

PARENT AND STUDENT HANDBOOK

2026/2027

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ETHOS

A passion and pride for learning.

VISION

We are dedicated to achieving enjoyment and excellence in education for all.

We follow three basic principles:

- Respect yourself;
- Respect others;
- Respect the environment.

MISSION STATEMENT

International Sharing School aims to provide an excellent and continuous international educational experience in order to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding, respect and learning through sharing.

We aim to achieve this by:

- Promoting the physical, social, spiritual, mental and emotional health and well-being of all individual students and staff;
- Encouraging the intellectual, personal, social and linguistic development of each student;
- Fostering international understanding through working together in a friendly cross-cultural environment;
- Using English as the official language of instruction.

AIMS

We are dedicated to differentiated teaching, which creates opportunities for all students to progress and to make use of their diverse social and cultural backgrounds.

International Sharing School is an IB World School authorised to offer the IB Primary Years Programmes, Middle Years Programme and Diploma Programme.

The acquisition of knowledge is part of a larger framework designed to develop skills and attitudes, driving an inquiry and concept-based approach to learning. We

build on the students' natural curiosity and enthusiasm to develop their ability to think analytically, connect ideas and be imaginative and creative actors in their own learning process.

At International Sharing School we:

- Study across a broad range of subjects, including specific languages, drawing on the content from educational cultures across the world;
- Give special emphasis to language acquisition and development;
- Encourage transdisciplinary learning;
- Focus on developing the skills and passion for learning;
- Provide students with opportunities for individual and collaborative planning and research.

SCHOOL CONTACTS

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Mobile phone/WhatsApp: (+351) 924 447 711

Email: office@madeira.sharingschool.com

Address: Rua de Santa Luzia, 2 – 9050-068 Funchal

BOARD OF DIRECTORS

- Francisco Ladeira Santos - CEO - President of the Board
- Filipe Ladeira Santos - Member of the Board
- Gonçalo Ladeira Santos - Marketing and Admissions
- Miguel Ladeira Santos - Member of the Board

The School Board of Directors and the Senior Leadership Team encourage open communication with the whole school community. Teachers can feel free to drop in, make an appointment or email any questions, concerns, or suggestions they may have. Positive feedback is, of course, also welcome!

The School Board of Directors and the Senior Leadership Team maintain an "Open Door" policy, which means if the door is open and not in a meeting, teachers, students, and parents should feel comfortable to enter.

LEADERSHIP TEAM

- Todd Bazley - Principal
- Jenie Noite - Primary Years Coordinator
- Afonso Franco - Middle Years Coordinator
- Sónia Paz - Diploma Programme Coordinator
- Fátima Viqueira - Operations Coordinator
- Mariana Sousa – Administrative Coordinator

EXPECTATIONS

International Sharing School expects students to:

- Be able to demonstrate a range of knowledge, conceptual understanding, skills and attitudes in a variety of different ways;
- Participate in reflection, self-assessment and peer-assessment;
- Analyse their own learning and understand how it can be improved;
- Arrive promptly to all lessons and have with them the appropriate materials for the lesson or assessment task;
- Respect the right of others to learn;
- Collaborate constructively with peers;
- Submit all required work, which includes homework, class work, assignments and projects within stipulated deadlines.

International Sharing School expects teachers to:

- Clearly identify what is required in each piece of work and provide students with assessment rubrics which include details of objectives, assessment criteria, feedback and task-specific clarification;
- Provide students with a balance between formative and summative assessment tasks;
- Provide adequate time for students to complete assessment tasks and should aim to notify students about summative assessment timelines at the beginning of a new unit;
- Provide adequate access to necessary materials to complete assessment tasks;
- Assess work carefully and appropriately and return to the student within ten working days;
- Maintain detailed assessment records using ManageBac, and use these to provide valid student achievement information for students and parents/guardians, both ongoing and at time of formal reporting;
- Use the collection of assessment data to inform each stage of the teaching and learning process;
- Support parent/guardian understanding of the purpose and practice of student assessment.
- Collaborate with colleagues to ensure (when possible) transdisciplinarity in the give assessments;
- Meet regularly with parents and take minutes;
- Place summative assessment dates on ManageBac within the first two weeks of each Unit of Inquiry;
- Report behaviour.

Parents/Guardians can help by:

- Supporting students in completing their schoolwork, but not to such an extent that it is no longer authentically the student's own work;
- Engaging in opportunities to be involved in, support and celebrate student learning;
- Ensure students are equipped with required materials to complete school activities;
- Providing the student with adequate time, physical space and necessary equipment to complete homework;
- Attending meetings with the teacher/programme coordinator in order to discuss strategies to improve learning and raise student achievement;
- Monitoring student progress by attending teacher-parent/guardian-student conferences;
- Alert the teacher if a student is experiencing any difficulties with the completion of homework assignments;
- Develop healthy eating habits and routines for adequate sleep;
- Ensuring the student meets the school's attendance requirements;
- Monitor students' internet, social media and gaming habits in order to improve their wellbeing and emotional health.

STUDENT'S RIGHTS & RESPONSIBILITIES

Rights & Responsibilities FOR LEARNING

Students have the right to learn and help others learn; therefore, they are responsible for respecting others in the learning process.

Mobiles phones will be confiscated if students occurred using mobile phones during school hours. Parents will be asked to collect from the School Office.

Everyone should be free to learn, teach and express him or herself without being interrupted. This means that students are responsible for:

- Coming to school on time and being ready to learn;
- Respect and be respected;
- During lessons, refrain from disruptive talking as it disrupts learning;
- Being engaged in learning and putting forth the best effort;
- Demonstrating appropriate behaviour in and outside of the classrooms;
- Demonstrating proper use of technology;
- Share thoughts and ideas, respecting other's opinions too;
- Understanding that making mistakes is part of learning and being comfortable and prepared to make them. In our school, mistakes are:
 - Respected
 - Accepted
 - Corrected
- Moving through hallways and inside the classroom in an orderly manner and respectful of other learners.

Rights & Responsibilities TO SELF

Students have the right to their own individual style as both a person and learner. Everyone should be able to play, work, read, study, teach or spend time quietly and peacefully without unwelcome interference.

This means that students are responsible for:

- Showing awareness of themselves and others as learners and thinkers;
- Regulating and taking responsibility for their actions;
- Acting in a principled, responsible manner with all members of the School Community;
- Taking care of their personal hygiene and health;
- Being truthful;

- Being principled when conflict arises;
- Behaving when using technology;
- Reporting bullying.

Rights & Responsibilities TO OTHERS

Students have the right to be themselves and be happy in school; therefore, they are responsible for acting with integrity and respect for others. Everyone should be treated fairly and have their feelings and cultures respected.

This means that students are responsible for:

- Speaking to others in a kind and respectful way;
- Being considerate of the feelings of others and their personal space;
- Showing tolerance and appreciation for all personal and cultural differences;
- Praising others;
- Helping others;
- Welcoming and caring for new students;
- Reporting bullying;
- Respect all personnel on campus.

Rights & Responsibilities FOR PROPERTY

Students have the right to feel and be safe in this school and to have what their property protected; therefore, they have the responsibility to ensure that others also feel safe regarding their property.

Students have the right to enjoy the school facilities and environment; therefore, they are responsible for doing whatever they can to protect and preserve the school property (materials and furniture).

This means that they are responsible for:

- Taking care of their own property;
- Respecting the property of others;
- Using equipment in the manner that it was designed;
- Play in designated, supervised areas;
- Stay within boundaries;
- Be respectful of trees and landscaped areas;
- Use good sportsmanship and fair play;
- Use playground equipment and toys safely;

- Be inclusive in games;
- Use respectful language;
- Keeping locker tidy;
- Picking up litter;
- Reporting damage in the bathroom, to landscape, facilities and/or equipment;
- Reporting theft;
- Returning lost items to 'lost and found', a teacher or the Reception;
- Keeping the school free of destruction and reminding or reporting anyone who fails in that responsibility.

Students and staff will be responsible for complying with this policy in the classroom, on the playground, in the refectory, on the bus, and within the context of all other common spaces and school-related activities. Each student is held responsible for their actions when supervised by an adult. Once students have been dismissed, parents or guardians are expected to adhere to all policies and procedures in this document whilst on campus.

INCLUSION

Equal opportunities underpin the value system of International Sharing School. The ethos of the school is one of tolerance, understanding and striving for excellence in all. All members of ISS community are encouraged to understand, appreciate and value the differences between us and to challenge negative labels and attitudes. International Sharing School recognises its responsibility to avoid discrimination and to promote equality for students, staff and others using the school facilities.

It is acknowledged that discrimination may be direct or indirect and includes victimisation and harassment. Promotion of equality must exist in our school procedures and in our dealings with students, parents and other members of the community. As such it should be noted that all references to parents and carers throughout all our policies are intended to be entirely gender neutral.

At International Sharing School our Senior Leadership Team are the equal opportunity guiders who are responsible for ensuring the equality of opportunity within the school community. This includes equal opportunity issues for the students, parents and staff, admissions and recruitment.

Programme Coordinators

- PYP Coordinator - Mrs. Jenie Noite
- MYP Coordinator - Mr. Afonso Franco
- DP Coordinator - Ms. Sónia Paz

ISS Community

- We shall not discriminate directly or indirectly in the recruitment or employment of staff on grounds of any of disability, ethnicity, gender identity and transgender, faith, creed, marriage and civil partnership, sexual orientation, pregnancy and maternity, age;
- With regards to disability, we shall make every reasonable adjustment so that a disabled person is not at a substantial disadvantage in comparison with people who are not disabled;
- We shall not discriminate in relation to terms and conditions, promotions, disciplinary procedures, trainings opportunities and employment practices such as dress code;
- Staff are required, through their behaviour towards each other and towards the students, to foster an awareness of the importance of equal opportunities and respect for others;

- We will not discriminate directly or indirectly against student seeking admission to the school with regard to how current pupils are treated, on grounds of gender, race, disability, creed;
- Students with Additional Educational Needs (i.e., those who have a learning difficulty which calls for Additional Educational provisions to be made for them) have equality of access to the curriculum and have their needs met through inclusion.

Promoting Equality

International Sharing School aims and ethos will be effectively communicated to all members of the community, and our policies will underpin the promotion of equal opportunities. Any incident of discrimination or intolerance will be dealt with promptly and sensitively.

Race

International Sharing School is committed to promoting equality of opportunity and to promoting good relations between people of different race and nationality.

All racist incidents will be recorded and will be subject to sanctions as set out in the school's Behaviour Policy.

Gender

At International Sharing School we respect the right of all students to feel comfortable with their own gender identity and are committed to offering equal opportunities to all.

At all times the welfare of the individual student and of all students will remain at the centre of any decision-making.

Physical Disability

International Sharing School is committed to providing an inclusive, accessible, and supportive learning environment where all students, including those with physical disabilities, are treated with dignity, respect, and equality.

A physical disability may affect a students' mobility, coordination, physical functioning, or independence. The School recognises that each student has individual strengths and needs and is committed to ensuring equal access to education and participation in all aspects of school life.

In accordance with Portuguese legislation, reasonable accommodations and appropriate support measures will be provided to enable students with physical disabilities to access the curriculum, school facilities, extracurricular activities, and some educational visits wherever reasonably practicable.

International Sharing School will:

- Promote equality of opportunity and prevent discrimination on the grounds of disability;
- Provide accessible learning environments and facilities wherever possible;
- Make reasonable adjustments to teaching methods, learning resources, equipment, and assessment arrangements to meet individual needs;
- Develop Individual Support Plan where required, in collaboration with parents or guardians and relevant professionals;
- Work in partnership with healthcare professionals, therapists, psychologists and external agencies to ensure appropriate educational provision;
- Ensure that emergency evacuation procedures consider the specific needs of students with physical disabilities;
- Encourage independence, participation, wellbeing, and social inclusion;
- Maintain confidentiality regarding students' personal and medical information in accordance with data protection legislation.

All members of staff share responsibility for creating an inclusive environment and will receive appropriate guidance and training to support students with physical disabilities effectively.

The School will not tolerate discrimination, bullying, harassment, or victimisation related to disability. Any concerns will be managed in accordance with the School's Behaviour Policy.

Curriculum

The curriculum must demonstrate a commitment to equal opportunities. International Sharing School undertake to:

- Have regard to the outcomes of being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing;
- Have regard to the IB, learner profile, Attributes and the curriculum;
- Encourage everyone to value the contributions of others regardless of cultural and religious differences;

- Provide opportunities for all members of the school community to understand roles in society free from prejudice based on race, gender, creed and nationality;
- Provide the students with the opportunity to experience aspects of different cultures at first hand;
- Promote the needs and rights of others;
- Encourage the development of personal, social and professional relationships;
- Acknowledge individuals' rights and roles in the world of work and the work environment;
- To provide equal educational opportunity regardless of physical ability.

The curriculum will achieve these aims by:

- Using positive images to combat negative stereotypes;
- Being aware of different types of learning and developing and encouraging different teaching methods to take account of these;
- Ensuring that students with special needs have access to the curriculum through the implementation of the Additional Educational Needs policy;
- Screening the reading and audio-visual resources to ensure that positive images of women, people of different races and cultural backgrounds and people with disabilities are promoted;
- Using assemblies as a forum where the students are encouraged to acknowledge, express themselves and celebrate individual differences;
- Staging events and visits with the aim of promotion equal opportunities using display materials which promote the positive contribution of women to society, racial equality, cultural diversity and awareness of disability;
- Involving students, staff and parents in welcoming the cultural and ethnic diversity of our community.

Parents

We shall ensure that parents are informed of the principles and philosophies that lie behind our Equal Opportunities Policy. Parents will be made to feel welcome and all reasonable efforts will be made to ensure physical access to International Sharing School through the Code of Conduct and in all dealings with parents, the school will demonstrate and encourage respect.

In this and in all our policies it should be noted that any reference to a "parent" applies not only to a student's birth parents, but to adoptive, step or foster parents, or other persons who have parental responsibility for or care of a student.

SAFEGUARDING

Child protection team

- School Principal: Mr Todd Bazley
- Primary Years Programme Coordinator: Mrs Jenie Noite
- Middle Years Programme Coordinator: Mr Afonso Franco
- Diploma Programme: Ms Sónia Paz
- School Psychologist: Ms Marta Ferreira

At International Sharing School, every student has the right to develop themselves emotionally, intellectually, and physically. All students have equal rights to protection from any form of violence, abuse, or neglect; Therefore, we believe that:

- Every staff member at International Sharing School has the responsibility to safeguard and promote the physical and social-emotional wellbeing of all students;
- International Sharing School is committed to ensuring the safety and wellbeing of all the students including when developing and delivering school activities;
- All staff have an equal responsibility to report to their Programme Coordinator any suspicion or disclosure suggesting a student is at risk of harm, to himself or others, in accordance with the protection procedures described in this policy;
- Every member of staff will adhere to the International Sharing School staff Code of Conduct. The Code of Conduct has guidelines of safe professional practice for the protection of the whole community;
- All students and staff involved in child protection issues will receive appropriate support from the child protection team and school administration who are charged with applying this policy.

The aim of this document is:

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of students;
- To ensure best practices are consistent across the school;
- To maintain hiring practices that ensure the safety of children;
- To demonstrate the school's commitment and compliance with procedures regarding safeguarding children Policy Statement Child abuse and neglect are concerns throughout the world.

Child abuse and neglect are violations of a child's human rights and are obstacles to the student's education as well as to their physical, emotional, and spiritual development. International Sharing School endorses the UN Convention on the Rights of the Child, of which our host country, Portugal, is a signatory and seeks to be a safe place for students who may be experiencing abuse or neglect in any aspect of their lives.

Schools fill a special institutional role in society as protectors of children. The ISS Community must ensure that all children in our care are afforded a safe and secure environment in which to grow and develop. International Sharing School staff, having the opportunity to observe and interact with students over time, is in a unique position to identify children who are in need of help and protection. All International Sharing School staff has the obligation to understand the main crimes against minors for Portuguese law and the related duties to report these crimes. Therefore, **all International Sharing School members of staff are legal mandatory reporters** and have a professional and ethical obligation to be alert to the signs of neglect or abuse and inform a member of the Child Protection Team of suspected abuse or neglect.

Procedures are initiated as directed by school policy and regulations in accordance with local authorities and Portuguese child protection laws.

International Sharing School will distribute this policy annually to all parents, applicants, and International Sharing School members of staff. International Sharing School will provide developmentally appropriate education to International Sharing School students on child protection issues and will provide training for all staff. International Sharing School will make every effort to implement hiring practices to ensure the safety of students and will review the policy annually for child protection law and regulation compliance and effectiveness.

In the case of a staff member reported as an alleged offender, International Sharing School will follow a carefully designed course of action in accordance with Portuguese law and regulations, keeping the safety and wellbeing of the child as the highest priority.

Definition Of Terms

What is child abuse?

According to the World Health Organization (Krug EG et al., 2002), child abuse constitutes "all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or

potential harm to the student's health, survival, development or dignity in the context of a relationship of responsibility, trust or power." A person may abuse a student by inflicting harm, or by failing to act to prevent harm. Students may be abused in a family or in an institutional (e.g. school) or community setting; children may be abused by individuals known to them or by a stranger. Often children may experience multiple forms of abuse simultaneously, further complicating the problem. Most child abuse is inflicted by someone the child knows, respects or trusts. The World report on violence and health and the 1999 WHO Consultation on Child Abuse Prevention distinguish four types of child maltreatment:

- Physical abuse;
- Sexual abuse;
- Emotional and psychological abuse;
- Neglect.

Physical Abuse

Physical abuse of a student is defined as the intentional use of physical force against a student that results in – or has a high likelihood of resulting in – harm for the student's health, survival, development or dignity. This includes hitting, beating, kicking, shaking, biting, strangling, scalding, burning, poisoning and suffocating. Much physical violence against children in the home is inflicted with the objective of punishing.

Sexual Abuse

Sexual abuse is defined as the involvement of a student in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared, or else that violates the laws or social taboos of society. Students can be sexually abused by both adults and other students who are – by virtue of their age or stage of development – in a position of responsibility, trust or power over the victim.

Emotional And Psychological Abuse

Emotional and psychological abuse involves both isolated incidents, as well as a pattern of failure over time on the part of a parent or caregiver to provide a developmentally appropriate and supportive environment. Acts in this category may have a high probability of damaging the student's physical or mental health, or its physical, mental, spiritual, moral or social development. Abuse of this type includes: the restriction of movement; patterns of belittling, blaming, threatening, frightening,

discriminating against or ridiculing; and other non-physical forms of rejection or hostile treatment.

