)
  - Uncertainty (related to estimation, data and probability)
  - Change and Relationships (related to algebra and functional relationships)

- **Writing**
  - Writing (narrative and exposition)
  - Content
  - Structure
  - Language
  - Spelling

For additional information go to [http://www.acer.edu.au/tests/isa](http://www.acer.edu.au/tests/isa)

In addition to the ISA tests, the school offers the PSAT test for students in grades 10 and 11. This test is a practice for the SAT test used by US universities. *(Note: These tests take place during the October break holiday, so students wishing to take the test should see the school counsellor in August of the year they wish to take the test to ensure registration.)*

**PSAT**

ISH offers the PSAT test for students in grades 10 and 11. This test is a practice for the SAT test used by US universities. *(Note: These tests take place during the October break holiday, so students wishing to take the test should see the school counsellor in August of the year they wish to take the test to ensure registration.)*
Student Support Services

If students are identified by either parents or their teachers as having difficulties with work, they can be referred to the student support team.

The upper school SST committee consists of the following members, and they may invite other teachers to provide additional information.

- Principal
- MYP Coordinator
- Learning Support Staff
- School Nurse
- School Counsellor

Upper School Learning Support

We have two full-time members of staff to provide learning support. They are Nicole Demos, upper school special educational needs coordinator, and Gerry Besselink, special educational needs teaching assistant.

We work with students who have been identified as having a special educational need. This may have been identified at a previous school or when the student arrives at ISH with an identified need. A student may also be referred to SST due to an identified need while at ISH. The need generally manifests itself when a student shows signs of underachieving academically. At that point, ISH specialists begin to work with the student. (Please see the section on Academic Concern in this booklet.)

We look at each student as an individual and spend a couple of weeks assessing the student before deciding how we will support him/her most effectively. Either Ms Demos or Mr Besselink will be the key worker for the individual and coordinate the support and act as the liaison between the home and school. This support varies, and the scope of what we do includes:

- Providing in-class subject specific support
- Withdrawing the student for one-on-one or small group subject specific support
- Providing advice and guidelines for teachers
- Disengaging the student from certain subjects to concentrate on other subjects
- Working on an accredited life skills programme from the UK called ASDAN
- Supporting the student with organization assistance
- Offering support in the areas of behaviour, attendance, social difficulties, or lifestyle issues

This support may be short term (a few weeks), medium term (a few months) or permanent. Circumstances continually change, and we maintain contact with teachers, other school staff, outside professionals and parents. We continually change our support according to the needs of the student.

Counseling Services

Pastoral Care

The ISH motto of “Each One is Unique” is the founding framework behind the upper school counselling programme with emphasis on the Virtues Project philosophy (www.virtuesproject.com). Counselling services include supporting individual students in need and working through concerns such as transitions, self-esteem, stress, and life choices. In addition, the counsellor assists with the homeroom programme, teaching lessons on topics such as maintaining balance, communication, respect, self-discipline, and responsibility. Consultations with parents and teachers are provided when needed. Processes used include in-class observations, individual sessions, mediation meetings (student-student and student-teacher) and group work. Students who are identified as having social/emotional needs are offered assistance, and those who require ongoing therapy are referred to local services.

College/University Guidance

The majority of ISH students choose to attend college/university after completing their studies. The counsellor is available as a guide to the application process for universities throughout the world, whether the student received an IB diploma, IB certificates or the ISH diploma. Support includes sorting through university statistics, promotional material and subject interests, as well as conducting individual meetings to aid in the transition from high school to university. Students are actively involved in this process and are expected to meet deadlines.
The Middle Years Programme (MYP)

Transition to Secondary Education

At age 11 at the end of grade 5, ISH students enter the secondary phase of their education. They will have one homeroom teacher who sees them each day and who will teach them for one of their subjects.

Many parents feel anxious about their child’s transition to the upper grades – middle school and high school. The ten transition tips below may help to allay some fears.

1. **It may all be new for your child, but it isn’t for the school.** Staff in the upper school has years of experience and systems in place to help make the process smooth. After all, it's in our best interest to have a smooth transition, with students excited and happy about the MYP. Teachers may not know each child, but there's not a lot they haven't encountered. We also run several “transition” events in May of the fifth grade so children can get a feel for the MYP.

2. **Don’t share your anxiety with your child.** Children will absolutely pick up on any fears parents may have – even if they don’t actually share those fears themselves. Parents should try to remain calm and positive, and chances are children will too.

3. **Make sure you attend the transition events organized by the school, the fifth grade parent orientation evening in May and the ‘Moving Up’ assembly.** These events really help, particularly for the children to have a sense of familiarity once they start 6th grade. They will be able to see their classrooms before they start and meet their homeroom teachers. Also, parents should make time to visit the school with their child on the orientation day in August, particularly if they are coming to ISH for the first time.

4. **Be prepared for childish behaviour.** Growing up can be scary and a new school situation overwhelming. Parents should try to be sympathetic and keep children feeling safe and secure with familiar boundaries, such as regular bedtimes, etc. Parents almost always see some ‘acting out behaviour’ in the first couple of weeks of 6th grade. This is perfectly normal and will fade away in a very short time.

5. **Know whom to speak to regarding the care of your child at school.** Parents should not be afraid to make contact with the school should there be a problem. All upper school teachers will be happy to answer any concerns, even if they may seem trivial to the parent. No question is trivial to us, and we have the experience to allay parents’ concerns.

6. **Be organized.** Each child will receive a list of equipment needed for school. Parents are encouraged to obtain the school supplies, such as the PE kit and pencil case contents, before school begins in August. All items should be labelled with the student’s name.

7. **Find out about school meals.** ISH offers food service in the cafetorium.

8. **Seek mobile phone advice.** Most children now have mobile phones, and they can use these to contact their parents. However, while parents should reassure their child that they are available the first few days of school, they must remind him/her of school rules regarding phones. (Please see the ‘Mobile Phone Use’ letter in the appendices of this handbook.)

9. **Try to meet people beforehand.** A class list with names and addresses of 6th grade students is circulated at the start of school. It is good for students to make connections early, and it can further allay parental concerns. A few play dates can make all the difference in the first weeks of 6th grade. It is lovely to see new friendships blossoming, and it really helps the children on the first day to see lots of familiar faces.

10. **GET EXCITED!** This stage in a child’s education is thrilling, stimulating and definitely to be looked forward to.
**Homeroom Teacher**

The homeroom teacher ensures that every student has:

- Someone who has ongoing contact with the student
- Someone who knows the profile of the student’s overall performance
- Someone who will offer guidance and help
- Someone who will know of other sources of help and opportunities for personal and social development

The homeroom teacher will always teach at least one of the academic subjects.

The role of a homeroom teacher is vital in the upper school, ensuring care for our students, fostering home/school partnerships, and building quality relationships with students.

Homeroom teachers, in addition to marking the roll book (attendance register) each day, deliver the homeroom programme during the homeroom period and participate in student council activities and house events. The homeroom programme ensures the effective delivery of central tenets of the MYP ethos and then promotion of the Virtues.