Neglect

Neglect includes both isolated incidents, as well as a pattern of failure over time on the part of a parent or other family member to provide for the development and well-being of the student – where the parent is able to do so – in one or more of the following areas:

- health;
- education;
- emotional development;
- nutrition;
- shelter and safe living conditions.

Legal Obligation to Report Situations Prejudicial to Minors (Criminal Ambit)

A “prejudicial” situation is one occurring in the home or outside where the minor is subjected to suffering, distress, or neglect such as to impair his/her potential for growth and development. Certain offences against minors are prosecutable, therefore, the School has the legal obligation to report to CPCJ- Comissões de Proteção de Crianças e Jovens (Commissions for the Protection of Children and Youth) who will take over the case and the School will work together with the authorities needed. CPCJ will work with families and support them providing tools and strategies to overcome difficult situations they find themselves in. CPCJ will only remove a child from its family in extreme cases.

HEALTH GUIDELINES

This policy incorporates the Portuguese Public Health guidance (IASaúde), health protection in schools and Secretary of Education guidance.

Accident and Injury

An accident is an unplanned, uncontrolled event which causes or could cause injury.

- The formulation of this Policy enables our school to effectively:
- Provide for the immediate needs and requirements of students or staff who
- have sustained either a serious or a minor injury;
- Ensure that adequate resources and arrangements are in place to deal with
- injuries/accidents as they arise;
- Ensure lines of communication with parents/guardians are in place if required;
- Activate a known plan of action with which all staff are familiar.

The overall responsibility for managing school supervision/routines rests with the Principal. International Sharing School staff members are responsible for classroom supervision, playground duty and are directly responsible for supervising students during break/lunchtime.

This Policy reinforces the school's mission statement by ensuring the continued provision of a safe and secure learning environment for each student and a duty of care at all times when the school is in operation.

First Aid Team

International Sharing School has a Team trained in first aid procedures and basic life support who are responsible for providing first aid to students in need while we await the arrival of parents/guardians and/or ambulance.

Our First Aid Team:

- Mr Afonso Franco
- Mr Roberto Santos
- Mr Henrique Caldeira
- Ms Sónia Paz
- Ms Marta Ferreira
- Ms Catarina Matos

- Ms Mariana Sousa
- Ms Laura Quintal
- Ms Camila Pinheiro

Aims/Objectives

- To ensure the physical safety and well-being of all staff and students;
- To develop a framework of procedures whereby all injuries are dealt with in a competent and safe manner;
- To provide training for staff with the effective use of outside expertise so that children have access to proper interventions;
- To comply with all legislation relating to safety and welfare at school.

Procedures

- Safety of students and staff is a priority for International Sharing School, and robust measures have been put in place to ensure no students or staff members are put at risk;
- The school is insured under Tranquilidade;
- Each classroom teacher regularly instructs their class on issues relating to safety in the class/playground. Dangerous practices such as climbing trees, climbing goalposts, throwing stones, running fast, engaging in fighting etc. are subject to correction (see School Behaviour Policy);
- There are at least two staff members on playground duty at any one time.

Minor Accident/Injury

A staff member on playground duty initially looks after the injured party. If deemed necessary, the student will be taken to the school Office. No medicines are administered by the school, except for paracetamol with permission from the parents, cuts are cleaned, and antiseptic cream and bandages/plasters are applied if deemed appropriate. The use of plastic gloves is advised at all times. The First Aid Team will evaluate the need to call the parents or emergency assistance (112 emergency number).

Whenever the school administers paracetamol, Appendix 6 is completed.

Serious Accidents/Injuries

If considered safe to do so, the injured party is taken to the school Office. Parents/guardians are immediately informed, particularly if there is a suspicion of broken bones/head or eye injuries. An ambulance is called if the considered opinion of the First Aid Team is that immediate professional help is required.

The student is kept under observation until emergency arrives, making the student as comfortable and as settled as possible. An accident report form will be filed.

Very Serious Injuries

In the event of a very serious injury, parents/guardians are immediately contacted. An ambulance (112) should be called immediately. Parents should meet their children at the hospital and take the necessary medical decisions.

Categories of Injury

In all cases of injury, it is understood that there are at least two teachers on playground duty.

Minor Cuts and Bruises

1. Clean around cuts using antiseptic, cleaning from the centre outwards;
2. Gloves are used at all times to reduce the risk of spread of infection;
3. A check is carried out to locate small bodies which may be embedded in the wound;
4. Plaster, gauze or lint is placed on the wound;
5. Observation is maintained;
6. Homeroom teachers will inform parents.

Sprains/Bruises

In the event of a sprain/bruise, the process of rest, ice, compressing and elevating is implemented. Homeroom teachers will inform parents if necessary.

Vomiting/Diarrhoea

Staff and students suffering from vomiting/diarrhoea should not remain in school – parents will be contacted and students should be picked up immediately.

Faints and Shocks

1. Lie the injured party down;

2. Raise the legs above the level of the heart;
3. Loosen any tight clothing;
4. Ensure there is fresh air;
5. Keep crowds away;
6. Office/staff member will contact parents;
7. The event is subsequently recorded in the Accident Book.

Severe Bleeding

1. Act instantly;
2. Set or lie the injured party down;
3. Press down on wound using gloves;
4. Lift (if possible) the injured part above the level of the heart;
5. Put a clean dressing over the wound and secure it firmly with a bandage;
6. If blood shows through the dressing, then place another one over the first and bandage firmly;
7. Office/staff member will contact parents;
8. If very serious, call an ambulance immediately;
9. Record in the Accident Book.

Burns/Scalds

1. Immediately remove the student from the danger area;
2. Cool burnt area with cold running water;
3. Remove rings etc., and other tight-fitting accessories;
4. Do not remove objects stuck to the skin;
5. In case of a minor burn, use a special burn gauze/burneze.

Unconsciousness

1. Call an ambulance immediately;
2. Place child in the recovery position (sideways);
3. Office will call parents;
4. If the student is not breathing, artificial respiration is applied (CPR);
5. Other students are kept away.

Stings/Bites

1. If a bite does not break the skin: clean with soap and water and no further action is needed. Antihistamine cream may be applied;

2. If a bite breaks the skin: clean immediately with soap and running water. Record incident in accident book. Seek medical advice as soon as possible (on the same day) to treat potential infection.
3. If the case is serious, parents are contacted.

This Policy is based on collective teacher, First Aid Team and doctor input. The teacher on duty must be automatically assisted by others.

Medical Arrangements

The school does not administer prescribed nor over-the-counter medication except for paracetamol with permission from the parents. Students are not allowed to bring any medication into the school. In the case of essential medical conditions that require medication during the school day, parents are required to contact the school to provide written medical evidence of the prescribed medication and how to administer it, and leave the medication in the School Office in the original bottle with label and the child's name printed on it.

Whenever the school administers medication, Appendix 6 is completed.

Record Keeping

All accidents/injuries of a non-trivial nature require an Accident Report to be filled in. Serious injuries will be notified to the school's insurers.

The relevant medical information on all students is obtained at the time of enrolment. This section asks parents to list allergies and other medical conditions their child may have. Parents are asked to update this form at the beginning of each school year and must also give details in writing to their child's new Homeroom Teacher of any ongoing medical condition/medication requirements.

Evaluation

- The success of this Policy is measured from set criteria;
- Maintaining a relatively accident-free school environment;
- Feedback from staff, parents, and students;
- Continual playground observation of behaviour by all staff engaged in supervision duties;
- Monitoring and evaluation at staff meetings.

Infection In Childcare Settings

Schools are common sites for transmission of infections. Students are particularly susceptible because:

- They have immature immune systems;
- Have close contact with other students;
- Sometimes have no or incomplete vaccinations;
- Have a poor understanding of hygiene practices.

Added to this, young children often have close contact with their friends, for example through play, and lack good hygiene habits, making it easier for infections to be passed on. Many diseases can spread before the individual shows any symptoms at all (during the infectious period). Infection prevention and control measures aim to interrupt the cycle of infection by promoting the routine use of good standards of hygiene so that transmission of infection is reduced overall. This is usually through:

- Immunisation of students and staff;
- Good hand washing;
- Making sure the environment is kept clean.

Where a case of infection is known, measures aim to reduce or eliminate the risk of spread through information and prompt exclusion of a case.

Parents have the responsibility to inform the school of all infectious diseases, including head lice.

How Infection Spreads

Infections are spread in many different ways:

- **Respiratory spread:**
Contact with cough or other secretions from an infected person, like influenza. This can happen by being near the infected person when they cough and then breathe in the organism; or by picking up the organism from an infected item, for example, a used tissue or on an object in the environment, and then touching your nose or mouth.
- **Direct contact spread:**
By direct contact with the infecting organism, for example, contact with the skin during contact sports such as gymnastics, like staphylococcal infections.
- **Gastrointestinal spread:**

Resulting from contact with contaminated food or water (hepatitis A), contact with infected faeces or unwashed hands after using the toilet (typhoid fever).

- Blood borne virus spread:
By contact with infected blood or body fluids, for example, while attending to a bleeding person or injury with a used needle (hepatitis B). Human mouths are inhabited by a wide variety of organisms, some of which can be transmitted by bites. Human bites resulting in puncture or breaking of the skin are potential sources of exposure to blood borne infections, therefore, it is essential that they are managed promptly.

Transmission of respiratory viruses (Flu Symptoms)

Transmission of respiratory viruses mainly occurs via respiratory droplets generated during breathing, talking, coughing and sneezing. These droplets can directly infect the respiratory tracts of other people if there is close contact. They also infect others indirectly. This happens when the droplets get onto and contaminate surfaces which are then touched and introduced into the mouth or eyes of an uninfected person. Another route of transmission is via aerosols (extremely small droplets), but this is only relevant to medical procedures for a very small number of children in education and social care settings.

In all education, childcare and children's social care settings, preventing the spread of respiratory viruses involves preventing:

- Direct transmission, for instance, when in close contact with those sneezing and coughing;
- Indirect transmission, for instance, touching contaminated surfaces.

Prevention and Control

Hand washing is one of the most important ways of controlling the spread of infections, especially those that cause diarrhoea and vomiting and respiratory disease. Liquid soap, warm water and paper towels are recommended.

- All staff and students advised to wash their hands after using the toilet, before eating or handling food and after touching animals;
- Cover all cuts and abrasions with a waterproof dressing;
- Coughs and sneezes spread diseases. Children and adults are encouraged to cover their mouth and nose with a disposable tissue and wash hands after using or disposing of tissues. Spitting is discouraged;

- Wear disposable gloves and plastic aprons if there is a risk of splashing or contamination with blood or body fluids during an activity. Gloves should be disposable, non-powdered vinyl or latex-free.

Managing Needle Stick Injuries

Occasionally children or staff may injure themselves with discarded used hypodermic needles which they have found. Dispose of the needle safely to avoid the same thing happening to someone else. This can be done by contacting the local authority. If someone pricks or scratches themselves with a used hypodermic needle:

- Wash the wound thoroughly with soap and water;
- Cover it with a waterproof dressing;
- Record it in the accident book and complete the accident form;
- Seek immediate medical attention from local Accident and Emergency department.

Cleaning Blood and Body Fluid Spills

All spillages of blood, faeces, saliva, vomit, nasal and eye discharges should be cleaned up immediately, wearing PPE (personal protective equipment). Clean spillages using a product which combines detergent and disinfectant (and ensure it is effective against both bacteria and viruses). Always follow the manufacturer's instructions. Use disposable paper towels or cloths to clean up blood and body fluid spills and dispose of after use.

Sanitary Facilities

Good hygiene practices depend on adequate facilities. Hand wash basins with warm running water and wall-mounted liquid soap are available. Disposable paper towels are available next to the basins in wall-mounted dispensers, together with a nearby paper bin. Toilet paper is available in each cubicle. Suitable sanitary disposal facilities are provided in the female cubicles for staff and students aged 9 or over.

Children With Continence Aids

Students who use continence aids (like continence pads, catheters) should be encouraged to be as independent as possible. The principles of basic hygiene should be applied by both students and staff involved in the management of these aids. Continence pads should be changed in a designated area. Hand washing facilities are available.

Dealing With Contaminated Clothing

Clothing of either the student or the first-aider may become contaminated with blood or body fluids. Clothing should be removed as soon as possible and placed in a plastic bag and sent home with the student with advice for the parent on how to launder the contaminated clothing. The clothing should be washed separately in a washing machine, using a pre-wash cycle, on the hottest temperature that the clothes will tolerate.

Flu Prevention and Control

A range of approaches and actions should be employed. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system where the risk of transmission of infection is substantially reduced. These include:

- Minimise contact with individuals who are unwell;
- Clean your hands often;
- Robust hand and respiratory hygiene (catch it, bin it, kill it);
- Enhanced cleaning, including cleaning frequently touched surfaces often;
- Minimise contact and mixing;
- Personal protective equipment (PPE);
- Social distancing measures are implemented;
- Soft furnishing, soft toys and toys that are hard to clean have been removed;
- The use of shared resources has been reduced;
- Air flow and ventilation is increased by opening windows and children spend more time outdoors.

Cleaning the Environment

Cleaning of the environment, including toys and equipment, is an important function for the control of infection in childcare settings. It is important that cleaning schedules clearly describe the activities needed, the frequency and who will carry them out. Cleaning standards are monitored regularly by the school.

The Cleaning Team follows a schedule that includes daily, weekly and periodic cleaning schedules, based on national guidance.

Cleaning solutions should be stored in accordance with local authority guidance, and cleaning equipment changed and decontaminated regularly.

A nominated member of staff is responsible for monitor cleaning standards and discuss any issues with cleaning staff.

Toys and Equipment

If toys are shared, it is strongly recommended that only hard toys are made available because they can be wiped clean after play. The condition of toys and equipment should be part of the monitoring process and any damaged item that cannot be cleaned or repaired should be discarded.

Soft modelling and play dough should be replaced regularly or whenever they look dirty and should be included in the cleaning schedule.

Enhanced Cleaning During an Outbreak of Infection

In the event of an outbreak of infection at school, the local health authority will recommend enhanced or more frequent cleaning, to help reduce transmission. Advice may be given to ensure regular cleaning of areas with particular attention to door handles, toilet flushes and taps and communal areas where surfaces can easily become contaminated such as handrails. Plans should be developed for such an event on how the school might carry this out which could also include during term time.

SCHOOL UNIFORM

At International Sharing School all students must wear school uniform when attending school, and when participating in school-organized events outside normal school hours.

Effective teaching and learning require organization, and this starts with a smart and tidy appearance that promotes discipline and pride.

Aims and Objectives

Our policy is based on the notion that a school uniform:

- Promotes a sense of identity and pride for students attending the school;
- Engenders a feeling of community and belonging;
- Is practical and smart;
- Makes students feel equal to their peers.

Our Uniform consists of:

- White polo with the school logo;
- Grey sweater with the school logo;
- Blue jeans (trousers or shorts);
- Plain neutral colour shoes;
- Blue winter jacket with the school logo;
- Black cap with the school logo or blue bucket hat with the school design;
- PE kits consisting of:
 - Sports t-shirt;
 - Sports jacket;
 - Sports trousers;
 - Sports shorts.

Roles and Responsibilities

Senior Leadership Team

- Monitors and reviews the school policies;
- Implement and monitor the policy on a day-to-day basis;
- Responsible for ensuring standards are maintained;
- Responsible for contacting parents if any disciplinary measures are required for failing to follow the uniform rules.

Staff

- Support in maintaining high standards of uniform dress;
- Are role models in the wearing of appropriate clothing;

- Make discreet and sympathetic enquiries when students fail to wear correct school uniform;
- Are aware of students whose standard of dress may indicate care issues at home and report concerns to the Homeroom Teacher;
- Give positive encouragement to students setting good examples of dress;
- Contact parents if students fail to adhere to the uniform policy.

Parents/Guardians

- Support the School Uniform Policy;
- Ensure the students are appropriately dressed, wearing correct uniform and are ready to learn;
- Ensure that they keep their child's school uniform clean and in good condition.

Students

- Wear correct school uniform when attending school, representing the school, or when participating in school-organized events outside normal school hours;
- Wear their uniform with pride;
- Keep their uniform clean and tidy;
- Shorts should sit at a palm's width above the knee;
- Wear PE kit on appropriate days;
- DP students are allowed to bring smart casual clothing on Fridays.

PE Clothing

Students must wear the school PE kit on PE days. PYP students must come with the PE kit from home. MYP students may come with their PE kit from home, or they may come with the school uniform and change to their PE kit before their lesson. The school offers changing rooms with hot water showers.

Students must not wear their PE kits in non-PE days nor mix and match it with the school uniform.

Guidelines

- It is expected that all students wear the school uniform on each school day with the appropriate footwear;
- The school uniform is bought at the school Office;
- If a student arrives at school wearing the incorrect uniform they will be given the correct item which will be invoice to the parent/guardian;
- If a student arrives wearing ripped jeans, they will be given the PE shorts or trousers which will be invoiced to the parents/guardians;

- Students are responsible for taking care of their own school uniform.

Jewellery and Piercings

International Sharing School does not recommend the use of jewellery at school. If worn, jewellery should consist of small simple pieces. At any time should students wear jewellery that might be considered offensive or provocative. Piercings must be discrete and never pointy.

All jewellery must be removed for Physical Education and all sports activity as it constitutes a danger for the wearer and/or other students. Jewellery includes earrings, piercings, necklaces, bracelets, rings and watches. Children are expected to remove all jewellery by themselves, and staff should refrain from helping for health and safety reasons.

Children play energetically when they are in the playground and there are similar risks to P.E. lessons. The School therefore advise parents not to send their children with jewellery to school.

Hair and Makeup

Hairstyles should be reasonable and appropriate for being in a learning environment at school. Extreme hairstyles, such as shaved patterns in the scalp, mohawks, dreadlocks and unnaturally coloured dyes are not acceptable at school.

Long hair needs to be pulled back with a bobble, in a ponytail, plaits or bun. Hair bands and bobbles should be in plain neutral colours and bows on clips and bobbles should be small in plain neutral colours. For health and safety reasons, all children with long hair, girls and boys, are required to have their hair tied back.

Makeup and cosmetics are not considered appropriate or consistent with the school uniform and therefore should not be worn.

Nail varnish, gel nails or false nails should not be worn in school.

ADMISSION

Guiding Principles

Students enrolled at International Sharing School will have equal opportunities to access the academic curriculum and to take part in the full life of the school.

International Sharing School is committed to attracting students who have a positive attitude and are willing to strive to meet the challenges of the Programmes offered.

It is therefore the aim of the school that parents, guardians, and students become fully aware of and develop a good understanding of the school mission, philosophy, values to establish a constructive working partnership.

International Sharing School will admit students regardless of ethnicity, religious belief, nationality, social background, or gender and aims to promote an effective holistic approach to teaching and learning nurturing personal, social and academic development.

The student and staff population are culturally, and linguistically diverse and great importance is placed on promoting international mindedness and multicultural understanding within the curriculum and throughout school life.

The school will endeavour to meet the needs of each individual student so that they benefit from their education and achieve their full potential, however for students with significant academic or physical needs the school may not be able to provide the support a student requires with the resources available.

Student Profile

At International Sharing School students should be:

- Committed to the school's vision, mission and philosophy;
- Motivated, enthusiastic, determined and principled;
- Respectful towards all members of the school community and school facilities;
- Responsible for their actions;
- Providing positive contributions within and beyond the school community;
- Inquiring, open and internationally minded global citizens, observing the school's learner profile across the school community;

- Risk-takers, challenging themselves through their academic learning, to fully benefit from the education available.

Language of Instruction

English is the language of instruction in all grades. Therefore, a strong understanding of the English language is recommended for students to be able to thrive.

While all teachers are expected to support language development, specialist English as a Second Language (ESL) teachers provide additional support and instruction.

Language Profile

A developmental language profile is created for each student through the Admissions process when enrolling at the school; recording and identifying the student's mother-tongue language and written and oral competency in other languages; in order to best support students in their respective languages and in their learning.

English as a Second Language Support

All students who indicate that English is not their mother-tongue, will be assigned to English Language Acquisition. The procedure for students who are identified as requiring additional English language support is as follows:

- PYP: The English Language Acquisition teachers will support students both in classroom context and in small groups according to student needs. If a student is identified as having a low level of English proficiency, they may be withdrawn from additional language lessons in order to receive targeted English language support aimed at strengthening their proficiency.
- MYP: If a student's mother-tongue is not English, the student will attend English Language Acquisition, instead of attending English Language and Literature lessons. If a student is identified as having a low level of English proficiency, they may be withdrawn from additional language lessons in order to receive targeted English language support aimed at strengthening their proficiency. All students from MYP 4 onwards are expected to be at English Language and Literature level.
- DP: English Language Acquisition is not provided to Diploma students, as the demanding course requires students to have a proficient level of English at entry to the programme.

Learning Needs

A safe, supportive caring environment emphasizing integrity is reflected in our philosophy of supporting the diversity of learning needs within our school community. We endeavour to accommodate students with diverse learning needs to achieve their highest potential, while celebrating their unique learning strengths and individuality.

Students with mild social/emotional issues, learning differences or other learning needs will be referred to our in-house learning support team for review.

In order to ensure that the school meets the teaching and learning differentiation needs of the students, it is important for parents to divulge any learning needs and to provide the results of any and all standardised testing, including educational evaluations or psychological and/or other medical reports, together with information on the academic support a student may have received or is currently receiving.

While the school is committed to being inclusive and the present admissions policy is non-discriminatory, the school recognizes that it does not have the facilities to serve the educational needs of students who are significantly disabled, whether mentally, emotionally or physically or who have significant learning difficulties.

Admissions are evaluated by the Senior Leadership Team and learning support staff and the final admission decision is the responsibility of the Principal.

Grade Placement

Students at International Sharing School come from a variety of educational backgrounds, including international and national systems. Students are placed according to their age as of December 31st of the year of entry and taking into consideration the number of school years completed by the student, and in accordance with the Portuguese equivalence table: Portaria 433/2005 April 19th.

However, factors such as previous records, measured aptitude and achievement, physical and emotional development are relevant details that may also be considered. The final decision regarding grade placement lies with the Pedagogical Team. All students must provide evidence and records of previous educational level prior to entering the school.

Priority For Admission

- Siblings of students already enrolled at International Sharing School;
- Maintaining a balanced ratio of nationalities;

- In the event of the maximum number of students being enrolled at any time, a waiting list will be instituted.

Considerations Prior to Admission

1. Students

- We encourage all students applying for admission to visit the school and to meet the Principal and/or Programme Coordinator for an informal interview. Students are welcome to spend one day at the school to see if they like the school environment, for which there is no charge to the parent/guardian;
- Students may be required to take an English and Mathematics placement test. The information attained will be used for assessing, for the student to be appropriately placed;
- Students applying to MYP 4 and above, who indicate that English is not their mother-tongue, are required to be reviewed by the Pedagogical Team;
- Submission of evidence of learning and behaviour from previous schools;
- Understanding and acceptance of the school's rules and regulations as well as the constraints with regards to attendance, punctuality and assessment;
- All students must sign the academic honesty contract.

2. Parents/Guardians

- Understanding and acceptance of the school's Essential Agreements, Regulations and Policies, as well as the requirements and constraints of the Programmes with regards to attendance, punctuality and assessment;
- Collaboration with teachers and/or Programme Coordinators with a view to supporting the student(s);
- Accepting that the school has overall authority and responsibility regarding pedagogical matters;
- All parents/guardians must sign the academic honesty contract.

Subjects Offered:

Primary Years Programme (PYP)

- Unit of Inquiry: Science and Social Studies;
- Mathematics;
- Languages: English and Portuguese;
- Physical Education;
- Arts: Visual, Music and Performing;
- Library;
- Additional languages: French, German or Spanish.

Middle Years Programme (MYP)

MYP 1-3:

- Language and Literature or Language Acquisition: English;
- Language and Literature or Language Acquisition: Portuguese;
- Language Acquisition: French, German or Spanish;
- Integrated Humanities;
- Integrated Sciences;
- Mathematics;
- Arts: Performing Arts Drama, Visual Arts and Performing Arts Music;
- Physical and Health Education;
- Design.

MYP 4 and 5:

- Language and Literature: English;
- Language and Literature or Language Acquisition: Portuguese;
- Language Acquisition: French, German or Spanish;
- Integrated Humanities;
- Integrated Sciences;
- Mathematics: Standard or Extended;
- Arts: Visual Arts or Performing Arts (Music or Drama);
- Physical and Health Education;
- Design.

Diploma Programme:

DP 1 and DP 2:

- Group 1 Language A: English or Portuguese;
- Group 2 Language B: German, French, Spanish, Portuguese, Spanish abInitio, French abInitio;
- Group 3 Social Studies: Economics, Business Management, Global Politics or Environmental Systems and Societies;
- Group 4 Sciences: Biology, Chemistry, Physics, Environmental Systems and Societies or Design Technology;
- Group 5 Mathematics: Analysis and Approaches or Applications and Interpretation;
- Group 6 Arts: Visual Arts;
- DP Core: Creativity Activity Service (CAS), Theory of Knowledge (TOK) and Extended Essay.

American High School Diploma

Grades 9 to 12:

- Group 1: English;
- Group 2: German, French, Spanish or Portuguese;
- Group 3: Economics, Business Management, Global Politics or Environmental Systems and Societies;
- Group 4: Biology, Chemistry, Physics, Environmental Systems and Societies;
- Group 5: Mathematics Applications and Interpretation;
- Elective: Music, Art, Drama or Design.

School Day

Early Years		
Period	Start	Finish
Registration	8:30	9:00
1	9:00	10:00
Break	10:00	10:30
2	10:30	11:20
Lunch	11:20	12:20
Nap	12:20	15:00
3	12:20	13:20
4	13:20	14:10
5	14:10	15:00
Clubs	15:30	16:00
Supervision	16:00	18:00

Primary Years Programme		
Period	Start	Finish
Registration	8:15	8:20
1	8:20	9:10
2	9:10	10:00
Break	10:00	10:30
3	10:30	11:20
4	11:20	12:10
Lunch	12:10	13:10
5	13:10	14:00
6	14:00	15:00
Clubs/ASA	15:30	16:30
Supervision	16:30	18:00

Middle Years Programme		
Period	Start	Finish
Registration	8:20	8:30
1	8:30	9:30
2	9:30	10:30
Break	10:30	11:00
3	11:00	12:00
4	12:00	13:00
Lunch	13:00	14:00
5	14:00	15:00
6	15:00	16:00
Activities	16:00	18:00

Diploma Programme		
Period	Start	Finish
Registration	8:20	8:30
1	8:30	9:30
2	9:30	10:30
Break	10:30	11:00
3	11:00	12:00
4	12:00	13:00
Lunch	13:00	14:00
5	14:00	15:00
6	15:00	16:00
Activities	16:00	18:00

The school premises will be open every school day between 07:30 and 18:00.

Payment Procedures

Payment Schedule

All school fees are invoiced by Month, Term or Year, according to parent's preference.

Enrolment Fee: € 800 per student – non-refundable and paid once the application process is concluded.

Renewal Fee: € 300 per student – non-refundable and paid in February.

Monthly fees are calculated using the formula Annual fee/10 instalments (1 per month from September to June).

- Monthly Fees are invoiced 13 days before the beginning of the month, and payment due by the 2nd of the month of invoice.

Termly fees are calculated using the formula Annual fee/3 Terms.

- Term 1 Fees: Invoiced on June 1st, payment due by July 1st.
- Term 2 Fees: Invoiced on November 1st, payment due by December 1st.
- Term 3 Fees: Invoiced on March 1st, payment due by April 1st.

Annual Fee is invoiced on June 1st, payment due by July 1st.

Terms and Conditions

Once the registration process has been completed, the student is enrolled in the school. If for any reason the student does not attend at the beginning of the school year, the Enrolment Fee is not refundable.

The school requires a one term warning for student's withdrawal. If shorter notice is given, the respective fees will still be due.

- Students who intend to leave at the end of Term 1 must communicate their intentions before September 30th.
- Students who intend to leave at the end of Term 2 must communicate their intentions before January 5th.
- Students who intend to leave at the end of the academic year must communicate their intentions before April 13th.

Additional Fees

- Annual insurance: € 22 per student
- Yearbook: €28
- School meals: €150 per month
- Resource Fee:
 - PYP: €200
 - MYP/DP: €350
- Examination Fee:
 - MYP 5: €800
 - DP 2: €850

Payment by Bank Transfer

Millennium BCP

IBAN:

PT50 0033 0000 0001 5732 792 86

BIC/SWIFT: BCOMPTPL

We kindly ask that the student's name and number is indicated on the transfer to ensure the credit is applied to the correct student account. Please send a proof of payment to office@madeira.sharingschool.org. All payments must be received by the school net of all bank charges.

Fines

International Sharing School will charge a 5% monthly compounded fine on payments made past due date. Should any legal procedures be required for the recovery of any amount due, the School will charge these to the debtor.

Students with past-due debts may be subject to limited access to some or all optional services and school platforms, reports, exam results and statements. Their renewal for the following academic year will not be processed. No debt may be carried across the following academic year.

Discounts

The following discounts are available for all students and families who meet the criteria and are non-cumulative with any other discounts or promotions:

- 5% discount on Tuition Fees for each sibling up to 20%.
- 3% discount on full year's fees, paid before July 1st.

Discounts are void if fees are not paid according to the payment schedule.

Procedures for Admission and Enrolment

STEP 1

The following documentation must be supplied for a student application to be considered:

- Student Application Form: completed and signed by the parent or legal guardian and accompanied by one passport-sized photograph;
- Medical Information Form: completed and signed by the parent or legal guardian and accompanied by evidence of vaccinations;
- School Records/Reports: two sets of records, relating to the current school year and the previous year;
- Passport/Identity Card: a photocopy of the student's and parents/guardians' passport/identity card;
- AEN Reports: the results of any and all standardised testing, including educational evaluations or psychological and/or other medical reports, if student requires learning support. The report cannot be older than 2 years.

STEP 2

The above listed documentation is to be reviewed by the Admissions and/or Pedagogical Teams, who will let the parents know if more information is required or if a final decision for the student's application has been made, as well as the availability of a vacancy at that moment.

STEP 3

Upon acceptance of the student's application, the parent or legal guardian must confirm it is their wish to proceed with the enrolment within 2 working days. If no confirmation is received within this period, the school may offer the student's vacancy to another applicant.

STEP 4

After confirmation is received, the School Office will proceed with the student's enrolment and issue the invoice for the applicable fees required for the enrolment (see

Payment Procedures). Full payment must be received within 5 working days or the school may offer the student's vacancy to another applicant.

Students will only be enrolled and eligible to join classroom lessons once the above process has been completed and all relevant documentation and payments are received.

Dates for Admissions

The school has no deadline for applications for up to MYP 4, therefore students may be admitted throughout the academic year.

Students applying for the Diploma Programme are required to attend two academic years at International Sharing School in order to be eligible for the IB Diploma, therefore students may not be admitted to the school in the middle of the two year IB Diploma Programme, unless they are transferring from another IB School and all IB requirements are able to be met.

Procedures for Re-Enrolment

Student re-enrolment is required to be completed for each academic year that the student intends to study at the school. The school will require annual confirmation and if information is not received within the school's communicated deadline, student places cannot be guaranteed.

If there are financial, behavioural or academic issues with a student, parents may not be invited to re-enrol until the situation has been resolved. The Board has final decision regarding the possible refusal of student re-enrolment.

Procedures for Waiting List

Students can apply for Grade levels in which no vacancies are currently available. Upon acceptance of the application with the mention of no availability of vacancies at that moment, the parent/guardian must confirm their wish to be placed in the Waiting List within 2 working days. For placement in the Waiting List, a non-refundable payment of €800 is required. This payment may be discounted off the enrolment fee once a vacancy becomes available and enrolment is processed. Parents must keep in mind this might only happen in the following years.

The Waiting List is processed in a "first come, first served" sequence, with priority given to:

- Siblings of students already enrolled at International Sharing School;
- Students allowing the maintenance of a balanced ratio of nationalities.

Admissions for the IB Middle Years Programme

MYP 5 - Eligibility for IB MYP Certificate:

To be eligible for the IB MYP Certificate a candidate must:

1. Participate in the programme for the recommended period of at least two years, with a minimum of one year (MYP5);
2. Complete on-screen examinations for a minimum of four subjects, one from each of the following groups: Language and Literature, Individual and Societies, Science and Mathematics;
3. Take and submit an internal oral assessment in Language Acquisition and complete the on-screen examination;
4. Submit at least one ePortfolio from any of the following subject groups: Arts (Visual Arts, Music or Drama), Physical and Health Education, or Design;
5. Take the Interdisciplinary on-screen examination;
6. Submit the Personal Project;
7. Satisfactorily complete the requirements for Service as Action.

A grade from at least one subject from each of the following six subject groups must contribute to the award of the MYP Certificate:

- Language and Literature;
- Language Acquisition (or a second Language and Literature);
- Integrated Humanities;
- Mathematics;
- Integrated Sciences;
- Arts (Visual Arts, Music or Drama), Physical and Health Education or Design.

A candidate must gain at least 28 points overall, but a grade 1 or grade 2 in any subject, the Interdisciplinary assessment or the Personal Project cannot contribute to the award of the MYP Certificate;

(©General Regulations: Middle Years Programme, Article 10 MYP Certificate Candidates, International Baccalaureate Organization, April 2014)

Admissions for the IB Diploma Programme

The strategy of the school is to encourage all students to attempt the full IB Diploma, only considering individual Diploma Courses if students are struggling to succeed. The Senior Leadership Team annually reviews DP subjects offered, taking into consideration student numbers and subject preferences. The school website provides information regarding the requirements of the Diploma Programme. The

Diploma Coordinator, with the Career Counsellor host parent/student presentations to explain and discuss the requirements and benefits of the full Diploma Programme as well as provide advice on higher education requirements.

All teachers are responsible for the well-being of students. The AEN Coordinator collaborates with teachers to develop learning strategies to support students with learning needs. The Careers Counsellor provides guidance on post-secondary options and requirements for university applications. The DP Coordinator, in collaboration with DP teachers, provides an induction programme for students of MYP5.

Criteria for Admission to the IB Diploma Programme

- The aforementioned criteria for the successful completion of Grade 10 are the minimum requirements for entry into the Diploma Programme;
- Additional subject-specific entry requirements for chosen courses of study in the Diploma are recommended: (see the Assessment Policy):
 - Higher Level subjects: have gained a minimum of grade 5 in the MYP 5 or equivalent in the chosen subject;
 - English Language minimum requirement: gained a minimum of grade 5 in English B Phase 5 in the MYP 5 or equivalent;
 - Group 1 - Languages A: gained a minimum of grade 5 in the Language B Phase 5 in the MYP 5 or equivalent, to be able to study a group 1 Language A course;
 - Mathematics Higher Level: have gained a minimum of grade 6 in the MYP Mathematics or equivalent;
- Students who do not meet the above criteria will be reviewed on an individual basis. The Principal is ultimate responsible for the final decision to accept a student for the IB Diploma Programme.

Additional Requirements for New Students to MYP and DP:

- Mathematics and English Language entrance tests;
- Submission of diagnostic tests/exams and Report Cards from previous school.

Inclusion/Additional Educational Needs for the MYP and Diploma Programmes

- Students with Additional Educational Needs will be reviewed on an individual basis;
- A full set of medical diagnostic tests must be submitted to the school prior to the registration process;

- The Programme Coordinator(s) in collaboration with the Principal will review and determine student eligibility for entry into the MYP and/or Diploma Programmes, based on the resources available at the school in order to successfully meet the student's needs;
- The Programme Coordinator(s) will request IB Inclusive access requirements for eligible students for MYP eAssessments and IB Diploma examinations, together with providing provision for internal assessments.

Advice to Students Regarding Subject Option Choices

MYP 5: During Term 3 students and parents will be invited to a meeting with the Careers Counsellor and DP Coordinator for the students to make informed subject choices for the Diploma Programme.

These sessions will address subject-specific choices available, their link to career aspirations, with focus on university subject-specific pre-requisites particularly those requiring Mathematics and the Science subjects.

Students will be presented with a DP subject option form. The option form provides students with the opportunity to choose the IB DP eligible subjects. Candidates must study six subjects plus the three core subjects: EE, TOK and CAS.

Group 1 Languages will offer students the possibility to study a school supported self- taught language, in order to support students whose mother-tongue language is not taught in the school. If the school cannot provide a language tutor for a school supported self- taught language, the parents are responsible for finding one.