**Assessment in the MYP**

**How is work assessed in each subject?**

Each of the eight (8) subject groups has a set of assessment criteria that are drawn from the subject objectives. These assessment criteria are designed to suit and score a variety of assessment activities, for example:

**With no external exam, how do you ensure the quality of assessment and the programme?**

While it is true there is no externally marked examination in the MYP (similar to those at the end of the Diploma Programme), there are several measures that the school employs to ensure that assessment practice is sound.

1. **Monitoring of Assessment** – Each year samples of student-assessed work from grade 8 and grade 10 are sent to be externally checked by IB moderators. This provides teachers with information about suitability of tasks for particular criteria, appropriateness of task design, and a check on awarded levels.

2. **Programme Evaluation** – The school is inspected on a 4-year cycle by the IB to ensure that standards are being maintained. Review of assessment practices forms a major element of the evaluation.

3. **Internal Standardisation and Training** – MYP schools must carry out standardisation activities where teachers collaboratively review assessment tasks and scores to ensure commonality. In addition, teacher support material and assessment training is delivered to ensure good understanding.

ISH was commended in the latest IB evaluation visit (academic year 2008-2009) for its wide range of assessment activities, employing student feedback that promotes student learning and utilizing monitoring services to develop assessment practices and provisions for staff training opportunities.

**Assessment Emphasis within the MYP**

The following table is taken from the publication *MYP: From Principles into Practice* and is useful in viewing how assessment is perceived and used in the MYP.
Increased Emphasis On:

- Viewing, planning, teaching and assessing as integrated processes
- Using a range and balance of assessment strategies
- Involving students in self- and peer-assessment
- Using a range and balance of recording tools and reporting strategies
- Seeking student responses in order to evaluate current understanding
- Giving students regular and ongoing feedback throughout MYP units of work
- Enabling students to see assessment as a means of describing learning and improving learning
- Assessing the levels of students’ current knowledge and experience before embarking on new learning

Decreased Emphasis On:

- Viewing, planning, teaching and assessing as isolated processes
- Over-reliance on one assessment strategy or tool
- Viewing assessment as the sole prerogative of the teacher
- Over-reliance on one strategy of recording and reporting
- Seeking student responses solely to identify the right answer
- Concluding an MYP unit of work with testing
- Assessing for the sole purpose of assigning grades
- Embarking on new learning before assessing the levels of students’ current knowledge and experience

Homework and Partnership with Home

Parents can also help their child’s learning through the supervision of and assistance with homework.

The most important thing parents can do is to ensure that their child has sufficient scheduled time and quiet surroundings for the completion of homework. They should also check the homework set by subject teachers on their Moodle sites. Parents are encouraged to talk to their child often about school work, showing interest and pleasure when they perform well. When parents show their child that they are proud of what he/she has done and correct errors gently and in the spirit of care and assistance, the child will reap rewards which can be celebrated as a family.

Homework is an integral part of the school’s course of studies. Homework is given at the discretion of the teacher and varies in amount depending on grade level. It is an essential component of the child’s education, reinforcing skills taught during the day and, more importantly, providing the vital experience that a child requires to manage time effectively.

The school looks to the parents for support in all work sent home. Effective completion of homework will stand the child in very good stead for higher education or any form of self-directed learning. If parents find their child is having difficulties completing homework, for whatever reason, or they have concerns about the type or amount of homework being assigned, they should consult the child’s subject teacher, homeroom teacher, the school counsellor or the appropriate coordinator.

Homework is of four types:

1. Reinforcing the lesson of the day’s class
2. Completing work begun in class
3. Reading material in preparation for the next class
4. Preparing for a long-term project

Students are assigned long- or short-term assignments. Through time management, students should be able to balance their workload. Subject teachers will collaborate to ensure that students do not receive too much or too little homework in a given week.
The following are general guidelines for the amount of homework to be expected:

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<thead>
<tr>
<th>Grade Level(s)</th>
<th>Amount of Homework Expected</th>
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<tbody>
<tr>
<td>Grades 6-7</td>
<td>45 to 90 minutes per day</td>
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<tr>
<td>Grade 8</td>
<td>1 to 2 hours per day</td>
</tr>
<tr>
<td>Grade 9</td>
<td>1.5 to 2.5 hours per day</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Up to but not to exceed 3 hours per day</td>
</tr>
</tbody>
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The Electronic Portfolio

The electronic portfolio is a self-evaluation tool for students studying in the MYP (grades 6-10) at ISH. For the electronic portfolio, students collect 1-3 graded pieces of work each trimester, 1 piece of work per subject area.

MYP Subject Areas:
- Arts (Art, Music, Drama)
- Humanities
- Language A
- Language B (x2)
- Mathematics
- Physical Education
- Science
- Technology (Design and Technology, Computers)

The electronic portfolio promotes the development of critical-thinking skills by allowing students to reflect on their work (IB: MYP Standard A1 Practice 6).

For each subject area, students reflect on their chosen piece of work by filling in the Student Reflection form electronically and filing a sample of the work in their portfolio folder on Moodle.

In their reflection students are required to:
- Describe the piece of work and the lesson it took place in
- Give justification to the choice of work
- Reflect on the chosen Approaches to Learning
- Make links to other Areas of Interaction
- Reflect on their learning in this particular piece of work
- Reflect on further application of skills and knowledge gained

Portfolio work is done during the homeroom period in Grades 6-8 and is supervised by homeroom teachers. Students in grades 9 and 10 will have designated time for this work. Subject teachers review the portfolio and may choose to make comments.

The Personal Project

In the final year of the programme (grade 10), each student completes a personal project, which is a significant piece of work that is the product of the student’s own initiative and creativity.

Each project must reflect a personal understanding of the Areas of Interaction. Students apply the skills acquired through one of these areas as well as approaches to learning.

Students are expected to choose their project, which can take many forms, and to take the process through to completion under the supervision of a teacher in the school. This involves:
- Planning
- Research
- A high degree of personal reflection

The personal project is assessed by teachers against a set of IB assessment criteria.
The ISH Diploma Programme (Grades 11-12)

Graduating from ISH

Every student enrolled at ISH who satisfies our graduation requirements will leave grade 12 with an International School of Helsinki diploma. We are authorized to award our diploma because we are accredited by the Council of International Schools and The New England Association of Schools and Colleges.

ISH Diploma

All students currently enrolled at ISH are prepared for the ISH diploma. This diploma is equivalent to an American high school diploma and is a prerequisite for any university/college in North America. This diploma certifies that a student has successfully completed the high school programme of studies. Courses are selected the previous spring and must be selected according to the requirements for graduation.

Graduation Requirements

The minimum graduation requirements apply over four years of school (grades 9-12) for a student to receive an ISH diploma and are as follows:

- English or the A Language (4 credits)
- Social Studies (3 credits)
- Mathematics (3 credits)
- B Language (2 credits)
- Science (3 credits)
- Physical Education (2 credits)
- General Arts subjects which might include: Drama, Design Technology, Computers, Music, Art (to make up 5.5 credits)
- During the 11th or 12th grade, students should complete some CAS hours and take the TOK course.
- If students maintain a passing grade of 3 throughout the year(s), they will be awarded the ISH diploma.
- All students choose a minimum of 6 subjects from the Diploma Hexagon.
- Each student will receive a certificate for each course taken.

Notes:

1. Students transferring to ISH in grades 10, 11 and 12 would have past courses evaluated and credited by the principal and school counsellor.
2. The curriculum is suitable for students of all nationalities and levels of ability. It provides an ideal preparation for higher education.

Course Study and Selection

All students enrolled in grades 11 and 12 will begin grade 11 on the assumption that they will complete the International Baccalaureate Diploma. They are taught in the same classes and follow the same programme. If the full Diploma Programme proves too demanding for the student, and after careful and detailed academic tutoring, he/she can elect to complete IB certificates in their subjects or complete the ISH diploma only.

Group 1 Subjects

- English A1 (Higher and Standard) – last exams 2012
- English A: Language and Literature (Higher and Standard) – first exams 2013
- English A: Literature (Higher and Standard) – first exams 2013
- Finnish A1 (Higher and Standard) – last exams 2012
- Finnish A: Language (Higher and Standard) – first exams 2013
- Swedish A: Literature (Higher and Standard) – first exams 2013
- Self-Taught (Standard)
- Text and Performance (Higher and Standard)
Group 2 Subjects
- English A2 (Higher and Standard) – last exams 2012
- English B (Higher and Standard)
- Finnish B (Higher and Standard)
- French B (Higher and Standard)
- Spanish B (Higher and Standard)
- French Ab. Initio (Standard)
- Spanish Ab. Initio (Standard)

Group 3 Subjects
- Economics (Higher and Standard)
- History (Higher and Standard)
- Information Technology in a Global Society
- Psychology (Higher and Standard)

Group 4 Subjects
- Biology (Higher and Standard)
- Chemistry (Higher and Standard)
- Physics (Higher and Standard)

Group 5 Subjects
- Maths Higher
- Maths Standard
- Maths Methods (Standard)

Group 6 Subjects
- Art (Higher and Standard)
- Text and Performance (Higher and Standard)

All students will choose one subject from groups 1-5 and then one other subject from either group 6 or an additional subject from groups 2-5.

In addition to the six subjects, students must complete 150 hours of CAS (creativity, action and service), write an extended essay and follow the theory of knowledge (TOK) course provided by the school.

CAS - Creativity, Action & Service
requires that students actively learn from the experience of doing real tasks beyond the classroom. It encourages students to be involved in artistic pursuits, sports and community service work, thus fostering students’ awareness and appreciation of life outside the academic arena.

Extended Essay
is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

TOK - Theory of Knowledge
is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

Assessment
Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are initially marked by teachers and then moderated by external moderators.

Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum. The marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on theory of knowledge and the extended essay.
The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, action, service requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

Students can choose to study for individual subject certificates, rather than the full diploma, if the DP combination does not best meet their individual needs or circumstances.

Assessment in the Diploma Programme

The International Baccalaureate Organization (the IBO) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses.

Diploma Programme Goals provide students with:
- A broad and balanced yet academically demanding programme of study
- The development of critical-thinking and reflective skills
- The development of research skills
- The development of independent learning skills
- The development of intercultural understanding
- A globally recognized university entrance qualification

Diploma Programme Assessment Procedures measure the extent to which students have mastered advanced academic skills in fulfilling the DP goals. For example, can students:
- Analyse and present information?
- Evaluate and construct arguments?
- Solve problems creatively?

Basic Skills are also assessed, including:
- Retaining knowledge
- Understanding key concepts
- Applying standard methods

In addition to academic skills, Diploma Programme assessment encourages an international outlook and intercultural skills where appropriate.

Assessment tasks are designed to support and encourage good classroom teaching and learning.
Student results are determined by performance against set standards, not by each student's position in the overall rank order.

Preliminary/Mock Exams in Grade 12
Students in grade 12 will take preliminary examinations in March prior to their final exams in May. The mock examination counts towards the second trimester grade.

Final Exams
Regardless of the diploma course students are enrolled in, an exam must be taken at the end of grade 12. Students enrolled only in the ISH diploma will be taking internally assessed exams, which will be set by the individual subject teachers.

Awarding the IB Diploma

The International Baccalaureate Diploma is awarded IF:
- A minimum of 24 points is obtained
- 12 points are gained at Standard level and 12 at Higher level
- All subjects at Higher level gain more than a grade 2
- Grade D or above for Diploma Programme extended essay
- TOK and CAS requirements are met
- An E grade in either extended essay or TOK is a failing condition

How are the points awarded?
1. Students choose six subjects, one from each of the 6 subject groups OR one from each of the 5 and the sixth from any in groups 2-5
2. All subjects are graded out of 7
3. $6 \times 7 = 42$
4. Three points are possible for the core requirements of TOK (theory of knowledge) and the extended essay
5. Maximum Total 45
Addressing Concerns

It is extremely important that all concerns are communicated and addressed promptly. This communication between home and school is critical. Whether there is a concern about a student’s academic performance or parents have an issue they need to address, there are processes in place that need to be followed.

Academic Concern Progress Reports

A student is the subject of Academic Concern if their report card grades are giving cause for concern. Please note that parents will always be informed if a student’s work is not up to expectations. Teachers will send Progress Reports to parents whenever there is a concern with a student’s class work or homework.

Academic Concern

Academic Concern is a method of identifying and supporting students who are having difficulty in achieving and/or maintaining grades of 4 and above.

Grades 6-10
Applies to students who receive any of the following in one trimester:
- Grade of 3 or below in any subject
- Grade of 3 or below in effort grades

Grades 11-12
Applies to students who receive any of the following in a trimester:
- Grade of 1 in any subject
- Grade of 2 in any higher level subject
- More than one Grade 2 in any standard level subject
- Fewer than 12 points in the higher level subjects (for 3 subjects)
- Fewer than 9 points in the standard level subjects (3 subjects)
- Fewer than 24 points in all (6 subjects)
- Insufficient CAS requirements
- An E in TOK
- Grades of 1s or 2s in effort grades

Please see the Grade 11 and 12 Prospectus for this information.

Important – The student and his/her parents will be part of any discussion of academic concern, and the dignity and self-respect of the student will be taken into consideration at all points. All decisions made regarding a student’s academic progress will be joint ones.

1. A letter notifying parents of Academic Concern will be mailed home at report card time.
2. Parent/teacher conferences are arranged after each notification.
3. The Student Support Services Team (SST) will become involved with the child’s case.

Procedure for Concern

Stage 1 – After the report card is issued, the student is given assistance for one (1) trimester to improve his/her work independently or by arrangement with the subject teacher. The student and his/her teachers will work together to boost grades in time for the next report card at the end of the trimester. If the grade is boosted to 4, everyone celebrates and makes a 5 the goal for the next report card. ‘Academic Concern’ will be lifted.