New students to MYP 4 up to DP 1 and parents will be offered an interview with the Careers Counsellor to discuss university requirements in order to make an informed choice of subjects that are offered by the school.

Entering the Diploma Programme:

- All students will be provided with the opportunity to study the full IB Diploma;
- A trial period for student subject choices is the first month of the academic year in DP 1;
- Students may not change subject choices after that timeframe.

Students who successfully complete the IB Diploma Programme will graduate with a double certificate: the IB Diploma Programme and the American High School Diploma.

Admissions for the American High School Diploma

International Sharing School offers an alternative pathway for students who look to continue their international education through a rigorous program but less demanding and challenging than the IB Diploma Programme. International Sharing School therefore is accredited by the Middle States Association to offer the American High School Diploma throughout Grades 9 to 12. This means that all students who are studying in MYP 4 and 5 are eligible to continue their studies through the American High School Diploma in Grade 11 and 12 or through the IB Diploma Programme in DP 1 and 2.

The American High School Diploma is a great option for students who are inclined to more practical courses, who perform better in an environment with multiple shorter assessments rather than being assessed through written external exams and/or who plan to apply for studies that do not require the full IB Diploma. At the end of Grade 12, students who are taking the American High School Diploma sit internal examinations written and assessed by the teachers. Students successfully completing any course gain a credit, with one successful full year course equalling 1 credit. Students completing the American High School Diploma receive a credit for each course each year. The TOK accounts for 1 credit per year. Credits towards the American High School Diploma are earned over the course of four years (Grade 9 to 12) across all discipline areas.

Students in the American High School Diploma have lessons simultaneously with students in the Diploma Programme as the content studying is the same. However, assessment in the American High School Diploma is based on smaller term-based assessment taken throughout the year while the IB Diploma Programme assessment is based on sitting exams at the end of DP 2 that cover the content of the whole two years.

Criteria for Admission to the American High School Diploma

- The aforementioned criteria for the successful completion of Grade 10 are the minimum requirements for entry into the American High School Diploma;
- Students joining International Sharing School in Grade 11 must provide reports that demonstrate the successful completion of Grade 10 in their previous school;
- Students who do not meet the above criteria will be reviewed on an individual basis. The Principal is responsible for the final decision to accept a student for IB individual courses.

Advice to Students Regarding Subject Option Choices

MYP 5: During Term 3 students and parents will be invited to a meeting with the Careers Counsellor and DP Coordinator for the students to make informed subject choices for the American High School Diploma.

These sessions will address subject-specific choices available, their link to career aspirations, with focus on university subject-specific pre-requisites.

Students will be presented with a subject option form. The option form provides students with the opportunity to choose the eligible subjects. Candidates must study six subjects plus the three DP core subjects: EE, TOK and CAS.

New students to MYP 4 up to Grade 11 and parents will be offered an interview with the Careers Counsellor to discuss university requirements in order to make an informed choice of subjects that are offered by the school.

Entering the American High School Diploma:

- All students will be provided with the opportunity to study the full American High School Diploma;
- A trial period for student subject choices is the first month of the academic year in Grade 11;
- Students may not change subject choices after that timeframe.

HOUSE SYSTEM

International Sharing School adopts a House System designed to build community and encourage teamwork. Students are divided into "Houses" which include members from various grade levels to foster mentorship and collaboration. Houses participate in athletic and creative competitions, earning points through their achievements and engagement. Positive contributions by individual students during the academic year will also earn points for a student's house, while misbehaviour will result in points being deducted. This adds a shared dimension to personal responsibility as students understand that their conduct affects not only themselves but the group they belong to, and that consistent good behaviour is rewarded collectively.

Every member of the school community belongs to a house, enhancing the sense of belonging and camaraderie. This structure promotes healthy, friendly rivalry, deepening connections among students.

Students and staff are divided into four Houses, each connected to Madeira:

- Atlantic
- Laurissilva
- Levada
- Strelitzia

Houses are arranged in a way to ensure cultural diversity and overall balance. Sporting, academic, musical and creative strengths are spread evenly across the four Houses, preventing any one House from dominating year after year.

Students are assigned a House and stay with that House for their entire time at International Sharing School. Siblings are assigned to the same House as each other. Staff are also assigned to Houses and are full members of their House, not supervisors of it. Staff wear their House colours, attend events and win points for their House. Should a staff member have family members at school, they are placed in the same House. Allocations are carried out by the House Coordinator and confirmed by the Senior Leadership Team before the start of the academic year. The House Coordinator appoints one staff member per House to take the role of House Leader One who rally their House, organise entries and mentor the House Captains. Students appoint two House Captains per House of which one must be from the PYP and one from the MYP.

The main purpose of the House system is to create a sense of spirit and belonging across the school and to give students the opportunity to collaborate with different Grade levels during organised events. It provides a chance for students to develop their leadership skills and creates a culture of positive role models within the school and to respectfully learn competitiveness.

The year culminates in a celebration for the winning House, recognising the collective effort with the award of the House Cup.

House Points and the Cup

House members may win or lose points for their House depending on their sports performance, academics and behaviour meaning that a House cannot win on sport or grades alone. Every point awarded belongs to one of the following three pillars, each connected to the IB Learner Profile: Wisdom; Courage; and Harmony.

These provide a balance of the different skills in each House and offer all students an opportunity to contribute to their House's success, whatever their skill is. All staff members also double as judges as every staff member has the responsibility to award points for the Houses according to the different pillars.

To ensure fairness and transparency in the award/deduction of points:

- All points awarded/deducted are traced back to a staff member meaning that anonymous awards/deductions are not accepted;
- Staff members are not allowed to award/deduct points to relatives;
- Only Homeroom Teachers, Programme Coordinators and the Principal may deduct points;
- House points are published monthly in the Parents, Student and Staff newsletter;
- House members may appeal a decision through a joint email from their House Captains addressed to the House Coordinator within five school days following the publishing of the award/deduction of points. A final decision will be made following a meeting between the House Coordinator and the Senior Leadership Team.

The House with the most points at the end of the academic year will be awarded the House Cup.

Wisdom

Points awarded under the Wisdom pillar are connected to the Knowledgeable, Thinker, Inquirer and Reflective attributes of the IB Learner Profile. This pillar rewards academic excellence, engagement and curiosity. The Wisdom pillar is cumulative only meaning that students do not lose points for low grades as this pillar rewards those who reach academic excellence, engage and are participant in lessons, and those who are curious but does not punish those who fall short of reaching excellence.

Points are awarded according to the following structure:

What earns/deducts points	Points	Who awards points
Final grades of A or B (PYP), or 6 or 7 (MYP/DP) in every subject at the end of the term	1/student	Homeroom Teacher each term
Inter-house Kahoot or quiz event	20/15/10/5	House Coordinator each event
Subject competition	20/15/10/5	Subject Teacher
Regional, national or international tournament	5	Programme Coordinator

Courage

Points awarded under the Courage pillar are connected to the Risk-taker and Open-minded attributes of the IB Learner Profile. This pillar rewards sports achievements, stepping forward and getting out of the comfort zone. The Courage pillar is also cumulative only meaning that students do not lose points for low grades as this pillar rewards those who win competitions and those who try and give their best but does not punish those who step out of their comfort zone to try something new but fall short of winning.

Points are awarded according to the following structure:

What earns/deducts points	Points	Who awards points
Sports Day - overall house position	50/30/20/10	PHE Team
Sports Day - IB learner profile award (Caring, Principled, Risk-Taker)	10/award	PHE Team
Inter-house sports tournaments (volleyball, football, basketball, table tennis and others)	10/7/5/3	PHE Team
Inter-house tournaments (chess, board games and others)	10/7/5/3	Subject Teacher
Representing the school in external fixtures	1/student	Subject Teacher

Harmony

Points awarded under the Harmony pillar are connected to the Balanced, Caring, Principled and Communicator attributes of the IB Learner Profile. This pillar rewards how members of the school community treat each other. The Harmony pillar is the only pillar where points can be lost as this pillar rewards those who behave in a caring, International Sharing School

principled way and punishes those who misbehave. Positive awards are recognised openly while point deductions are handled privately and the student responsible is never named. House members are only informed that their points suffered deductions.

Points are awarded and deducted according to the following structure:

What earns/deducts points	Points	Who awards points
Helping a colleague or peer without being asked	10	Subject Teacher
Advocating for the truth	10	Programme Coordinator
Fair play action during a lesson	5	Subject Teacher
Overall attendance above 95% at the end of the year	3	Homeroom Teacher
Overall attendance under 85% in a term	-1	Homeroom Teacher
Breach of conduct - Category 2	-10	Programme Coordinator
Breach of conduct - Category 3	-20	Principal

House Cup

At the end of the academic year the House with the most point will be awarded the House Cup. The House Cup remains at school and is in display throughout the following academic year in the school entrance or the Library accompanied by a photo of the victorious House.

House points reset after the award of the House Cup and all Houses start each academic year with zero points.



PARENT COMMITTEE

Purpose

The Parent Committee serves as a formal advisory and community engagement body that supports the partnership between parents and International Sharing School. Its primary purpose is to:

- Provide structured, constructive feedback to the school on matters relating to the educational experience, wellbeing and the ISS community;
- Support the school's mission, values, and strategic priorities, including the principles underpinning the International Baccalaureate Curriculum;
- Promote effective communication and mutual understanding between parents, school leadership and staff;
- Contribute to the development of a cohesive, inclusive and culturally diverse school community;
- Assist with events and initiatives that enhance the educational environment.

The Parent Committee is an advisory body and does not hold decision-making authority over school operations, policies or governance.

Scope of Activity

The Parent Committee may:

- Discuss whole-school themes, trends and parent perspectives relevant to the school's educational provision and community life;
- Provide feedback on proposed policies, communications and initiatives that affect the parent and student experience;
- Support school-led events, community activities and cultural celebrations;
- Facilitate dialogue between parents and the school's leadership team, ensuring representation across all Programmes.

The Parent Committee does not:

- Address individual student, parent or staff matters;
- Intervene in academic, operational, disciplinary or personnel decisions;
- Replace formal communication channels, complaints procedures or safeguarding processes.

Membership

- Membership is open to all parents and legal guardians of students enrolled at International Sharing School;

- A representative structure, which includes 6 positions, which are held for the full academic year;
- The Parent Committee is formed through a nomination and election process on an annual basis for the following positions:
 - One representative for each of the following:
 - Early Years;
 - PYP 1 and PYP 2;
 - PYP 3, 4 and 5;
 - MYP 1, 2, and 3;
 - MYP 4 and 5;
 - DP 1 and 2.
 - The representatives will take the following responsibilities within the Parent Committee:
 - Chair;
 - Treasurer;
 - Events Representative.
- Members of the School's Leadership Team will attend meetings to support effective communication and collaboration.

Roles and Responsibilities

The Parent Committee:

- Represents the collective views of parents in a respectful, balanced and constructive manner;
- Gathers and synthesises feedback from the parent community for discussion with the school;
- Supports initiatives that align with the school's mission and the educational principles of the International Baccalaureate Curriculum;
- Promotes positive communication, cultural understanding and community cohesion;
- Upholds confidentiality, safeguarding expectations and the school's values at all times.

The School Leadership:

- Provides updates on school developments, priorities and strategic initiatives;
- Considers feedback from the Parent Committee and responds where appropriate;
- Supports the Parent Committee in organising community building activities and events;

- Ensures that communication between the school and the Parent Committee remains transparent, timely and aligned with School policies.

Meetings

- The Parent Committee will meet on a termly basis, with date agreed and shared at the beginning of each academic year;
- Meetings should include representation from across the IB programmes to ensure an all through perspective on areas discussed;
- Agendas will be collaboratively built between School Leadership and Parent Committee and circulated in advance. Minutes will be recorded and shared with the whole parent community following school approval by the Principal;
- Working groups may be established for specific projects or events, reporting back to the Parent Committee.

Communication

- Communication between the Parent Committee and the school will be formal, respectful and solution focused;
- The Parent Committee may share updates with the parent community through school approved communication channels;
- All communication must reflect the school's values, safeguarding standards and expectations of professionalism;
- Confidential, personal, or sensitive information must not be shared or discussed outside appropriate channels. This includes but is not limited to information about individual children or parents.

Decision Making

- The Parent Committee will operate collaboratively and seek consensus wherever possible;
- Where a vote is required, decisions will be made by a simple majority of members present. Where the vote is equal, the Chair will have the deciding vote;
- All decisions and recommendations must align with the school's mission, policies and legal obligations.

Code of Conduct

Members of the Parent Committee are expected to:

- Demonstrate professionalism, respect and cultural sensitivity in all interactions;
- Prioritise the wellbeing and best interests of students;
- Maintain confidentiality and avoid discussion of individual cases;
- Declare any conflicts of interest;
- Adhere to the school's safeguarding and child protection policies.

Review of Terms of Reference

These Terms of Reference will be reviewed annually by the Parent Committee in consultation with the School's Leadership Team. Amendments may be proposed by either party and must be agreed collaboratively before adoption.

ASSESSMENT

At International Sharing School, as part of a learning continuum, the three programmes (PYP, MYP and DP) share commonalities in what they assess and how they assess. Assessment is continuous and ongoing and is both formative (assessment *for* learning) and summative (assessment *of* learning) in all subjects.

Throughout the school, feedback is provided on the attributes of the IB Learner Profile. This profile serves to increase student awareness of, and sensitivity to, the experiences of others beyond the local or national community.

Additionally, the three Programmes are driven by the desire to measure a student's conceptual understanding, not merely their ability to learn content. This is reflected in the manner that Units/Subjects are planned and in the importance of recognizing the central questions of inquiry that are to be addressed in the unit. However, the Programmes have slightly different approaches to assessment and how this is reported.

International Sharing School is guided by the principles for assessment prescribed by the International Baccalaureate in *From Principles into Practice*.

Assessment aims to:

- Improve the learning outcomes of students;
- Inform, enhance and improve teaching and learning practices;
- Inform whether the learning goals of the teaching programme have been achieved;
- Inform collaborative teacher meetings;
- Support and encourage student learning by providing feedback on the learning process;
- Provide opportunity for students to exhibit transfer of skills across subjects, such as in the PYP Exhibition, MYP Personal Project and Interdisciplinary assessments; DP Extended Essay, TOK Essay and CAS;
- Promote positive student attitudes towards learning;
- Promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts;
- Promote the development of ATL skills;
- To reflect international mindedness by allowing assessments to be set in a variety of cultural and linguistic contexts;
- Support the holistic nature of the programme, by including in its model, principles that take account of the development of the whole student;

- Encourage students to be self-reflective on their learning, to set targets for themselves that are realistic and to enjoy the sense of accomplishment when targets are met.

Definition of Assessment

Assessment is the gathering and analysis of information about student understanding and performance. It identifies what students know, understand and can do at different stages in the learning process.

Purposes of Assessment

There are three main purposes of assessment:

- **Assessment for Learning - Formative Assessment** - this takes place throughout the learning process, beginning at the start of a new unit or topic to identify students' prior knowledge, understanding and skills. This information enables teachers to plan and differentiate learning experiences and tasks according to individual student needs. As learning progresses, formative assessment is interwoven with teaching and provides regular and frequent feedback to both students and teachers, allowing them to adapt their learning and teaching accordingly. In this way, formative assessment and teaching are directly linked and work purposefully together to inform the next stage of learning and ensure that students develop the necessary concepts, content and skills to achieve the established curriculum outcomes measured through summative assessment.

Formative assessment promotes learning by helping students to improve their knowledge and understanding, develop self-motivation and enthusiasm for learning, engage in thoughtful reflection, and develop their capacity for self-assessment. It also enables students to recognise and understand the criteria for success. Through this ongoing process of feedback, reflection and adaptation, formative assessment supports students in taking greater ownership of their learning and, in particular, can help students who are experiencing greater difficulty to make significant improvements in their understanding.

- **Assessment as Learning - Peer- and Self-Assessment** - this type of assessment comes before, during and after the learning process. It is student driven and involves students helping to establish criteria, setting goals and assessing their own work as well as the work of their peers so that they can gain insight into their own learning.

- **Assessment of Learning - Summative Assessment** – this takes place at the end of a task, unit or grading period and is used to report on what students know, understand and can do. It provides clear evidence of student achievement and offers students opportunities to demonstrate their learning and understanding of the concepts, content and skills developed throughout a unit. Summative assessment provides valuable information to students, teachers and parents/guardians, giving them a clear insight into students' achievement and understanding and supporting the evaluation of the teaching and learning process.
- As the culmination of the teaching and learning process, summative assessment can assess several elements simultaneously. It measures students' understanding of the central idea and provides evidence of their achievement, while also informing future teaching and learning and identifying opportunities for improvement. Through demonstrating their learning and understanding, summative assessment also supports students in developing and exercising agency.

The assessment component of the International Sharing School curriculum is subdivided into three closely related areas:

- **Assessing** - what the students know and have learned;
- **Recording** - collecting and analysing data;
- **Reporting** - communicating information.

Assessment Principles

International Sharing School believes assessment is an integral component of all teaching and learning. It has a positive impact on student attitude, motivation and self-knowledge. The prime objective of assessment is to provide feedback on the learning process.

Assessment is a continual and ongoing process which guides effective learning and teaching. It provides meaningful feedback and collaboratively involves students, parents/guardians and teachers as partners throughout the learning process.

Communication of student learning is based on curricular objectives. Assessment focuses on the quality of student learning during the process of inquiry and instruction and on the quality of the products of that learning. It is the means by which International Sharing School analyses student learning and the effectiveness of our teaching as a foundation on which to base our future planning and practice.

At International Sharing School we believe assessment is integral to all teaching and learning. It is central to the IB goal of thoughtfully and effectively guiding students through the five essential elements of learning:

1. Acquisition of knowledge
2. Understanding of concepts
3. Mastery of skills
4. Development of attitudes
5. Taking responsible action and reflection

Students, parents/guardians, teachers and administrators must have a clear understanding of the reasons for assessment, what is being assessed, the criteria for success and the method by which assessment is made. Both students and teachers should be actively engaged in the assessment process.

NWEA MAP Growth Assessment

The NWEA MAP Growth tests are written by over 13 million students every year at more than 36.000 schools worldwide spread across in 146 countries.