Stage 2 – If the grade is still a 3 or below in achievement or effort at the end of the trimester, the student is offered structured tutorial sessions to make up the work. These sessions will take place outside the school day. If the grade is boosted to 4, everyone celebrates and makes a 5 the goal for the next report card. ‘Academic Concern’ will be lifted.

Stage 3 – If the grade is still a 3 or below in achievement or effort at the end of the next trimester, the student’s case will be brought before SST in preparation of a formal Individual Education Plan. Please see the section of this handbook on the work of the SST.
Action by the Student Support Services Team (SST)

Regular Progress Monitoring Established – This would mean assistance will come from the learning support team and the counsellor. This would be preceded by a parent/student meeting at which a formalized study plan would be set. The SST would meet once a week to review the work of students who are the subject of Academic Concern.

It is important for parents to realize that Academic Concern is way of supporting students who show serious underachievement. Parents will know long before a report card arrives that their child is not progressing as he/she should.

Progress reports will be sent home at any point during the trimester to inform parents in a timely manner that their student is experiencing difficulty or is choosing not to work to the best of his/her ability.
Process Flow for Parents to Address Concerns

1. **Concern or Question**

2. **E-mail the Teacher**
   - Teacher names can be found in the staffing section of the iSH website.
   - Copy the appropriate coordinator and principal.

3. **Teacher Response – 24 hours**
   - **Issue Resolved?**
     - **No** → **Make an appointment to see the appropriate coordinator and/or principal.**
     - **Yes** → **End**

4. **Teacher Contacted First?**
   - **No** → **Issue Resolved?**
     - **No** → **Teacher Contacted First?**
     - **Yes** → **Meet with appropriate coordinator and/or principal.**
       - **Note:** Usually the teacher would be in attendance at the meeting.

5. **Issue Resolved?**
   - **No** → **Contact the head of school in writing to schedule a meeting.**
     - This meeting can be with all those involved present or in private if you wish. The head of school will provide you with a written response to your concerns after this meeting.
   - **Yes** → **End**
School Guidelines and Policies

The Upper School Culture

The Virtue of Orderliness helps us to make our teaching and learning more effective for everyone. The context of school discipline in the upper school is grounded in the Virtues. When students do not choose to live up to our expectations of them, we apply a problem solving approach and use the appropriate virtue to help us rectify the situation. We believe that quality relationships with students are built upon the principles of kindness, understanding and a firm but fair and consistent approach. We often say that positive behaviour occurs in schools because teachers find it ‘a piece of cake’ when they show:

- Caring
- Assertiveness
- Kindness
- Enthusiasm

Parents can help us with this by using the language of the Virtues at home and taking an interest in the Virtue of the Week.

What can students expect from upper school staff?

The ISH mission statement, the IB mission statement and the Virtues outlined on the preceding pages guide all aspects of upper school life for our students.

We aim to:
- Challenge and inspire everyone in our school to learn (i.e., adults as well as students)
- Enable each unique individual to value and strive for academic excellence
- Produce internationally-minded IB learners
- Encourage the development of the Virtues as gifts of character
- Work in close partnership with parents and members of the school’s community
- Give students the tools they need to succeed in whatever they choose to do
- Provide a high quality of teaching and learning in the classroom and the motivation which comes from excellent relationships between staff and students

ISH upper school teachers show love and respect for our students at all times. We strive to permit freedom within boundaries to create an orderly, joyful place of learning. We aim to create a peaceful sense of relaxed order, enthusiasm and a strong bond of affection between teacher and student, because we know that good quality relationships increase the chance of academic success.

What do we expect from our students?

Students in ISH upper school model the Virtues and the learner profile and seek to become internationally minded. They see themselves as partners with their parents and teachers in making their learning more effective. Upper school students are expected to use the language of the Virtues and the learner profile in their daily interactions and conduct.

Each person at ISH has the right to be treated with respect, courtesy and consideration by every student, teacher, ISH employee and other members of the ISH community. The IB learner profile and the Virtues form the framework for success in the upper school. Students’ achievement in these areas will be recorded and rewarded.

Strong emphasis is placed on good relationships within the ISH community. Everyone is expected to address one another in ways which confirm and value members as individuals and respect their cultural identity. Older students should help younger ones and see themselves as role models.

Community members have the right to know what the expectations are and to be listened to when disagreements occur. All students are expected to work to build a sense of community at ISH. This responsibility does not stop at the school doors. A high standard of conduct is required from everyone…in school, to and from school, and within the local community. ISH students are expected to take pride in being a member of the ISH community and to behave accordingly in ways that will bring credit to themselves and the school.
Disciplinary Measures

If expectations are not met, then the following sanctions may be applied:

Stage One – A student does not meet the expectations outlined in School Guidelines and Procedures. In such instances, the student is reminded of the expectation and the Virtue which will rectify the behaviour. In the case of points 3, 4, 5 or in the event of theft, malicious damage to belongings or violence, Stage Three sanctions will immediately apply.

Stage Two – A student repeats the behaviours from Stage One despite being reminded by staff and the Virtues being employed.

Note: If a student is involved in behaviours which are outlined in our Anti-Bullying Guidelines, including the three examples of What Bullying is Not outlined in this booklet, then parents will be informed and a detention will be given. A problem-solving approach will be applied and the chance to make reparation will always be given. Before the detention is given the student must always be allowed to give his side of the story to the teacher involved. The upper school principal will conduct the detention. Detentions are very rarely given and are treated extremely seriously.

Stage Three – A student is involved in more than one incident of bullying in a school year, is involved in failure of points 3, 4, 5 or in the event of theft, malicious damage to belongings or violence. The student will be suspended for a length of time determined by the upper school principal.

Stage Four – A student repeats the behaviour which led to suspension or is involved in criminal activity on school premises or during school-sponsored activities. At this stage a Written Warning is given. This is the ultimate sanction given which complies with Finnish law. It is extremely unlikely that such a sanction would ever be applied. The written warning would remain in the student’s record for the remainder of their time at ISH and may affect entry to future educational establishments, particularly higher education.

ATOD (Alcohol Tobacco and Other Drugs) Policies

7.405 SMOKING

ISH is a smoke-free environment in recognition of the fact that smoking is detrimental to health. Smoking is not allowed on school grounds, during school hours, or on school related excursions at any time. Students found smoking on school grounds or during school related activities may be suspended for a period to be determined by the administration of the school.

Cross Ref. – Students’ Due Process Rights 7.402

Adopted: 10 June 1997
Amended: 16 January 2007

7.406 ALCOHOL

The possession, sale and/or consumption of alcoholic beverages by students are prohibited at all times:

(a) On school grounds
(b) During any school sponsored activity regardless of location

In the event that there is a suspicion that a student of ISH is intoxicated or otherwise under the influence of alcohol, the administration will take appropriate action and the student’s parents will be notified as soon as possible.