The tests focus on reading and mathematics skills and do not assess conceptual understanding, application, higher level thinking skills and research skills, which are typical for the IB programmes. As the basic skills are required to support the higher-level skills, we find it important to measure to what degree our students have a command of the basic skills. The tests are written twice a year, which allow the school to analyse how much the students' skills have developed between the tests.

All students from PYP 3 to MYP 4 will sit the NWEA MAP Growth tests. The results of this test are for internal use. There is no need for students or parents to be nervous but as these tests provide information to the school and to parents, it is important that students take them seriously.

The results give the school information on areas to improve and help the Pedagogical Team in supporting students as a whole as well as individually. The MAP assessments also give the school a picture of how the students perform against international benchmarks. The parents will receive a report for their individual child and can see how much their child has grown as the tests are written twice a year.

The students all write a mathematics and a reading test of approximately 45 to 60 minutes each. It is possible to do a practice test at home at practice.mapnwea.org.

- Username is **grow**
- Password is **grow**

The NWEA offers a wide number of tools for teachers to use. The school is selective in which tools it uses, as we consider which tools are in line with our educational philosophy.

Students who are absent on the days of the tests and students who do not finish the test within the allocated time will take/finish the test on a later date and parents/guardians will be informed.

Assessment Practices

At International Sharing School a balanced and comprehensive approach to assessment will include planned opportunities for observational, formative and summative assessments. Assessment shall inform collaborative meetings among teachers and staff, designed to enhance teaching and learning.

In certain circumstances diagnostic assessment will also be used to inform teachers and parents/guardians about student individual learning needs.

Assessment Strategies and Recording Tools

The assessment of the students' development and learning is an essential component of the curriculum and helps to inform continued growth, learning and teaching. Students are observed in various situations and a wide range of assessment strategies are implemented.

At International Sharing School the classroom employs a range of formative and summative assessments, demonstrating student achievements.

Assessment in the classroom includes:

- Collecting evidence of students' understanding and thinking;
- Documenting learning processes of groups and individuals;
- Engaging students in reflecting on their learning;
- Students assessing work produced by themselves and by others;
- Developing clear rubrics;
- Identifying exemplary student work;
- Keeping records of test/task results.

Assessment strategies and recording tools form the basis of a comprehensive approach to assessment and represent the school's answer to the question "How will we know what we have learned?" The strategies are the methods or approaches that teachers use when gathering information about a student's learning. Teachers record

this information using a variety of tools, which are the instruments used to collect data.

At International Sharing School a variety of strategies and recording tools are used, which take into consideration IB criteria and requirements.

Assessment Strategies

- **Observations:** All students are observed regularly with a focus on the individual, the group, and/or the whole class. Records such as checklists and note taking are common methods of recording observations.
- **Performance Assessments:** The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems.
- **Selected responses:** Common examples are tests, quizzes and written projects.
- **Open-Ended tasks:** Students are presented with a challenge and asked to provide an original response/solution. The response/solution could be a brief written answer, a drawing, a diagram, an oral presentation, etc. Examples include essays, compositions (musical, physical, artistic) or ongoing projects.
- **Self- and/or peer-assessment:** Peer and self-assessment involves students using information to improve their learning and that of their peers. It is a process of having the students critically reflect upon, record the progress, and possibly suggest grades for their own learning. Peer and self-assessment are important aspects of assessment for learning practice.
- **Process journals:** Students document the development process of projects and include reflection.
- **Assessment criteria** are established set of criteria for rating students in all areas. The descriptors inform the teacher what characteristics or signs to look for in the work/project and then how to rate it on a predetermined scale.
- **Rubrics** are issued to students at the beginning of the tasks and/or with the assessments. It guides the student in the process of understanding the tasks, descriptors, criteria and outcomes which will be assessed.
- **Checklists** are lists of information, data, attributes, or elements that should be present. A mark scheme is a type of check list.
- **Anecdotal Records** are brief, written notes based on observations of students.
- **Exemplars** are samples of students' work that serve as concrete standards against which other samples are judged.

Assessment Strategies and Tools

Tools Strategies	Rubrics	Exemplars	Checklists	Anecdotal Records	Assessment Criteria
Observations	✓		✓	✓	✓
Performance Assessments	✓	✓		✓	✓
Selected Responses	✓		✓	✓	✓
Open-ended Tasks	✓	✓		✓	✓
Self- and/or peer-assessment	✓		✓		✓
Process Journals	✓	✓	✓	✓	✓

Teachers use a range of methods to document the evidence of student learning and understanding. This at times includes video, audio, photographs and graphic representations. Teachers also have written records of standard conversations, comments, explanations and hypotheses as well as annotated pieces of students' work that form part of a student portfolio.

Reporting

Reporting on assessment at International Sharing Schools includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties. Reporting to parents, students and teachers occur through:

- Conferences (3 Way, Parent-Teacher and Student Led);
- Portfolios;
- Official School Reports;
- ManageBac;
- The PYP Exhibition;
- Meetings.

Back to School Nights

Parents gain information about the school from the Programme Coordinators and classroom teachers regarding the curriculum and classroom routines. This important meeting happens on the first month of Term 1.

Portfolio

The Portfolio is an important part of the school's reporting programme. It provides a record of student effort and achievement in all areas of the school curriculum and life as well as a dynamic means of three-way communication between parents, students and teachers. Each student has their own Portfolio stored on ManageBac where parents can check what is being done throughout the Unit.

ManageBac

ManageBac is our official school curriculum management system. Parents and students will have their own login. From Early Years to PYP 2 Managebac is exclusively used by parents to access curriculum information, communicate with teachers, access assessments and check homework and given tasks. Students will have access to ManageBac from PYP 3 to DP 2 where they can access all information related to Units, tasks, rubrics, resources, assignments, check progress and feedback, and access reports. ManageBac is not an online learning platform, and as a school, we don't provide online classes.

Assessment information will be available on ManageBac at the completion of each Unit.

Official School Reports

Reports will be issued at the end of each term in December, April and July. For the Early Years, a Settlement Report will also be issued which will allow parents to better understand how their child has adapted to the school community in general, classroom environment, classmates and teachers during Term 1.

Reports are written and published on ManageBac at the end of each term:

Term 1

End of term report - includes grades and comments by teachers.

Term 2

End of term report - includes grades and comments by teachers.

Term 3

Final report - includes grades and comments by teachers.

Student Led Conferences

Student Led Conferences are formal reporting sessions to parents led by the students. The teacher's role in this process is to guide and prepare the students. The emphasis is on discussing a child and their parent.

The focus of the Student Led Conference is on students' progress – academic and social. Student Led Conferences are designed to give students ownership of the assessment of their learning, so they can become more actively involved and committed. These conferences make students accountable for their learning and encourage student/parent communication.

Other benefits are that students learn to evaluate their own progress and build critical thinking skills, self-confidence and self-esteem. Parents become active participants in their child's learning and skills and have an opportunity to help their child set positive goals. Students are trained to become confident participants and conference leaders. The development of their training will naturally be progressive as students move through the year levels. We would have different expectations about how a PYP 1 student would report as distinct from a PYP 5 student. We aim to build skill development beginning in the Early Years and moving through the year levels.

Three Way Conferences

Three Way Conferences are formal reporting sessions with both parents and students and are led by the teacher and the students. The three-way conferences reflect that each of the stakeholders has a role to play in the learning process and leads to better discussion, and future plans that are shared by all stakeholders. Three-way conferences aim to unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the IB.

Planning, Assessing, Recording and Reporting in the Early Years

In the Early Years, planning, teaching and assessment are closely interconnected and are guided by the principles of the IB Primary Years Programme (PYP). Teachers plan engaging, developmentally appropriate learning experiences through inquiry, play and purposeful exploration, taking into account students' prior knowledge, interests, needs and individual stages of development. Planning is responsive and flexible, allowing teachers to adapt learning experiences based on ongoing observations of students' learning, development and engagement. Assessment is primarily formative and is embedded naturally within the learning process, enabling teachers to identify progress, respond to individual needs and provide appropriate challenge and support.

Teachers use a range of assessment strategies and tools, including observations, conversations, questioning, student work, photographs, learning experiences and other forms of learning documentation, to build a holistic picture of each student's development and progress. Evidence of learning is recorded and used to inform future planning and support continuity in learning. Reporting to parents/guardians provides a clear and meaningful overview of students' academic, social, emotional and personal development, including their progress towards the knowledge, conceptual understandings, skills and attributes promoted through the PYP. Communication with families is ongoing and supports a collaborative partnership between home and school in recognising and supporting each student's development.

Progression to Next Grade Level:

For a student to automatically progress to the next grade level they must:

- Meet the expectation set forth by the Early Years curriculum overview;
- Turn 6 years old by December 31 of the year of entry in PYP 1;
- Maintain a minimum of 85% attendance.

Planning, Assessing, Recording and Reporting in the Primary Years Programme

The PYP Exhibition

Students in the final year of the PYP carry out an extended, collaborative inquiry approach – the PYP Exhibition. At International Sharing School this takes place towards the end of the school year.

One of the purposes of the PYP Exhibition is to provide a forum for student-driven reporting. Other key purposes include the following:

- For students to engage and report on an in-depth, collaborative inquiry;
- To provide students with an opportunity to demonstrate independence and responsibility for their learning;
- To provide students with an opportunity to explore multiple perspectives on their topics;
- For students to synthesise and apply their learning of previous years, and to reflect on their journey through the PYP;
- To provide an authentic process of assessing student understanding;
- To demonstrate how students can take action as a result of their learning;
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP;

- To celebrate the transition of learners from PYP to MYP education.

Students must successfully complete the PYP Exhibition in order to transition into the Middle Years Programme.

Standardised Achievement Tests

Standardised assessments are used as a strategy to gain as much information as possible about the student as a learner and the programme.

Standardised assessments are specifically used for the following reasons:

- To inform teaching;
- To provide information which shows growth over time;
- To provide information for differentiation;
- To allow the Additional Educational Needs Team to determine those students whose basic skills fall outside the normal range expected for students of that particular age. This information is used alongside other assessment information to determine those students who will access support from the Additional Educational Needs Department;
- To form part of the process of reporting to parents.

Homework

At International Sharing School students are actively engaged in rich learning experiences throughout the school day. The school believes that reading, play, family time and students following their passion have a positive effect on learning in the primary school.

Reading: Reading is an important skill students should master. There is an expectation that students read or are read to for at least 20 minutes each day beyond the school day as there is strong research to support the importance of daily, regular reading in the development of children's brains and their ability to understand and regulate their emotions. It doesn't matter what language students read in or are read to in as long as there is reading happening. Research shows a direct link between students who read at least 20 minutes independently every day in English and/or in their home language and overall academic success. Research also supports benefits associated with being read to by an adult or other fluent reader. 'Reading' also involves active discussions about the book read.

Play: Play is an essential part of a child's learning journey. Research shows play - unstructured play or organised team play - fosters social development, creativity and persistence, and also helps students consolidate and strengthen learning.

Spend time with family: Research in education, psychology and sociology identifies a strong correlation between solid family bonds and academic success and personal growth.

Develop their passions: Research on learning shows that passion pursuit is key to innovation, creativity and problem solving. There may be natural connections and students may want to extend their learning at home. For example, a student may want to continue practising maths facts on a maths application. A student may want to continue to explore current events after learning about immigration. A student may create something based on what they have learned in class or watched on TV at home.

Overnight homework is not a regular part of our home learning practice. Some meaningful home learning may be given for varying purposes depending upon grade level. Students may be asked to complete learning at home that was initiated at school, such as class projects, interviews, etc. which may be assigned to help the student become increasingly responsible for scheduling and completing their work independently. Home learning can also help students reinforce what they learn in class, master their skills, and develop individual interests.

In addition, when it benefits an individual student, the teacher, parent and child may plan to address specific learning needs or to reinforce a concept or skill.

Parent/Teacher Communication

All teachers are responsible for informing parents about the PYP and their program of inquiry units for the year using the following forms of communication:

- Parent Evening at the beginning of the year;
- Class Newsletters, Class Handbooks and emails;
- Inviting parents to view the learning of their children formally (mini-exhibition or other celebration of learning events) or informally (when parents visit classes or student learning is sent home to share);
- Student portfolios;
- Three-Way Conferences;
- Student Led Conferences;
- Open day.

The PYP Coordinator will provide regular information about the PYP through a monthly newsletter and parent workshops.

Progression to Next Grade Level:

For a student to automatically progress to the next grade level they must:

- Satisfactorily meet the expected learning outcomes for the Grade they are attending;
- Students in PYP 5 must successfully complete the PYP Exhibition;
- Maintain a minimum of 85% attendance.

Planning, Assessing, Recording and Reporting in the Middle Years Programme

Implementing assessment in MYP

MYP assessment is criterion-related. The IB publishes a set of objectives for each subject group, and these are directly related to the assessment criteria of that particular subject group. The IB not only specifies the criteria for each subject but also provides written descriptions for each. Student success in reaching the specified objectives for each subject group is measured by the level they have achieved in each assessed criterion.

Assessment tasks should address at least one of the subject group objectives with students' work being assessed using the appropriate criteria. Subject groups must address all strands of all four assessment criteria at least twice in each year of the MYP. All four assessment criteria will be assessed each Term. Students are informed about the task and the criteria being assessed in advance and are given well-constructed rubrics which clearly define the nature of the task, task specific clarifications in Summative Assessments and grade descriptors using a standardised format. These rubrics will be assigned to students via ManageBac by the subject teacher no later than 10 calendar days before submission is due. Teachers help students to understand what is required in order to meet the criteria for assessment for a task and to clarify how the assessment criteria relate the task.

Feedback is provided within 15 calendar days and may be oral or written. Feedback should highlight strengths, achievement and mastery, and identify areas which need to be improved.

In summative assessment tasks, an achievement level for each criterion is awarded on a scale of 0 to 8, in accordance with the descriptors prescribed by IB.

Internal Assessment

In MYP, assessment is continuous and ongoing and is both formative and summative in all subjects.

Formative assessment takes place throughout the Units and is weighted in the final grade.

Summative assessment tasks are the culminating assessments for a unit, designed to provide information on the student's achievement level against specific MYP objectives for each subject group and may be set both during and at the end of the unit.

In both formative and summative assessment, a variety of assessment strategies may be used. These include:

- Observation;
- Selected response (such as quizzes and tests);
- Open-ended tasks;
- Performance;
- Process journals;
- Portfolios.

Assessment tasks may also take a variety of formats. For example:

- Essays, articles and reports;
- Research;
- Performance;
- Tests;
- Questionnaires;
- Investigations;
- Product creation;
- Composition;
- Group, peer and self-assessment.

Deadlines for submission of assessments

Deadlines for submission of work will be clearly specified on the assessment rubrics. Students will be informed about summative assessment tasks in advance. The length of notice given may vary from subject area to subject area or depending on the duration of the Unit, but will not be less than 10 calendar days.

Completed assessments must be submitted on the due date and handed to the relevant teacher or sent electronically (if this has been previously agreed with the teacher).

It is the responsibility of the student to make sure that work sent electronically has been duly received by the teacher. Problems with technology are not an acceptable excuse for late or non-submission of work; students should back up their work.

If a student is absent from school on the due date - in the case of tests, oral presentations or other work that cannot be sent electronically - an official justification must be provided to the school on the first day of the absence.

There will be consequences for late submission of work without an adequate explanation. If work is given in late without the agreement of the teacher, or not submitted after the extended deadline, it will be marked as Not Assessed (N/A) and the parents informed. Failure to submit work will have a detrimental effect both on overall progress and final MYP grades. Individual subject group teachers have the option of giving feedback on work submitted late.

If a deadline is missed consistently, parents will be called in for a meeting with the Subject Teacher and Homeroom Teacher to discuss solutions.

Homework

Work done outside school is an important part of the learning process as it not only reinforces what is done during lessons but also helps to develop Approaches to Learning such as autonomy, organisation and self-management skills.

The amount and type of homework given will vary from year to year and subject group to subject group. Deadlines for submission of homework will be set and are expected to be met. Failure to do homework is treated seriously. Students who do not hand in homework on time will be required to forfeit intervals or stay after school to complete the outstanding work. Parents will be notified if any student repeatedly fails to submit homework on time, or repeatedly submits incomplete or poor quality work. If deemed necessary, parents will be asked to attend a meeting to discuss solutions.

MYP students should expect to engage in home learning activities outside the regular school day. These range from pre-reading and preparing for an upcoming lesson, practice activities to solidify learning, steps towards an extended project, and/or preparing for an in-class assessment.

Students should engage in regular reading at home. The books and/or articles should be of the students' own choosing. Regular reading in English and their home language should happen daily.

Reporting in Internal Assessment in the MYP

MYP students receive their report for the end of each Term on the last day of the Term. This will include their summative assessment grades for that period and a comment about their progress, both in terms of their strengths and those areas which are more challenging and which need to be improved, together with a general comment which includes student overall progress, along with Approaches to Learning and Service as Action.

At the end of each Term, final grades for each subject group are determined using a scale of 1 to 7, according to the IB MYP general grade descriptors (Appendix 1). To arrive at these grades, teachers add together the student's achievement levels in all criteria using a 'best-fit' approach, which total will fall into a grade boundary. The grade boundaries are the same for all subjects.

Students achieving final grades of 3 or below in 3 or more subject areas they will be required to repeat the year in accordance with the IB and Portuguese legislation. Students with the final grade of 3 or below in the same subject for 2 consecutive years may be required to repeat the year following full consultation of the Pedagogical Team.

However, early consultation with the student and parents should address concerns about achievement strategies to improve and thereby avoid the possibility of repeating a year.

External Assessment (eAssessments, Personal Project and ePortfolios)

The MYP Certificate

From the end of MYP 3 students will consider their future qualifications and be made familiar with the process and requirements with regard to the IB *MYP Certificate* awarded in MYP5 through on-screen examinations called eAssessments.

Students in MYP5 may be registered for any number of subjects (including Arts (Visual Arts, Music or Drama), Physical and Health Education, and Design), but only six subjects contribute to the award of the *MYP Certificate*. They must also take an on-screen exam for an Interdisciplinary subject. The Arts (Visual Arts, Music or Drama), Physical and Health Education, and Design are assessed through an ePortfolio.

The eAssessment, ePortfolio and Personal Project are marked and moderated by IB who will issue results to the Coordinator usually on the 1st of August. These results then will be passed on to the individual students.

MYP 5 students must also register for the Personal Project which will be assessed internally but moderated by the IB. The Personal Project Guide will support students along with a dedicated supervisor/coordinator and time in school to help their understanding.