The board recognizes that alcoholism is a medical as well as social problem. In the case where a student is found intoxicated, the board and administration may require evidence of medical consultation and/or treatment.

Cross Ref. – Students’ Due Process Rights 7.402

Adopted: 10 June 1997
Amended: 16 January 2007
7.407  ILLEGAL DRUGS, STIMULANTS AND OTHER NARCOTICS

The sale, possession and use of any illicit drug, stimulant or other narcotic is strictly forbidden, both by school policy and Finnish law.

The school will provide instruction concerning drugs as to both the physical and psychological effects to all students in a manner that is appropriate to their age and grade level. Included with this instruction will be discussions about the legal status of the various drugs in Finland.

School administration will cooperate fully with all investigative authorities regarding all cases, alleged or real, of narcotics violations and keep the Board informed.

Cross Ref. – Students’ Due Process Rights 7.402

Adopted: 10 June 1997
Amended: 16 January 2007

IMPORTANT: While we take our responsibility to educate our students about the consequences of use regarding ATOD, we cannot directly affect their behaviour outside school hours. Parents must take responsibility for their children’s actions outside of school. The school will only take action regarding ATOD if we believe that these substances are being used on school premises. Parents are strongly advised to contact each other if they are worried about parties and events in private houses where there might be alcohol or other substances.

Anti-Bullying

We take the issue of bullying extremely seriously. When someone chooses to bully another, it is counter to everything the Virtues promote. Therefore, the school has adopted the Virtues Project as their official anti-bullying programme. Bullying undermines the learner profile and the Virtues and has no place in an IB World School.

We aim to provide:

- A safe, supportive learning and work environment free from any threat or fear
- An ethos in our school where all forms of bullying are unacceptable and the reporting of bullying is encouraged and expected
- A place where bullying can eventually be eradicated
- Reassurance to parents that we will respond to the issue promptly, openly and in partnership with home

What do we regard as bullying?

If students are being bullied in school, they do not have a safe environment in which to learn, and their academic progress will be affected. We understand that students who bully others have complex needs and should be assisted by the school and their parents to make better choices. We recognize that sometimes people bully others because:

- They don’t know that it is wrong.
- They are copying other people.
- They are using it as a way of coping with a difficult situation.
- They are trying to get their own way.
- In extreme situations, they are responding to abusive situations.

Definition of Bullying

Bullying is when someone, or a group of people, upsets or creates a risk to another person's health and safety – psychologically or physically – or to their property, reputation or social acceptance on more than one occasion.

Types of Bullying

There are three broad categories of bullying.
Direct Physical Bullying – This includes hitting, tripping and pushing or damaging someone else’s property.

Direct Verbal Bullying – This includes name calling, insults, homophobic or racist remarks, or verbal abuse.

Indirect Bullying – This form of bullying is harder to recognise and often carried out behind the bullied student’s back. It is designed to harm someone’s social reputation and/or cause humiliation. Indirect bullying includes:

- Lying and spreading rumours
- Playing nasty jokes to embarrass and humiliate
- Mimicking
- Encouraging others to socially exclude someone
- Damaging someone’s social reputation and social acceptance
- Cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress

Cyber-Bullying

This form of bullying is defined as an aggressive, intentional act carried out by a group or individual using electronic forms of contact, repeatedly and over time, against a victim who cannot easily defend himself or herself. Cyber bullying is a form of bullying which has in recent years become more apparent, as the use of electronic devices such as computers and mobile phones by young people has increased. Cyber bullying can take many forms. The most common forms are:

- Text message bullying
- Picture/video clip bullying (via mobile phone cameras)
- Phone call bullying (via mobile phones)
- Email bullying
- Chat-room bullying
- Bullying through instant messaging
- Bullying via websites

Cyber bullying through these means consists of any form of harassment, threat, exclusion, slander, or online impersonation. If students are using MSN, Facebook, Myspace, Bebo Moodle, online chat rooms or posting items on YouTube, to name but a few, they may be able to indulge in or be at risk from cyber bullying.

If students are having problems with cyber bullying, these things are suggested as strategies for dealing with it:

- Talk to someone trustworthy about it, like a friend, a teacher or an older relative.
- Keep and save any bullying emails, texts, messages or images received.
- Make a note of the time and date that messages or images were sent, along with any details about the sender.
- Try changing existing online user IDs or nicknames.
- Change the mobile phone number and only give it out to close friends.
- Mobile phone companies and Internet service providers can trace bullies, so don’t be afraid of reporting it to them.
- Block instant messages from certain people or use mail filters to block emails from specific email addresses.
- Don’t reply to bullying or threatening text messages or emails. This could make matters worse, and it lets those carrying out the bullying know that they’ve found a ‘live’ phone number or email address.
- Report serious bullying, like threats of a physical or sexual nature, to the police.

The school can do this for students. In fact, if we are aware of it, we are legally bound to do so. The counsellor, principal and coordinators will help any student who wishes to speak to them about these situations. Individual anonymity will be respected.
Staying Safe Online

Students who use the Internet should never give out personal details. If in a chat room, children should watch what is said about personal information, such as where they live, the school they attend, or their email address. It is also important to note that posting personal information online can attract adults who are pretending to be teenagers and lying about their real identity.

This advice is given by the Department for Children, Schools and Families in the UK.

ISH treats cyber bullying in the same way in which we treat other forms of bullying, and we work with students, their parents and, if necessary, outside agencies to prevent it and deal with it should it occur.

What Bullying is Not

Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying.

1. Mutual Conflict – In mutual conflict situations there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for retaliation in a one-sided way.

2. Social Rejection or Dislike – Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

3. Single-Episode Acts – This can include nastiness, meanness or random acts of aggression or intimidation. Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion, he/she is not being bullied. Furthermore, nastiness or physical aggression that is directed towards many different students is not the same as bullying. However, since the school has a duty of care to provide a student with a safe and supportive school environment, single episodes of nastiness or physical aggression should not be ignored or condoned.

If any of these instances arise, staff will use the Virtues and the clear application of boundaries to resolve the problem.

Signs that a child may be being bullied:

- Changing moods (become sullen or withdrawn)
- Feeling ill on school mornings (recurring stomach ache is very common)
- Refusing to say what’s wrong
- Staying at home rather than going out with friends
- Starting to do poorly with school work
- Become distressed and anxious or stop eating and sleeping.

What can parents do?

Bullies always target children who they see as vulnerable. But parents aren’t powerless, and there are things that can be done to help a child if he/she is being bullied. Most importantly, parents should try to talk to the child about the situation. It’s not easy for adolescents to talk about being bullied, so parents need to be sensitive to their needs. Parents need to reassure the child that they will not be angry or upset, they need to listen without judging, and they must praise the child for opening up. Also, parents should encourage the child to keep a diary and record and report any incident of bullying.

Nothing should be done without talking to the child first and having his/her agreement. However, secrecy should not be promised, as it only compounds the problem. Parents should contact the school.