If a candidate takes more than one subject from the same subject group, the highest grade will count towards the *MYP Certificate*.

A grade from at least one subject from each of the following six subject groups must contribute to the award of the *MYP Certificate*.

- Language and Literature;
- Language Acquisition (or a second language and literature);
- Integrated Humanities;
- Mathematics;
- Integrated Sciences;
- Personal Project;
- Interdisciplinary subject;
- One ePortfolio from Arts (Visual Arts, Music or Drama), Physical and Health Education, or Design.

The IB will award an *MYP Certificate* to each candidate who has:

- Gained a grade total of at least 28 points from six subject groups, the interdisciplinary on-screen examination and the personal project combined, out of a possible maximum of 56 points;
- Gained at least a grade 3 in at least one subject from each subject group;
- Gained at least a grade 3 for the Personal Project;
- Gained at least a grade 3 for the Interdisciplinary on-screen examination;
- Completed the school's requirements for Service as Action.

Bilingual IB *MYP Certificate*

As a variant to the standard *MYP Certificate*, candidates can be eligible for a bilingual *MYP Certificate* by selecting one or more of the following subject combinations.

- Two Language and Literature on-screen examinations;

- An on-screen examination in the Sciences, Integrated Humanities or Interdisciplinary subject groups in a response language that is not the same as the candidate's chosen Language and Literature examination subject;
- An ePortfolio for Arts (Visual Arts, Music or Drama), Physical and Health Education, or Design in a response language that is not the same as the candidate's chosen Language and Literature examination subject;
- A Personal Project in a response language that is not the same as the candidate's chosen Language and Literature examination subject.

Any subjects in addition to the six that contribute to the award of the *MYP Certificate* will also be indicated on the accompanying MYP Course Results document.

Any additional subjects will not contribute to the *MYP Certificate*, so the MYP Course Results document will not indicate the total number of points achieved.

A maximum of three examination sessions are allowed in which to satisfy the requirements for the award of the *MYP Certificate*. The examination sessions need not be consecutive, but the only permissible combination is Certificate, Retake and Retake. A candidate cannot be registered for assessments as an anticipated candidate prior to the "Certificate" session.

A candidate who attempts the *MYP Certificate* (requiring the mandatory eAssessments) but does not attain it will receive the MYP Course Results document which will record what a candidate has achieved. According to the Portuguese legislation, MYP Course Results are not accepted as successfully concluding the MYP.

Progression to Next Grade Level:

MYP 1-5: criteria for progressing to next grade level

For a student to automatically progress to the next grade level they must:

- Achieve a minimum of a Grade 3 in no more than two subjects;
- Students achieving Grade of 3 or below in three or more subject areas will be required to repeat the year in accordance with the IB and Portuguese Legislation;
- Students achieving Grade of 3 or below in the same subject for two consecutive years may be required to repeat the year following full consultation of the Pedagogical Team;
- Satisfactorily complete the requirements for Service as Action;
- Maintain a minimum of 85% overall attendance.

Failure to meet any of the above requirements will result in the student repeating the year.

Criteria for successful completion of MYP 5 (this differs from the MYP Certificate criteria, which was listed above):

- Gained a total of at least 28 points from six subject groups, the ePortfolio and Personal Project combined, out of a possible maximum of 56 points;
- Gained at least a grade 3 in at least one subject from each subject group;
- Gained at least a grade 3 for the Personal Project;
- Gained at least a grade 3 for the ePortfolio;
- Satisfactorily complete the requirements for Service as Action;
- Maintained a minimum of 85% subject-specific attendance.

Failure to meet any of the above requirements could result in the student repeating the year.

Planning, Assessing, Recording, and Reporting in the Diploma Programme

Forms of Assessment

DP Assessments are criterion-related, and are based on a set of pre-determined subject specific criteria published in the relevant IB DP subject guides. Our students are familiar with the assessment criteria used in each subject and understand specific expectations of the tasks which they are given.

In DP, teachers make use of a wide variety of assessment tasks, strategies, and tools, the aim of which is to stimulate students' academic and cognitive growth. They strive to promote and support meaningful learning by extending students' knowledge and understanding, as well as developing a considerable range of their creative skills and attitudes.

Tailored to students' differing levels of understanding and individual learning styles, our teachers' assessment tasks, strategies and tools also facilitate holistic education.

International Sharing School aims at maintaining a balance between formative and summative assessment. While the former aims at modifying teaching and learning activities to improve student achievement, the latter seeks to monitor students' educational outcomes at the end of a learning unit.

Besides assessing students' achievement, teachers create a supportive classroom environment in which students feel comfortable evaluating themselves and their peers' performance and skill levels. Incorporated into the classroom in the form of checklists and rubrics, such an alternative form of assessment facilitates students' reflection on both their academic and cognitive growth. The ongoing interaction between teachers and students also allows for the learners' self-correction.

School-based assessment methods used in DP include:

- Case studies;
- Debates;
- Discussions;
- Essays;
- Reports;
- Multiple-choice tests;
- Observation;
- Projects;
- Portfolios;
- Verbal and/or multimedia presentations;
- Problem-solving;
- Process journals;
- Research assignments;
- Short-answer questions;
- Selected response, such as written tests and quizzes;
- Other, specified in the Subject Grading Systems.

These school-based assessment activities should not be confused with official IB Internal Assessment components, which form part of the final IB assessment for individual subjects. Official IB assessment components are completed and assessed according to the requirements of the relevant IB subject guide and current IB assessment procedures.

Reporting In DP

International Sharing School uses a range of strategies to communicate student progress in the Diploma Programme, including ManageBac, school reports, parent meetings, teacher communication, University Counselling and, where applicable, formal academic transcripts.

Term reports are published through ManageBac and include information about student achievement and narrative feedback. Teacher comments identify

Successes, highlighting areas of progress, achievement and strength, and Next Steps, identifying areas requiring further development and actions that may support continued progress.

Current Working Grade: This represents the level of achievement the student is currently demonstrating based on the content, skills and assessment evidence available at the time of reporting. It reflects what the student can currently demonstrate rather than a prediction of future performance.

University Predicted Grade (UPG): The UPG is an internal school prediction used primarily to support university guidance and applications. The first UPG is normally established towards the end of DP1, taking into account the student's performance throughout the year and the DP1 Mock Examinations. During DP2, the University Counsellor may consult subject teachers regarding whether a UPG should be maintained or updated in light of subsequent evidence. Any change remains the professional judgement of the subject teacher. Following the DP2 Mock Examination period, UPGs are normally considered final for university application purposes, except in exceptional circumstances.

DP1 Mock Examination Grade: This is the result of the internal Mock Examinations normally held towards the end of DP1, following the May IB examination session where possible. These examinations assess the curriculum studied up to that point and provide evidence to identify strengths, gaps and appropriate intervention strategies.

DP2 Mock Examination Grade: This is the result of the internal Mock Examinations normally held during February or March of DP2. These examinations are designed to replicate, where appropriate, the format and conditions of the final IB examinations and provide additional evidence of student achievement and readiness.

Mock examinations are internal school assessments and do not constitute official IB examination results.

Assessment for the IB Diploma

The IB Diploma Program employs two types of summative assessment to determine the student's final IB grades: Internal and External Assessments. Subject teachers are well informed of the detailed IB policies and conditions under which these

assessments must be administered. Students are informed about these by the IB Coordinator in general terms and by their subject teachers in detail. Besides, IB students receive significant practice and assistance throughout their courses in order to effectively prepare for these challenging tasks.

IB Internal Assessment & Coursework

Official IB Internal Assessment and other coursework components are completed according to the requirements established in the relevant current IB subject guides and IB assessment procedures.

The DP Coordinator establishes a two-year DP Assessment Calendar in collaboration with DP subject teachers and the relevant Core coordinators and supervisors. The calendar includes, where applicable, Internal Assessments, Internal Oral Assessments, externally assessed coursework, Theory of Knowledge components, Extended Essay milestones and final submission, CAS requirements and Mock Examinations.

Internal school deadlines are established in advance of the corresponding IB deadlines in order to allow sufficient time for authentication, academic integrity checks, internal standardisation, administrative checks and submission. Where more than one teacher teaches the same DP subject and cohort, internal standardisation is carried out where required to support consistent application of IB assessment criteria.

Students are responsible for managing their time and meeting all published internal and IB deadlines.

Missed Internal Deadlines

Students are expected to submit work by the published deadline. Where a student misses an internal deadline without an authorised reason, the subject teacher will contact the student in writing and copy the parents/guardians into the communication. A second and final internal deadline will normally be established.

For regular school-based assessments, where no work is submitted by the final deadline and there is no authorised reason, the assessment may be recorded as Missing/Not Submitted and may count as zero for internal school reporting purposes.

For official IB assessment components, including Internal Assessments, the Extended Essay, Theory of Knowledge components and other IB coursework, continued non-submission will be escalated to the DP Coordinator. The student may be required to attend supervised completion sessions where appropriate. If an authentic and complete component is not available by the applicable IB deadline, the school will follow the current IB assessment procedures.

Where illness, bereavement or another serious circumstance outside the student's control affects the ability to meet a deadline, the student or parent/guardian must communicate this as soon as possible. Appropriate supporting documentation may be requested.

External assessment

International Sharing School administers all IB external examinations in accordance with the current IB Conduct of examinations and applicable Assessment Procedures. The school is responsible for the secure receipt and storage of confidential examination materials, appropriate examination-room arrangements, trained invigilators, approved inclusive access arrangements and the reporting of any examination irregularity or security breach. Detailed examination procedures are maintained separately by the DP Coordinator and reviewed for each examination session.

The final May session exam schedule is designed based on the IBO Exam Schedules document for the given session. This detailed schedule is informed to the students about a month before the exam session.

Students are familiarised with the assessment criteria applying to the externally assessed work that is part of the final diploma grade in each subject and the Extended Essay.

Diploma Grades

Core requirements for the award of the IB Diploma:

- The IB diploma is awarded based on performance across all parts of the DP;
- Each subject is graded 1–7, with 7 being the highest grade;
- These grades are also used as points (7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded;

- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total;*
- CAS is not assessed but must be completed in order to pass the diploma;
- The overall maximum points from subject grades, TOK, and the EE is therefore 45: $(6 \times 7) + 3$;
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

Additional requirements for the award of the Diploma:

- CAS requirements have been met;
- There is no "N" awarded for TOK, the EE, or for a contributing subject;
- There is no grade E awarded for TOK and/or EE;
- There is no grade 1 awarded in a subject/level;
- There are no more than two grade 2s awarded (SL or HL);
- There are no more than three grade 3s or below awarded (SL or HL);
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count);
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL);
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Matrix for the award of points for TOK and EE*

	Theory of Knowledge (TOK)					
	Grade awarded	A	B	C	D	E or N
Extended Essay	A	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing condition				

The Authenticity of Students' Work

International Sharing School must be satisfied that all work submitted for IB assessment is the student's own and that all external sources and assistance have been appropriately acknowledged.

Relevant IB coursework is reviewed through Turnitin before final authentication and submission. Teachers review the Similarity Report and, where

available, relevant AI indicators. A Turnitin percentage is not, by itself, evidence of academic misconduct; the teacher must interpret the report and consider the nature and location of the matched or flagged material.

Where concerns arise, the teacher may review the report with the student, examine citations and references, review drafts or version history, discuss the research and writing process, and conduct an authentication interview. Where appropriate and permitted, the student may be required to correct, revise or complete work under supervised conditions.

Where necessary, a student may be required to remain at school between 16:00 and 17:00 to complete or revise work under supervision.

The subject teacher or supervisor remains responsible for determining whether they can authenticate the work as the student's own. Only when the teacher is satisfied that the work can be authenticated should the final version be passed to the DP Coordinator for IB submission.

Where work cannot be authenticated, the school will follow its Academic Integrity Policy and the current IB procedures.

(More on academic honesty is included in the Academic Honesty Policy).

University Predicted Grades & IB Predicted Grades

International Sharing School distinguishes between the University Predicted Grade (UPG) used to support university applications and the official IB Predicted Grade submitted as part of the IB assessment process.

The first University Predicted Grade is normally established towards the end of DP1, following the DP1 Mock Examination period. It is based on a range of evidence, including formative and summative assessment, Mock Examination performance, classroom performance, progress over time, completion of required coursework and the subject teacher's professional judgement against IB standards.

During DP2, the University Counsellor may consult subject teachers regarding whether a student's UPG should be maintained or updated based on subsequent performance. Any decision to change a UPG remains the professional judgement of the relevant subject teacher. Following the DP2 Mock Examination period, UPGs are

normally considered final for university application purposes, except in exceptional circumstances.

The IB Predicted Grade is separate from the University Predicted Grade. It represents the subject teacher's professional prediction of the grade the candidate is expected to achieve, based on all available evidence and the teacher's knowledge of IB standards.

IB Predicted Grades must not be deliberately inflated or reduced in response to student, parent or university expectations and are submitted according to the applicable IB assessment calendar and procedures.

Final responsibility for each subject prediction rests with the relevant subject teacher.

Remaining in the Diploma Programme:

- DP 1 students may request to exchange Higher and Standard levels at a later stage, providing the IB requirements for each subject can be met;
- DP 2 students are not allowed to change subjects and/or levels, unless there are extenuating circumstances, which must be authorized by the Diploma Programme Coordinator.

Progression from DP1 to DP2:

Progression from DP1 to DP2 is a school-based decision and is considered separately from the final IB requirements for the award of the Diploma.

Students are expected to demonstrate satisfactory academic progress, responsible engagement with learning, satisfactory attendance, sustained progress in CAS and appropriate progress in Theory of Knowledge and the Extended Essay.

A total below 24 points, significant concerns across several subjects, insufficient progress in the DP Core, serious attendance concerns or other factors that place successful completion of the Diploma Programme at risk will normally trigger an individual DP Progression Review.

A concern in one area does not automatically require the student to repeat DP1.

The review will normally involve the DP Coordinator and Principal and may also involve relevant subject teachers, the student, parents/guardians, University Counselling and other appropriate staff.

Possible outcomes may include progression to DP2, progression with an academic support and monitoring plan, a change of subject level where academically possible and permitted, additional intervention or supervised study, consideration of an alternative school pathway where appropriate, or a recommendation to repeat DP1 where this is considered to be in the student's best academic interests.

The final school decision regarding progression is made by the Principal in consultation with the DP Coordinator and relevant staff.

Criteria for the Award of the IB Diploma:

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- CAS requirements have been met;
- The candidate's total points are 24 or more;
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject;
- There is no grade E awarded for Theory of Knowledge and/or the Extended Essay;
- There is no grade 1 awarded in a subject/level;
- There are no more than two grade 2 awarded (SL or HL);
- There are no more than three grade 3s or below awarded (SL or HL);
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count);
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least five points at SL);
- The candidate has not received a penalty for academic misconduct from the final award committee.

Planning, Assessing, Recording, and Reporting in the American High School Diploma

American High School Diploma assessments are based on smaller term-based assessment taken throughout the year. At the end of Grade 12, students who are taking the American High School Diploma sit internal examinations written and assessed by the teachers. Students successfully completing any course gain a credit, with one successful full year course equalling 1 credit. Students completing the American High School Diploma receive a credit for each course each year. The TOK accounts for 1 credit per year. Credits towards the American High School Diploma are earned over the course of four years (Grade 9 to 12) across all discipline areas.

Students from Grade 9 to 12 are graded on a 1 to 7 scale. Both in the IB and the American High School Diploma, the overall subject grades are based on a number of well-defined aspects of performance within the subject, described in mark bands and mark schemes. In Grade 9 and 10 students are assessed following the MYP Assessment Criteria where each subject has four different assessment criteria. In Grade 11 and 12 students are assessed following the DP Grade descriptors which consist of characteristics of performance at each grade.

Teachers make use of a wide variety of assessment tasks, strategies, and tools, the aim of which is to stimulate students' academic and cognitive growth. They strive to promote and support meaningful learning by extending students' knowledge and understanding, as well as developing a considerable range of their creative skills and attitudes.

Tailored to students' differing levels of understanding and individual learning styles, teachers' assessment tasks, strategies and tools also facilitate holistic education.

Besides assessing students' achievement, teachers create a supportive classroom environment in which students feel comfortable evaluating themselves and their peers' performance and skill levels. Incorporated into the classroom in the form of checklists and rubrics, such an alternative form of assessment facilitates students' reflection on both their academic and cognitive growth. The ongoing interaction between teachers and students also allows for the learners' self-correction.

Assessment methods used in the American High School Diploma include:

- Case studies;
- Debates;
- Discussions;
- Essays;

- Reports;
- Multiple-choice tests;
- Observation;
- Projects;
- Portfolios;
- Verbal and/or multimedia presentations;
- Problem-solving;
- Process journals;
- Research assignments;
- Short-answer questions;
- Selected response, such as written tests and quizzes;
- Other, specified in the Subject Grading Systems.

Reporting In American High School Diploma

International Sharing School employs a wide range of reporting strategies about students' progress in the American High School Diploma, such as Managebac, regular parents' evenings, teachers' office hours and presentations (for example, Visual Arts final exhibition). To manage these reporting strategies our school relies to a large extent on information and communication technologies.

Students receive three Term Reports which include the grade awarded by the teacher based on the evidence demonstrated each term in that subject. The courses studied in Term 1 to 3 are recorded as one course with one credit on the transcript. The credit on the transcript is for the full year not for separate terms.

American High School Diploma Grades

Core requirements for the award of the American High School Diploma:

- The American High School Diploma is awarded based on performance across all parts of the Diploma;
- Each subject is graded 1–7, with 7 being the highest grade;
- Students must gain a total of at least 26 credits out of a possible 31;
- Theory of Knowledge including the exhibition must have been successfully completed;
- The learning outcome requirements for CAS (Creativity Action Service) must have been met;
- Students must maintain a minimum of 85% subject-specific attendance.

Credit Recovery

Students who obtain a failing grade can recover their credit through the University of Nebraska, an accredited online external provider. Details must be arranged through the College Counsellor and the costs of the course will be paid by the student. When a student recovers a credit through an external course provider, the school will keep the original grade on the transcript. The school then adds an asterisk that the credit was recovered through an external credit recovery course and refers to the certificate from the provider which will be attached to the transcript.

In exceptional cases when an external credit recovery course is not suitable or available, a credit can be recovered internally, through an additional task. In that case the highest possible grade will be a 3. If the school and the student collaboratively decide that the student will repeat the whole course, the initial grade and the subsequent grade will both be reflected on the transcript.

Credit Allocation Per Grade Level

Grade 9	Credits	Grade 10	Credits	Grade 11	Credits	Grade 12	Credits
English	1	English	1	English	1	English	1
Portuguese	1	Portuguese	1	Add. Lang.	1	Add. Lang.	1
Add. Lang.	1	Add. Lang.	1	Humanities	1	Humanities	1
Humanities	1	Humanities	1	Sciences	1	Sciences	1
Sciences	1	Sciences	1	Maths	1	Maths	1
Maths	1	Maths	1	Arts	1	Arts	1
Art/Design	1	Art/Design	1	TOK	1	TOK	1
PHE	1	PHE	1				
Total	8	Total	8	Total	7	Total	7
Total Credits for the American High School Diploma							30

Time allocated to credits:

- Grades 9 and 10 credits stand for 100 instruction hours;
- Grades 11 and 12 SL courses stand for 100 instruction hours;
- Grades 11 and 12 HL courses stand for 140 instruction hours;
- Total credits available from Grade 9 to 12 are 30 credits.

Minimum Credits Core for the award of the American High School Diploma:

Subject	Minimum Credit
English	3
Portuguese	3
Additional Language	3
Integrated Humanities	3

Integrated Sciences	3
Mathematics	3
Arts/Design	3
Physical and Health Education	2
TOK	3
Electives (additional credits)	
Total	26

Students who meet the independent requirements for both qualifications may graduate with both the American High School Diploma and the IB Diploma. The award of the IB Diploma is determined exclusively according to the applicable IB award requirements. Students who complete DP courses but do not meet the requirements for the IB Diploma receive the corresponding IB results documentation.

If a student withdraws from a subject, the withdrawal is recorded on the transcript as a WP (withdraw-pass) or WF (withdraw-fail), depending on their performance level at the point of withdrawal. For semester courses, students are encouraged to complete the semester so that no withdrawal is recorded on the transcript. A withdrawal should not be taken lightly as it will not look favourably on transcripts when applying for universities.

Criteria for Successful Completion of Grade 11 to Progress to Grade 12:

- Gained a total of at least 7 credits;
- Maintained a minimum of 85% attendance;
- Maintained a successful record of behaviour;
- Completed the requirements for Creativity, Activity, Service (CAS);

Failure to meet any of the above requirements will result in the student repeating the year.

Criteria for the Award of the American High School Diploma:

The American High School Diploma will be awarded to a student provided all the following requirements have been met:

- Gained a total of at least 26 credits out of a possible total of 30 credits;
- Demonstrate sustained effort in all required subjects from Grade 9 to 12;
- Complete the Theory of Knowledge course (including the exhibition);
- Meet the learning outcome requirements for CAS (Creativity Action Service);
- Maintained a minimum of 85% subject-specific attendance.

Students who meet the independent requirements for both qualifications may graduate with both the American High School Diploma and the IB Diploma. The award of the IB Diploma is determined exclusively according to the applicable IB award requirements. Students who complete DP courses but do not meet the requirements for the IB Diploma receive the corresponding IB results documentation.

The Authenticity of Students' Work

International Sharing School gives due weight to academic honesty and strictly adheres to its own IB DP Academic Honesty Policy and Procedures. In order to ensure that the assessment is conducted in a proper manner, students' work is checked for authenticity. Should any doubts arise as to the authenticity of the work carried out by students, assessment results are withheld until the matter is resolved by the school's Academic Honesty Committee. In the course of external moderation, samples suspected of academic malpractice are not submitted.

ACADEMIC HONESTY

"Academic Honesty (Integrity) is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection."

(Academic honesty in the IB educational context, 2)

Rationale and Aim

One of the attributes of the IB Learner Profile is "principled" which, in an educational context, means being honest and acting with integrity, especially when it comes to acknowledging sources and the ideas of other people.

Maintaining academic integrity is a shared responsibility between the IB and IB World Schools. The IB needs to trust schools to complete due diligence, and IB grades must be trusted by other educational institutions and employers. However, it is the school's responsibility to promote, model, teach and monitor good practice when it comes to academic honesty and to define procedures for dealing with academic misconduct.

What Is Academic Honesty/Integrity

Academic honesty/integrity, as defined by IB, is *"a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work."* (Academic Integrity, page 3).

Academic honesty at the International Sharing School means that our students engage in the inquiry process as appropriate and principled learners and critical thinkers who respect the ideas of others. In doing so, students are expected to make use of the essential elements of IB. Students will develop an understanding of the following concepts:

- **Form:** by developing an understanding of what academic honesty is;
- **Causation:** by developing an understanding of why it is important to be academically honest;
- **Responsibility:** by developing an understanding of and acting on the importance of academic honesty.

Academic integrity is part of the teaching and learning process and aspiration of the entire school community. International Sharing School students will learn the following skills to develop a common understanding of what academic integrity means:

- The importance of considering different sources to explore a range of perspectives;
- The difference between collaboration and collusion;
- The use of key words to research efficiently;
- How to highlight, take notes, paraphrase and summarize;
- How to think critically about the validity of sources;
- How to give credit to whom and where their ideas come from by citing sources, including inspirations;
- How to reflect on the learning process and consider what was learned from different contexts;
- How to write a bibliography using the agreed conventions (including the title of the source, the author, the publication date, the publisher and the website if relevant).

International Sharing School has opted to adopt MLA for citation and a copy of the school's guidelines for this is attached.

Students will become knowledgeable about:

- Primary and secondary sources;
- The difference between fact and opinion;
- Plagiarism;
- Any other forms of academic fraud.

We will model and foster the following attitudes for the students:

- Appreciation for their own work and the work of others;
- Respect for different ideas;
- Integrity through honesty;
- Commitment to learning by showing self-discipline;
- Independence in their work and thinking;
- Legitimate collaboration.

Ultimately, we aim for the students to take action for themselves by applying their understanding, knowledge, skills, and attitudes to take the initiative in being academically honest, and to take pride in their own accomplishments.

What Is Academic Dishonesty

Academic misconduct can take many forms. For example:

- **Plagiarism:** intentionally submitting work produced by someone else for assessment as one's own original work. This includes ideas, text, pictures,

and information from a range of sources such as books, the internet, periodicals, etc.;

- Copying: taking the work of another student without his/her knowledge and submitting it as one's own;
- Duplication: presenting the same work for assessment in two or more subject areas without the knowledge and consent of all the assessors involved;
- Falsifying data: presenting or creating data that has not been collected in an appropriate manner;
- Collusion: aiding and abetting another student to be academically dishonest such as allowing him/her to copy work;
- Cheating: bringing into a test, quiz or exam and/or consulting unauthorised material; helping another student during a test, quiz or exam; using teachers' manuals or answer books.
- Using unauthorised aids: for example, with text or programming code generated by ChatGPT in an examination, homework, or any form of assessment.

Academic Honesty in DP

In order to determine if a student's behaviour may be considered as academic misconduct, the school will investigate the case and statements from all parties will be gathered. *"Each case will be judged on the evidence available and any sanction applied will be based on the penalty matrix. When evidence is not conclusive, subject matter experts will be consulted and any sanction will be applied using the balance of probabilities approach"*(Academic integrity, page 25) as suggested by IB.

"Balance of probability" means that *"the decision maker(s) with appropriate subject matter expertise is satisfied an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct (...) where evidence beyond reasonable doubt is not available."*(Academic Integrity, page 4).

Should a DP student be found not following the above-mentioned guidelines consciously:

1. A teacher will speak to him/her reminding them of the agreed expectations and accreditations for the piece of work and entering the subject/date.
2. Whether the student confesses or not, the incident should be logged via the Academic Honesty folder on the school's OneDrive. If the

teacher feels no further action needs to be taken, that should be logged with the reasons why (i.e. the teacher felt the student was not guilty of malpractice).

3. A member of the Senior Leadership Team and the Homeroom Teacher will meet with the student who will be given the right to discuss the incident after being presented with the evidence.
4. After hearing the student's view, the Pedagogical Team will decide on what action will be taken. If the student has been guilty of malpractice, a verbal warning will be given, and parents will be contacted by the tutor. The work deadline will be extended at the discretion of the appropriate teacher to allow the student to complete the assignment with amended reference(s). The work will be graded accordingly. If the misconduct was detected in a draft for an IA/coursework, this means a new piece will need to be produced if this is possible.
5. If a second incidence of non-compliance occurs, the work submitted by the student will be graded as Zero and it will result in a meeting with the parents and a formal warning from the Programme Coordinator. If the misconduct was detected in a draft for an IA/coursework, this means a new piece will need to be produced if this is possible.
6. If a third incidence of non-compliance occurs, it will be noted down in the student's academic file. A third malpractice incident will result in a contract being drawn up by the head. If the misconduct was detected in a draft for an IA/coursework, this means a new piece will need to be produced if this is possible.
7. A fourth such incident will result in the student being removed from a course.
8. A fifth such incident will result in the student being permanently excluded.

Subject teachers always need to inform the Homeroom Teacher.

The above will apply to during the student's permanence in the IB Diploma Programme.

If the misconduct has been detected in the IB assessed components:

"Depending on the seriousness of the misconduct, the IB may apply different sanctions, varying from zero mark penalty for less than 50 words plagiarized, to non-awarding the grade for a single subject if more than 50 words have been found plagiarized.

The IB will decide if the student found in breach of regulations will be allowed to retake their examinations or coursework, and when such a retake could take place. Typically, the IB would allow one of the following for students penalized for academic misconduct:

- *retake in six months, depending on subject availability*
- *retake in 12 months*
- *no retake allowed, but award of grades in subjects not affected by the incident.*

In addition to the described penalties in the matrix, the IB may impose the following sanctions for repeated, multiple and/or very serious offences happening during one or multiple examination sessions, or across programmes.

1. Change in registration category

For Diploma Programme (DP) students this would mean a change to the "course" category. Students will be given the opportunity to retake the subject concerned, but due to change in category they will not be eligible for the full IB diploma.

2. Permanent disqualification from current and/or different programmes

DP students—no grade awarded in any subject and no retake session allowed."

(Academic integrity, page 25-26)

According to the Portuguese legislation, DP Course Results are not accepted as successfully concluding the DP.

The Rights of the Student

Students have the right to present their side of the story. They have the right to appeal against accusations of misconduct. The student should be able to provide evidence that no misconduct has taken place.

Support For Students

All students are aware of our approach to academic honesty in assemblies and events such as DP 2 induction.

All DP 2 students take part in Academic Honesty sessions as part of their Monday Morning sessions carousel.

Assemblies are timed to be proactive rather than reactive – for example, assemblies about examination conduct are given in the weeks prior to the formal end-of-year tests.

DP students sign the Academic Honesty Contract at the start of each academic year indicating that they understand and agree to comply with our Academic Honesty policy and guidelines.

There are many research and referencing opportunities given to the students throughout their time in DP, building up to the requirements of DP 2, to ensure that students are ready for the challenges they will face.

DP Internal Exams

The following steps should be taken to ensure that correct procedures are followed, and students are not given the opportunity to gain an unfair advantage.

There will be an assembly in the weeks leading up to the DP internal exams period to explain proper conduct. Complete past papers should not be set as internal exams as there is a high chance that some students will have seen such papers prior to the tests.

No phones/devices/smart watches/smart glasses are to be taken into the exam rooms. Such devices must be handed to the teacher before the test commences.

How The Policy Will Be Shared

This Academic Honesty Policy will be made available in the following ways:

- Through the parent, staff, and student portals, and school website;
- Teachers provide students subject-specific instruction in areas relating to academic honesty;
- Parents and students are sent an online version of the Academic Honesty Policy. All DP Students are required to read and sign a declaration at the beginning of each academic year to acknowledge that they have fully understood the Academic Honesty Policy and the consequences of submitting work, deliberately or unknowingly, which is academically dishonest;
- Posters are displayed in classrooms that give an overview of TTS academic honesty policy.

ELECTRONIC DEVICES

International Sharing School strongly believes that the IB curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting and challenging activities which promotes independent learning through the development of the learner profile attributes and a positive attitude towards social behaviour and respect for their learning environment, therefore the school encourages systems and procedures.

Mobile Phone Policy

Student use of mobile phones, smart watches and smart glasses during the school day is forbidden. Adherence to the guidelines below is essential to maintaining an appropriate academic environment and the integrity of the learning environment.

Mobile phones and all functions within the mobile phone (i.e. cameras and all other applications) are prohibited.

If a student brings a mobile phone, smart watch and/or a smart glasses to school, the phone/smart watch/smart glasses must be switched off and handed to the Homeroom Teacher immediately upon entering the building.

The mobile devices must not remain in the student's school bag.

Students should not have access to their mobile phone/smart watch/smart glasses during the school day unless authorised by the subject teacher who might require the use of electronic devices during specific lessons or tasks.

Students may collect their mobile phone/smart watch/smart glasses from the Homeroom Teacher at the end of the school day, for the sole purpose of contacting parents/transportation services.

Under no circumstance should a student be contacting a parent directly regarding any issue. All communication must be made through the School Office, Homeroom Teacher, Programme Coordinator or Principal, depending on the issue.

If a student is found to be using their mobile device, or found to have their mobile device in their possession:

1. First offence: the mobile device will be confiscated, parents will be informed and the mobile device will only be returned to the parents, never to the student;

2. Second offence: the student will be immediately placed on an internal, one day suspension and parent meeting will be requested;
3. Third offence: the student will be immediately placed on external one day suspension and parent meeting will be requested;
4. Fourth offence: the student will be invited to leave the school.

Parents must please complete the Responsible IT Use Contract (Appendix 2) and hand it to the Homeroom Teacher.

Laptop Policy

Laptops can be powerful learning tools when used appropriately in the school setting. Access to technology in the classroom enhances our opportunities to investigate, analyse, evaluate, problem solve, create, contribute, and connect globally, just to name a few. At International Sharing School, when teachers specify an appropriate time, students will use their own laptops for use in the classroom. Students from PYP 4 onwards must bring their own laptops to school to support their learning.

Students may not use their laptop in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated.

Students are prohibited from using their electronic device to transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, colour, national origin, sex, sexual orientation, disability, age, religion, ancestry, or political beliefs.

Students are prohibited to engage in "sexting", i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are prohibited from using their electronic device to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using their electronic devices to receive such information.

If a student is found to be using their laptop inappropriately, demonstrating a clear breach of this policy, the consequences will be the following:

1. First offence: the device will be confiscated, parents will be informed and the device will only be returned to the parents, never to the student;
2. Second offence: the student will be immediately placed on an internal, one day suspension and parent meeting will be requested;
3. Third offence: the student will be immediately placed on external one day suspension and parent meeting will be requested;
4. Fourth offence: the student will be invited to leave the school.

The use of iPods and personal listening devices are not permitted during school hours, including break times. Exceptions may be made, with approval from the teacher. These rules are in the best interests of students. Social interaction is an important part of a child's growth, and the use of personal listening devices at school greatly limits this interaction. Repeated violations will translate into an internal suspension.

All staff are expected to set an example regarding Mobile Phones and iPods/listening devices. Teachers are expected to keep their mobile phones in their bags, only using them during lunch, break and/or in the teacher room.

Gaming

Gaming is increasingly popular among children. Online gaming can bring potential risks to children therefore parents should monitor the games their children play and how they interact with others who are most often than not, strangers.

Students are not allowed to play games on their laptops at no times during school hours. If a student is found to be playing video games, demonstrating a clear breach of this policy, the consequences will be the following:

1. First offence: the device will be confiscated, parents will be informed and the device will only be returned to the parents, never to the student;
2. Second offence: the student will be immediately placed on an internal, one day suspension and parent meeting will be requested;
3. Third offence: the student will be immediately placed on external one day suspension and parent meeting will be requested;
4. Fourth offence: the student will be invited to leave the school.

Social Media

Students are not allowed to browser through social media platforms, websites or apps during school hours. According to Portuguese legislation, children under the age of 13 are not allowed to create a social media account and therefore, the school

expects all students under 13 years old to refrain from creating social media accounts. If permitted to do so by the classroom teacher, students may use age-appropriate social networks for educational use during lesson times.

The school requests students not to post school related images or content online. International Sharing School reserves the right to request school-related images or content posted without permission to be removed from the internet.

If a student sees anything of concern on a fellow student's social networking page or account, they should immediately contact their teachers, another adult within the school, and or the school's Senior Leadership Team.

If a student is found to be in breach of this policy, the consequences will be the following:

1. First offence: the device will be confiscated, parents will be informed and the device will only be returned to the parents, never to the student;
2. Second offence: the student will be immediately placed on an internal, one day suspension and parent meeting will be requested;
3. Third offence: the student will be immediately placed on external one day suspension and parent meeting will be requested;
4. Fourth offence: the student will be invited to leave the school.

Responsibilities

Student Responsibilities

Device Care

Students are responsible at all times for taking care of their devices and are strongly cautioned about leaving them unsupervised. Device care includes but is not limited to:

- Carrying devices with care. Laptop should be closed when being moved;
- Ensuring devices are kept free of areas where food and drink are present;
- Backing up any data through the school OneDrive platform;
- Ensuring that all passwords are secure and are never shared with others;
- Running updates;
- Shutting down the device periodically;
- The student/parent will be responsible for the loss or damage of the laptop/information technology device and peripherals (e.g. charger).

Unacceptable Device Use

Unacceptable use for school-issued and personal devices includes but is not limited to the following:

- Using the Internet to access, store, share, or display information that is inconsistent with School's mission (e.g. pornographic materials, vulgarity, gambling, militant/extremist material, hate speech, profanity);
- Taking photos/audio/video recordings of people unless explicit permission from everyone involved is given. This includes virtual meetings and public spaces within the school buildings;
- Attempting to access another person's account or device in any form;
- Any malicious attempt to harm or destroy equipment or materials, the data of another user, or any of the institutions, or other networks that are connected to the Internet;
- Cyberbullying - any malicious attempt to harm others through derogatory, obscene, or otherwise inappropriate email exchanges, instant messages, digital images, videos or web postings;
- Install or transmit copyrighted materials;
- Use of the school's internet/email accounts for financial or commercial gain or for any illegal activity;
- Participation in fraud, electronic forgery or other forms of illegal behaviour;
- Bypassing the School's web filter through any type of web proxy (e.g. VPN);
- Any action that violates existing School policy or public law.