Attendance

Attendance is related directly to academic success and, therefore, it is important to minimize absences and lateness. If a student is absent without good cause or repeatedly late, parents will be called into school to help staff solve the problem. When a child is absent, parents must notify the school as soon as possible.
If a student misses eight (8) or more classes in a single subject in a trimester, he/she will receive no credit for that trimester on the report card. Next to the achievement grade will be ‘NC’ standing for ‘Not Complete’. Parents will be warned in writing by the subject teacher that their child is in danger of receiving no credit for the course after five (5) absences.

**Car/Motorcycle Use**

If students drive to school in their own motor vehicle, they must observe all local traffic regulations and drive with extreme caution while on school grounds. Students are not permitted to park at the main campus but may park their vehicle at the end of Länsisatamankatu. Students wishing to travel as a passenger in a student driven vehicle must submit to the upper school principal a form signed by their parent/guardian. Such forms can be collected from the upper school principal directly, and only the principal can grant permission. Any traffic or parking violation is the sole responsibility of the driver.

**Conduct and Expectations**

1. School hours are from 8.30 until 15.30 for all MYP grades, and from 8.10-16.10 for grades 11 and 12. Students should not be in school before or after these hours unless a teacher has given specific written permission or a student is in an organized activity.

2. Property should be respected, including the building, its furniture and fittings.

3. Unlawful drugs, alcoholic beverages, smoking materials or other potentially harmful items must not be brought to school or used in school or during school-related activities.

4. ISH is a smoke-free school. Smoking is not allowed on school premises or in the immediate vicinity. Smoking at the R-Kioski or in the courtyards of nearby houses is strictly forbidden. Students caught will be suspended.

5. Potentially harmful weapons, including bb guns, pocket knives, cigarette lighters, laser pointer pens or any explosive device must not be brought to school or used in school or during school-related activities.

6. Students should walk at all times while in the school building. On the stairs students must keep to the right. Students should take great care when approaching other students in the hallways or on the stairs. They should be considerate of lower school students and take care of them in the halls, doorways and stairs.

7. In the cafetorium, students should sit on the chairs only, and they must clear away their own plates, rubbish, etc.

8. Food and drinks must be consumed in the cafetorium only.

9. Backpacks or large bags must not be taken into classrooms, as they constitute a fire hazard.

10. Hats should not be worn indoors.

11. The school cannot take responsibility for items lost from areas other than the student’s own locker.

12. All personal effects are to be kept in lockers or designated safe places.

13. Students are not allowed to use the lift/elevator at any time unless the school nurse has given written permission.

14. Mobile phones or electronic devices may only be used during morning and lunch recess, during break on the 4th/5th floors and in the hall of flags after 13.25.

15. Skateboards, kick-boards or in-line skates must not be used inside the school building.

16. Chewing gum is not allowed in the classroom or during any lesson.

17. Waste should be disposed of appropriately.

18. Snowballs must not be thrown.
Dress Code

The choice of clothing is not only an expression of individuality but also necessary for the development of style and an essential part of growing up. However, the school is the students’ working environment. Students are part of an international community where the importance of being well groomed, modestly dressed, neat and clean is self-evident. Our staff demonstrates a mode of dress which is professional and business-like. As such, students should ensure that their clothing is appropriate for school. They should also wear clothes appropriate to the season, especially during the winter. Special care should be taken during damp rainy weather.

- Shorts, skirts and dresses should be no shorter than fingertip length when arms are down by the sides.
- Thinly strapped tops and tube tops should not be worn unless underneath a buttoned shirt or blouse. A strap should be no narrower than three fingers width.
- Students should not show midriffs or underwear.
- Necklines and backs should be appropriate and modest.
- Clothing which displays profanity, alcohol, drugs or tobacco should not be worn, nor should clothing that is sexually explicit or incites violence.

Students in the upper school who are dressed inappropriately will be immediately asked to change by the homeroom teacher first thing in the morning. If no appropriate clothing is available, the student will be sent home by the upper school principal to change. Whenever a student is inappropriately dressed, a letter will be sent to parents so they can assist the school in applying the dress code. Parental assistance is important in helping to guide students in the matter of appropriate dress, including providing an understanding that various cultures and values must be considered in the choices made. Appropriate clothing choices show respect and consideration for others.

We also wish to promote the fact that ISH students take pride in being a member of the ISH community and to behave accordingly in ways that will bring credit to themselves and the school. School logo wear is a very acceptable way to show school pride and that students see themselves as part of the ISH community.

Electronic Devices

Upper school students are allowed to use mobile phones, iPods and/or electronic games during the following times.

- Before 8.45, at the 10.20 recess, at lunchtime and the end of the day
- In corridors only (4th, 5th and ground floors) and never in the cafetorium or classrooms
- On field trips if the supervising teacher allows such use

These devices should be switched off at all other times. If mobile phones are heard during class time, they will be confiscated and handed over to the upper school principal. Privileges may then be revoked. (Please see Mobile Phone Use in the appendices.)

Parents and visitors to ISH are requested to turn mobile phones off when entering classrooms or when attending special events.

Grade 11 and 12 students may listen to music, play games and watch television in their student lounge, but the equipment should be switched off during class time.

Internet and Computer Use

ISH has wireless Internet access points on most floors. Students may bring their laptops into school and make use of this facility provided they abide by the Responsible Technology User Policy (see appendices).

The computers that are the property of the school are to be shared and used by everyone. Students sign a responsible technology user policy form so they understand about responsible use. Once a student signs the form, he/she is given a personal computer code. Then responsible use of the equipment is expected.

Note: By signing to agree the contents of this handbook, students and parents automatically agree to the Responsible Technology User Policy.
Photo Release

The International School of Helsinki is making a concentrated effort to promote the positive activities, honours, and work of our staff and students. This includes working with the local community and also developing our own publications (e.g., school yearbook, etc.). These publications include information, likenesses and images which may appear on the school website and Moodle, as well as in other publications.

There are potential dangers associated with the posting of personally identifiable information on a website, since global access to the Internet does not allow us to control who may access such information. These dangers have always existed; however, we do want to celebrate our students and their work. The law requires that we ask for parental permission to use information about their child.

As we go about the school year, there will be opportunities for various students to be photographed and identified by name and classroom. However, we understand that some parents may request that we do not identify their child. Parents will, therefore, be asked to inform us of their wishes regarding using their child’s photograph at the start of the academic year. (Note: A child’s image or likeness may appear in occasional candid photos without any type of name identification, such as at a sporting event, etc.)

This authorization will be kept on file at the school. If a situation arises in which parents wish to change their authorization status concerning photos/publicity, they should immediately notify the school office in writing.

Off-Campus Privileges

Off-campus privileges are granted to students in grades 9, 10, 11 and 12. These students are allowed to leave the school at morning break at 10.20-10.40 and lunch recess 13.00-13.50. This is a PRIVILEGE, not a right. If students are late to class or participating in unacceptable behaviour, the privilege will be removed.

Student Representation and Rights

The student council is made up of representatives from grades 9-12. Students hold elections and the officers serve for one year. They are involved in fundraising for student events, they host social functions for students, and they promote student rights. Information about the student council can be received by contacting Mr Olivier Piraux.

Visitors

Visitors are cordially received at ISH. For security reasons, all visitors must first report to the office. Teachers welcome a telephone call in advance of a visit. Appointments should be made in advance for a formal or academic conference.
Facilities and Services

The school is housed in a 5-storey purpose built facility close to excellent public transport links. It is situated in Ruoholahti, 2 kilometres from the centre of Helsinki.

The school building offers 25 classrooms, computer labs, science labs, an art suite with darkroom/kiln, a music room, and a library/media centre with in excess of 10,000 volumes and extensive online resources. It also has a fully-equipped gym and combined cafeteria/auditorium, in addition to access to an outdoor field and other sports and cultural facilities in the community. There is also a comprehensive ICT network.

Care of School Equipment

All students should take good care of school equipment. Students who damage school equipment will be required to replace it and will be subject to disciplinary action. We want students to practice the Virtues. If they damage a piece of equipment which belongs to someone else, we would expect them to show responsibility and consideration and have the item repaired or replaced.

Catering

The school’s cafeteria serves a hot lunch. Lunch tickets are sold in booklets of 10 at the school kiosk. The kiosk also sells snacks during the morning break and healthy snacks after school. Students in grades 9-12 can leave the campus at lunchtime to buy their own lunch. Students are expected to show orderliness and good manners in the cafetorium.

Library

All students are warmly encouraged to use the school’s library. It is open before school, at lunch recess and after school until 15.45. There are two librarians on staff to supervise students’ library use. Students are only to be working on school related work in the library and are expected to show courtesy and consideration to other users.

Lockers

All students are assigned a locker. A deposit of ten euros will be charged but will be returned when the student leaves the school. Students should not keep valuable items in lockers, and they should certainly not keep food in lockers. The best way to ensure that student property is safe is to leave valuables at home or to keep valuables on their person at all times. ISH cannot take responsibility for student possessions left in unlocked lockers or in the changing areas.

Textbooks

Students are issued the textbooks they will need for classes. They should take care of these books and return them in excellent condition at the end of use. Students are responsible for the loss or defacement of any textbooks. All textbooks must be returned to the school upon withdrawal or at the end of an academic year. In the case of grade 12 students, the ISH diploma cannot be given until all school books have been returned.
Health and Safety

Emergency Procedures
There are fire drills each trimester, and students are given practice in evacuating the building and staying inside with classroom doors closed in case of danger outside. In the event of a school closure, local radio is used and messages will be left on the school's answering system. Moodle will also be used to provide lessons in times of closure, and parents will receive notifications by email. In the case of a 'lock-down', teachers have a coded message which they use to indicate that students should be in classrooms and off the main corridors. In such a case students, would be directed by staff.

Healthcare
ISH has a school nurse who coordinates the health programme. The programme supplements the efforts and guidance of parents and health authorities in educating students in regular health care. The objectives are to promote good, healthy habits among the students; to stimulate a sanitary and healthy environment in the school; and to assist in detecting physical, psychological and social handicaps of students. Provisions will be made and details provided for students to receive dental check-ups and treatment through the school.

During the school year students are invited to take part in a general health check-up with the school nurse. In addition, students in grades 1, 5, 8 or 9, and 12 will have a medical examination by the school doctor. With parental permission, students may also have their basic vaccinations done at the school. Parents may also consult the school nurse or make an appointment with the school doctor regarding health-related issues concerning their child. All students with a Finnish Social Security number are covered by the National Health Service and are entitled to free medical services provided by the local health centre.

Dental Care
The entire population has the right to public dental care. Children receive dental care free of charge until the age of eighteen. Students at ISH are part of the dental services provided by Lauttasaari Dental Clinic (Taivaanvuohentie 6, 3rd floor). All students at the age of 7, 10 and 15 will receive an invitation from the clinic by mail. For all other students, the clinic will review each student's records and give an appointment as needed. Dentists' primary goals are prevention, heading off oral health problems before they occur, and maintenance, ensuring through proper daily care that teeth and gums stay healthy. For more detailed information, please contact the school nurse or the school office.

Illness
If a student is feeling unwell, he or she should go to visit the school nurse. In cases where the nurse determines that the student should go home, parents are contacted.

Students sent to school should be healthy enough to participate in all activities, including recess. If conditions are such that the student is required to limit participation, parents are asked to send a note from a medical doctor explaining the condition and the timeframe for the limitation. A child who has a fever or has been vomiting may not return to school until his/her symptoms have subsided for a 24-hour period.

Parents are required to inform the school office in cases where the student will be absent due to illness.

Insurance

Accident Insurance
In an emergency, a student will be taken to the nearest medical facility in the area and the parents will be contacted. The school has health insurance to cover all students involved in an accident during school time and/or school-related activities.
Nutritional Guidelines

Objectives:

- To improve the health of students, staff and ISH families by helping to influence their eating habits and increasing their knowledge and awareness of food issues, including what constitutes healthy eating in a pleasurable environment
- To ensure that the food provision in the school reflects the ethical, cultural and medical requirements of students and staff
- To ensure students are well nourished at school and that every student has access to safe, tasty and nutritious food and a safe, easily available water supply during the school day

Recommendations:

- ISH asks all parents and staff to continue supporting ISH in promoting healthy choices for their students by providing balanced, healthy school lunches and snacks. Together we will teach, model, support, and send the message to our students that healthy nutrition is a lifelong lesson that we all need to practice. The same applies to fundraising and bake sales whenever possible.
- Special occasions, such as the annual International Celebration and class parties, are exceptions. However, healthy food choices are encouraged.
- ISH encourages cultural diversity in nutrition.
- Students are given the opportunity to drink water all through the day. Soft drinks and energy drinks are not allowed at school.
- ISH is a nut-free school.
- Parents and staff are kindly asked to consult Sodexo before organizing events involving the cafetorium and/or kitchen.
ISH uses information technology (IT) as one way of enhancing its mission to teach the skills, knowledge and behaviours students will need as responsible citizens in the global community. The school's technology infrastructure and network provide extraordinary opportunities to explore and use a variety of exciting resources, including software, electronic resources and the Internet. In order to make these resources available to everyone, the school expects students and staff to use the technology in a way that is consistent with our educational mission.

Access to the school’s network and use of equipment and the Internet are privileges that are tied to responsibilities. The following guidelines are intended to help individual technology users understand responsible use. The school may restrict, suspend or terminate any user's access to the school's technology systems, equipment and network for not respecting these guidelines.

I. Ethical use of Technology

A. Software
Technology users may not install software without appropriate authorization.

B. Internet
As a mission-driven school, the Internet should be used to promote the instructional mission of ISH.

The Internet should be used for the following:
- Researching
- Communicating
- Web-based learning applications
- Responsible social networking
- Educational learning networks

The following activities are only allowed if they are part of an assigned activity:
- Listening to music
- Watching movies or videos on the laptops/tablets
- Using instant messaging, joining chat rooms, or using social networking
- Emailing personal messages

The following activities are PROHIBITED:
- Online gaming and downloading music/videos/software from the Internet is prohibited at all times.
- The Internet provides access to information (e.g. pornographic materials, vulgarity, gambling, militant/extremist material, hate speech, etc.) that is inconsistent with ISH's mission. Users may not access, store, share, or display such information.
- Any malicious attempt to harm or destroy school technology equipment or materials, the data of another user, or any other institutions or networks connected to the Internet is prohibited.

C. Communication Tools
- The primary purpose of ISH email is for school-related communication that serves the teaching and learning at ISH.
• Students may not use (sending or reading) their email for personal messages during class time.
• Each teacher has specific policies regarding use of the laptop and email in class. Those policies should be respected at all times.
• Students may not send an email (or "spam") to a class, an entire grade level, or any group within the school. Such communications should be processed through a faculty member and/or posted in school announcements.
• Students may use age appropriate social networks to communicate responsibly with peers.

D. Monitored Use
Email and other uses of electronic communication systems by students shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use of educational or administrative purposes.

II. Technology Maintenance (School Desktop Computers and Laptops)
Users are responsible for their own use on a laptop and should treat and use it responsibly and appropriately, keeping in mind that most malfunctions are the result of misuse.

a. Taking Laptops Outside School
• Users are responsible for taking care of their laptop, battery and charger and are cautioned about leaving them unsupervised.
• Users are cautioned about how they utilize their equipment during daily activities like eating, drinking, walking and traveling.

B. Using Computers and Laptops Inside School
• All attempts should be made to keep an organized desktop and filing management system.
• Responsible technology use includes making regular backups to maintain the integrity of school's work data.
• Students should strive to maintain appropriate bandwidth for school-related work and communication.

C. Damage
• In the case of deliberate damage or damage caused by negligence, the user of the desktop or laptop may be responsible for repairs or a replacement.
• School laptops are insured for accidental damage. However, users should keep school laptops in the protective jacket and/or a padded case when taking the equipment outside the school.

III. Respecting Technology
Computers are tools that supplement our daily life and learning. Like any other resource tool, they deserve respect and responsible use.

A. Forgery
• Forgery or attempted forgery of email messages or other electronic documents is prohibited.
• Reading, deleting, copying, or modifying any electronic documents of other users is prohibited.
• All research used in academic work must be properly cited, including information from the Internet.
• There should be no copyright law violations with regard to software or Internet-based information. Copyright information is available in the library as well as the tech office.
B. Privacy
• To respect the privacy of community members, technology users may not use another person's ID or password.
• Accessing another person's account is not allowed.

C. Etiquette
• Any online communication should be something you could say in person: this includes emails, instant messages, digital images/videos, or web postings.
• Networks should be used responsibly. Only use those networks to which you have legal access.
• Be aware that anything posted on the Internet is permanent!

D. Cyber-Bullying
Derogatory, obscene, or otherwise inappropriate e-mail exchanges, instant messages, digital images, or web postings are prohibited.

IV: Consequences
Deliberate attempts to violate the above policy, or efforts to compromise, degrade, or disrupt system performance, may result in restricted use of school computers and laptops at school or other appropriate consequences.

ISH may limit, suspend or revoke a student's access to the school's technology systems or the network upon violation of this policy.

I understand that ISH has ownership of the Laptops which must be returned immediately on request to the Technology Department. Failure to comply with this will result in invoicing of the cost of a replacement.

Please sign and date this document to agree to the terms above.

_________________________________________________________  ____________________
Parent Signature                                           Date
_________________________________________________________
Parent Name (Printed)

_________________________________________________________  ____________________
Student Signature                                          Date
_________________________________________________________
Student Name (Printed)
MOBILE PHONE USE

Dear Parent,

We are happy to allow students to have their mobile/cell phones in school. However, we ask that all students use the Virtues of consideration and responsibility when using these items.

A phone should never disrupt learning, so students will only be allowed to use phones:

• Before 8.45, at the 10.20 recess, at lunchtime and the end of the day
• In corridors only and never in the cafetorium or classrooms
• On field trips if the supervising teacher allows such use

If a phone is heard during lesson time or is used at any time other than those specified above, teachers will be required to give immediate consequences.

The phone will be confiscated and kept in the fourth floor office until the end of the day.

I/We have read the above guidelines relating to mobile/cell phone use and have discussed them with my child.

I, (print student name) ____________________________________________, grade ______, understand the information regarding mobile phone usage.

________________________________________________________  __________________________
Student Signature  Date

I, (print parent name) ___________________________________________________________ understand and

☐ Agree  ☐ Disagree with the guidelines outlined above.

________________________________________________________  __________________________
Parent Signature  Date
DP STUDENT CONTRACT FORM

Student’s Name (print): _______________________________________________________

It is important that you read the following conditions with your child and ensure that all parties
understand and agree to them BEFORE the commencement of the course.

1. I understand that subject teachers will establish the conditions and expectations pertinent to their subjects.
   Systems may vary between classes and teachers.

2. I understand that my classes begin at either 8.10 or 8.50 in the morning and end at 15.20 or 16.10
   depending on my schedule.

3. I understand that if I arrive late to any class (or school related field trip) the teacher determines at what
   point I should be allowed to enter/participate. I also understand that if I am late for a class I should wait
   outside the door to await admission by the teacher. If I leave, I will be marked absent for the class and it will
   be counted as an absence.

4. I understand that if I miss a class for whatever reason I must see the teacher and ascertain what I missed
   and should catch up the work as quickly as possible.

5. I understand that if I miss more than eight (8) classes in a trimester (3 for TOK) I will not receive credit for
   that class and that NC (meaning, not complete) will appear on my report card for that class. In a case of
   prolonged or sporadic illness, I will meet with the principal and IB coordinator to plead extenuating
   circumstances.

6. I understand that breaches of academic honesty may affect my chances of continuing on with the Diploma
   Programme. I have read and understand the statement of ‘Academic Honesty’ in the Parent/Student
   Handbook.

7. I understand that there will be no holiday extensions for the two years of the course, and time away from
   school other than for legitimate course related field trips or work related study will not be permitted. An
   absence is an absence.

8. I understand that I need to have completed a minimum of 100 hours of CAS by the end of grade 11 and 50
   hours in grade 12. Total requirements are 150 hours divided between community, action and service (CAS).

9. I understand that if I miss a website published deadline for an assignment (including all drafts) my place on
   the full Diploma may be in jeopardy.

10. I understand that if my report card grades drop below a 4 in a given subject my place on the Diploma will be
    in jeopardy.

11. I understand that if these conditions are not being met and I am not meeting the expectations of the course,
    either in terms of work or attitude, my place on the Diploma will be in jeopardy.

___________________________________________________________________________
Student Signature   Date
___________________________________________________________________________
Parent Signature   Date
___________________________________________________________________________
IB Coordinator Signature   Date
___________________________________________________________________________
Upper School Principal Signature   Date