Students will be responsible for their actions on the internet and will be held accountable according to the school's behaviour expectations or national law. International Sharing School will assume no liability in the case of illegal activity on the part of a student. Students and their families will be liable for any financial damages resulting from the misuse of the internet at International Sharing School. If applicable, the police and local authorities may be involved.

International Sharing School may limit, suspend or revoke a student's access to the school's technology systems or the network upon violation of the Responsible IT Use Contract (Appendix 2). In the event of any violations, the computer device will be confiscated. The school does not accept responsibility for the loss of any software or documents deleted.

Disciplinary action will be guided by the behaviour policy.

Parent Responsibilities

Parents are responsible for ensuring that school accounts are used at home in accordance with these guidelines. This includes discussing these guidelines, the values and standards their child should follow that pertain to the appropriate use of the internet and all other digital media resources.

The school expects all students and parents to sign the Responsible IT Use Contract (Appendix 2).

INTERNET AND EMAIL

Objective

This document aims to ensure the effective and appropriate use of the internet and email.

Scope

This Email section of the policy shall apply to all emails processed by International Sharing School teachers, administrative staff and students.

All teachers, administrative staff and students shall remember that the school email account should not be used for personal purposes.

Internet access refers to using any resources from the World Wide Web, whether browsed, downloaded or steamed.

Policy Statements

International Sharing School's email shall be used by:

- Specified and published policies and guidance, including e-safety;
- All appropriate legislation;
- Internet and Email usage shall be monitored to ensure compliance with policies and guidance;
- This Internet and Email Policy is approved by and has the full support of the Leadership Team and the school's Board of directors;
- The Leadership team and Board shall ensure that staff and students receive continual education and training to support compliance with this internet and email policy and the school's e-safety policy;
- The System and IT Teams shall develop, maintain and publish processes to achieve compliance with this Internet and Email Policy;
- All teachers and administrative staff shall be responsible for implementing this Internet and Email Policy in their areas of responsibility.

Email Usage Principles

International Sharing School provides email to assist staff in the performance of their jobs and students with their learning objectives.

Any email from unknown origin, or that you suspect to be phishing or any other suspicious content, should:

- Not be opened, or in any case click in any link;
- Be forward to the IT manager (it@taguspark.sharingschool.org), with the subject "SUSPICIOUS";
- And send a quick email reporting what has been done and if the email has been opened;
- International Sharing School reserves the right to purge identifiable personal email to preserve the integrity of the email systems.

No student or staff shall send, forward or receive emails that in any way may be interpreted as insulting, disruptive or offensive by any other person or company. Examples of prohibited material include but are not limited to:

- Sexually explicit messages, images, cartoons, jokes or movie files;
- Unwelcome propositions;
- Profanity, obscenity, slander or libel;
- Ethnic, religious or racial slurs;
- Political beliefs or commentary;
- Any message which could be viewed as harassment or disparagement of others based on their sex, race, sexual orientation, age, national origin, disability or religious or political beliefs.

The school owns the email system, which means that all email traffic, both sent and received, including attachments, shall be monitored and reviewed, and any action deemed appropriate shall be taken.

This means that nothing should be considered private, even if marked as "private" and/or "confidential" or with any similar wording.

This monitoring will ensure that this policy is effective and that users of the email system abide by its content. The monitoring also ensures that the school's email systems are working properly.

All teaching staff, administrative staff and students shall ensure compliance with relevant legislation.

Email folders shall be reviewed regularly, and any non-essential messages shall be deleted.

Internal email and other internal information shall not be forwarded to destinations outside of International Sharing School domain without appropriate authorisation.

Email users shall not forward chain letters either internally or externally. This includes those purporting to be for charity or other good causes and those promising

wealth or other personal gains. Virus warnings shall come under the same exclusion, as the majority of these are false. You should refer to the school IT manager (it@taguspark.sharingschool.org) to check the validity of such messages but shall not forward these messages to anyone inside or outside International Sharing School under any circumstances.

Emails of any kind shall not be sent to multiple external organisations without the appropriate approval of the Board or IT Manager. This may be considered 'spamming', an illegal activity.

The individual logged in at a computer shall be considered the author of any messages sent from that computer. All users shall log off or lock their computers when away from their desks; under no circumstances should a user send a message from somebody else's account.

Email addresses should not be disclosed unnecessarily. Information provided in surveys or other questionnaires may lead to risks such as receiving unwanted junk messages.

Email shall not be used to send large attached files unless it is very urgent and authorised by the IT Manager. Many email systems will not accept large files and, if returned, may overload International Sharing School's email system. Other solutions, such as We Transfer, shall be used when sending large amounts of data.

Emails and attachments shall not be opened unless they are from a known source. Caution shall also be exercised even if attachments are received from a known source but are unexpected.

Sending Emails

Before sending emails, consider:

- The maintenance of the highest professional standards;
- Whether the email is the correct medium for communication;
- The content and design consider the level of formality;
- To whom should the email be sent, consider the expected communication style;
- Only copy in people who have an immediate need for the information;
- The length of the email, avoid long detailed emails;
- Time required for the recipient to respond;
- Always read and reflect upon your email before sending it.

Receiving and Managing emails

- Staff should become 'responsible communicators,' i.e. they should check their emails at the start of each day;
- Always set time aside to deal with emails;
- Consider whether they need you to respond, retain print and/or delete;
- If they require retention, place emails and attachments in folders;
- If they require a response, consider carefully using the "reply to all" button;
- Delete unwanted emails promptly;
- Protect yourself from viruses when emailing from home.

Sensitive Information

- Emails are the electronic equivalent of a postcard. Anyone can read the content along the delivery path;
- Never email in haste, consider the facts and consequences of the message;
- Be professional and careful about what you say about others, as email is easily forwarded. Only put in writing what you would say to someone's face;
- Be aware of copyright and libel issues, e.g. when sending scanned text, pictures or information downloaded from the internet;
- If an urgent email is sent, you may want to follow this with a phone call;
- Never send emails that are offensive, threatening, defamatory or illegal. Emails are accepted as evidence in libel cases.

Security

- Staff is responsible for the security of their computer and for protecting any information or data used and/or stored on it;
- Do not leave a mailbox open and unattended, always keep it password protected. The account holder must strive to keep their passwords confidential, to prevent other users from accessing and sending emails from their account. Users may need to make their passwords known in the event of absence;
- Staff should be responsible for changing passwords on an agreed schedule to maintain security;
- Emails will only be monitored by the IT Manager in exceptional circumstances.

When to Use Other Methods of Communication

- Private or privileged materials;

- Complex issues should be discussed at meetings;
- Topics that require interactive dialogue – or robust discussion on certain issues;
- When needing to vent frustration about a workplace situation, particularly if you are angry, wait to calm down, so your response is more measured.

Internet Usage Principles

International Sharing School provides its students and staff with internet access to assist them in their learning and performance of their jobs. Whilst its use should primarily be official School work, incidental and occasional personal use of the internet is permitted, on the understanding that:

- Personal internet use shall never impact the learning or school-related internet access or International Sharing School's operational activities;
- International Sharing School reserves the right to curtail a student or staff's internet access to preserve its reputation and the integrity of its systems;
- Messages shall not be posted on any internet message board or similar Web-based service that would bring International Sharing School into disrepute or which a reasonable person would consider offensive or abusive;
- Students or staff should not place any opinion or statement that might be construed as representing International Sharing School on the internet, including on social networking sites;
- International Sharing School shall report any illegal activity to the police. Students and staff will also be liable for International Sharing School's disciplinary process;
- Internet access shall not be used for personal financial gain or to host a website on any International Sharing School equipment without the express permission of the Board of Directors;
- Students and staff shall not visit websites that display material of a pornographic nature or contain material that could be considered offensive. System users should notify the IT Manager immediately should accidental access to such material occur. No disciplinary action shall be taken against students or staff who accidentally access sites containing dubious or unethical material, providing they advise the IT Manager promptly;
- Students and staff shall not download any files or software from the internet or capture images displayed as there may well be any issues concerning copyright, malicious software and overall functioning of the computer and ICT systems;
- Students and staff logged into a computer shall be considered the person browsing the internet. Under no circumstances shall any student or staff browse the internet from an account belonging to another person;

- Students and staff are not allowed to use any form of VPN at school;
- The school shall monitor and log all internet access by students and staff and reserve the right to disclose this information to any relevant authority.

Artificial Intelligence (AI)

Artificial intelligence is now part of everyday life and used correctly, it can be a powerful tool to support learning. International Sharing School Madeira opts to teach the benefits, limitations and pitfalls of AI and to support students to use it effectively and responsibly with critical thinking rather than banning the use of it.

The IB encourages the use AI of tools ethically and transparently as they can support learning, but they must not replace students own thinking. If the student uses AI to help them learn then it is acceptable. However, if the student use AI to produce work for them and claim it as their own work then it is not acceptable.

Because AI is only as good as the data it was trained on and prompts it received, its output can be biased, oversimplified, or simply wrong. Students must be critical readers of AI output by looking for bias, testing different prompts, and cross-checking against other sources, exactly as they would with any source of information.

When AI does the remembering and the writing for us (“cognitive offloading” and “task replacement”), it can interrupt learning and reduce critical thinking. Research shows this effect is especially strong in younger learners. If a tool replaces the student's inquiry process, it has not assisted learning — it has interrupted it. Over-dependence on AI can erode confidence and motivation, creating a cycle of reliance. Students are encouraged to use AI to extend their thinking, not to avoid it.

If a student uses text or any other product from an AI tool by copying, paraphrasing, or modifying an image they must clearly reference the AI tool and add it to the bibliography. The in-text citation should use quotation marks and include the prompt you gave the tool and the date the content was generated. Where AI was used but not directly quoted, add a short statement should be added at the end of the work describing how it was used. Students should protect their work by saving AI transcripts and use version history so they can show how their work developed from research to independent writing. A transcript may be provided to the teacher as attachment.

Language and grammar tools may perform basic spell-checkers and dictionaries are acceptable where language is not being assessed. In Language Acquisition, where sentence structure is assessed, such tools are not permitted.

To help students use AI with honesty, the School uses Turnitin (integrated with ManageBac) as an authentication software. Turnitin scans documents submitted by

students and flags Similarity (plagiarism), AI-generated text, AI-paraphrased text and Anomalies such as hidden text. Teachers use Turnitin checking for Summative Assessments as all work submitted to the IB such as Internal Assessments, Personal Project and Extended Essay, will be scanned for similarity and AI use and it is essential to make all efforts to prevent any misconduct as the timeline might not allow enough time to resubmit a clean version of the work.

A high similarity percentage is not automatic proof of misconduct, and a zero score is not proof that none occurred as the system only shows scores over 20% to prevent false positives. Where doubt remains, a teacher may hold a short viva or oral quiz to confirm the student understands their own work, and, where appropriate, ask for the task to be redone under controlled conditions. Teachers are not required to “prove” that AI produced the work but they must make reasonable efforts to be confident the work was authentically produced by the student.

Consequences follow the IB matrix of penalties and depend on the severity of the breach, the student's intent, prior history, and their level of awareness. Deliberate or repeated misrepresentation is treated as academic misconduct.

Level	Trigger	Consequence
Level 1	Minor, first-time or clearly unintentional (e.g. AI use that was not declared but the work is substantially the student's own; close similarity that reflects poor referencing).	Warning and revisiting of good practices. Student corrects and resubmits the referencing under guidance. Recorded internally on ManageBac.
Level 2	Between roughly 40-50 consecutive words copied, paraphrased, or AI-generated without full in-text citation; AI-paraphrased passages presented as the student's own.	Zero marks for the component/assessment concerned. Parents informed. Incident logged.
Level 3a	More than roughly 51 consecutive words copied, paraphrased, or AI-generated without citation; a whole section or essay produced by AI or a third party; AI translation of an assessed piece.	No grade for the subject(s) concerned. For IB-registered work, the IB may award no grade (“N”). Parents informed.
Level 3b	Serious or repeated misconduct affecting parallel subjects, or facilitating misconduct for others (e.g. sharing AI-produced work to be submitted by peers).	No grade for the parallel subjects concerned, plus internal disciplinary follow-up.

Word counts are indicative and follow the IB penalty matrix. Each case is judged on the available evidence using a balance-of-probabilities approach. For work registered with the IB, the school cannot submit work that is not the student's own, and the IB will not award a grade for a component that is not submitted. Students have the right to be supported through any investigation, including having a parent, peer, or teacher present in discussions where the consequences are serious.

Students must never submit AI-generated text, data, or images as their own work. If in doubt they should always ask their teacher before using AI, not after.

BEHAVIOUR

International Sharing School strongly believes that the IB curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting, and challenging activities which promotes independence, the development of the learner profile and good behaviour.

We believe in encouraging good behaviour through a range of positive behaviour management strategies. Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We strongly believe in the importance of promoting and praising good behaviour.

We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships. We aim to provide care and support for our students and support them to learn how to manage their behaviour appropriately by giving students choices and make it clear as to the consequences of the choices they make.

We believe that students have rights and responsibilities. Students have the right to be safe, treated fairly and politely and to learn without disruption. Students have the responsibility to care for themselves, other people and their school.

At International Sharing School we are committed to provide a safe and nurturing environment for our students, one which eliminates discrimination and encourages the development of positive behaviour, regardless of ethnicity, religious belief, nationality, social background, or gender, promoting an effective holistic approach, nurturing personal, social and academic development.

International Sharing School places great emphasis on the importance of interacting with members of the community at large in respectful ways through speech, actions and relationships.

We believe that as a Community we should promote key values to help achieve our mission, based on the mission and philosophy of the International Baccalaureate Programme and the IB Learner Profile.

These expectations are applicable at any time on school and all school settings, both on and off campus, and include all interactions between community members, be it in person or via other non-direct means such as online interaction.

Objectives

- To provide care and support for our students and assist them to learn how to manage their behaviour appropriately;
- To enable students to develop a sense of self-worth, respect, and tolerance;
- To create and maintain a safe and supportive environment, in which the school community feels safe, secure, and valued;
- To encourage good behaviour, self-discipline, and independence;
- To provide students with choices and make it clear as to the consequences of the choices they make;
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving improvement, but with the understanding of consequences if improvement is not achieved.

Behaviour Expectations

The relationship between rights and responsibilities is key to behaviour expectations of our students. For each of us to exercise our rights, we must uphold and honour our responsibilities to preserve these rights for everyone. We will use a problem-solving approach to develop life skills specifically linked to the IB Learner Profile that are necessary both in and out of school.

Classroom agreements and procedures are aligned with school-wide expectations and support the development of the IB Learner Profiles. Students will receive positive reinforcement as well as clear and consistent consequences that focus on students taking responsibility for their own behaviour as appropriate.

At International Sharing school members of the community are expected to:

- Respect ourselves;
- Respect others;
- Respect the environment and all living things;
- Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves;
- Talk and listen to one another, being fair and consistent;
- Value, take pride in and care for the school's environment by looking after school property and equipment;
- Respect everyone's right to high quality teaching and learning situations and activities.

Students are expected to:

- Attend all classes, be punctual, bring all relevant required materials to each lesson;
- Complete all homework/projects and all assignments;
- Adhere to all deadlines;
- Wear the designated school uniform daily and PE uniform for sports activities
- Respect that International Sharing School is a smoke, alcohol and drug free campus, therefore the use of any forms of drugs, cigarettes, matches or lighters and alcoholic drinks are strictly prohibited, whether within the school building, in recreational areas or on external field trips.
- Understand that International Sharing School has a zero-tolerance policy regarding the above item;
- Refrain from running in the common areas, except in the outside areas;
- Refrain from using mobile phones during school time.

Positive Reinforcement and Rewards Values

The school talks about IB values and IB learner profile attributes regularly and how these are reflected in student's behaviour.

The school adopts a House system as a way of organising students and teachers into teams, or "Houses", vertically across the school. The students are assigned Houses and stay with that House team for their entire time at International Sharing School. Siblings are assigned to the same House as each other. Teachers are also assigned to Houses.

The main purpose of the House system is to create a sense of spirit and belonging across the school and to give students the opportunity to collaborate with different Grade levels during organised events. It provides a chance for students to develop their leadership skills and creates a culture of positive role models within the school and to respectfully learn competitiveness.

Essential Agreements

Each class create their own set of class rules at the start of each academic year. The rules are worded positively, are an integral part of every class and may change and evolve over the year.

Responsibility

Students are given responsibility in class and around school in a variety of ways ranging from class monitors, school monitors, canteen monitors and sports leaders as well as through the student council.

The values and school rules are reinforced by the adults in school by:

- Being role models for the students;
- Giving clear and concise directions to children so that misunderstandings do not arise;
- Rewarding students:
 - PYP - praise/celebration areas/stickers/in class certificate/assembly certificate;
 - MYP - board of honour with end of term certificates and end of year awards;
 - Positive behaviour praise should be recorded on ManageBac and shared with parents;
 - Positive behaviour will contribute with points for the student's House;
 - Houses with most points will be rewarded at the end of year whole school assembly.

Inappropriate Behaviour

International Sharing School will not tolerate behaviour which impacts on other people's learning and/or safety. Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the student involved.

If a teacher decides that the sanction is to lose interval time, it is that teacher's responsibility to supervise students in the classroom or arrange for supervision. Students are not to be left on their own or sitting outside the Office.

It can only be the decision of the Principal to seclude or exclude a student or reduce a student's timetable.

Misuse of mobile phones, smart watches and smart glasses

Mobiles phones, smart watches and smart glasses will be confiscated if students occurred using them during school hours. Parents will be asked to collect from the Homeroom Teacher.

The use of iPods and personal listening devices is not permitted during school hours (unless, authorised by the classroom teacher for a specific purpose), including break times.

Repeated violations will translate into an internal suspension.

Behaviour Management

As children grow and evolve, they develop different personalities and attitudes in a rapid period of emotional and cognitive development, and behaviour at these ages is rarely a simple choice between right and wrong. Young people are learning to control their impulses, read social situations and regulate their feelings. A good behaviour management system begins from understanding that students are not defined by a single incident, they are growing while learning to manage themselves.

At the same time, understanding that they are learning to manage themselves is not the same as giving them a *carte blanche*. Every learning community needs fairness, safety and the conditions for teaching to take place. Our system is designed to hold these two truths together: compassion for where students are developmentally, and firm, consistent expectations that protect everyone. This balance reflects both IB philosophy - with its emphasis on the Learner Profile, principled action and reflection - and the values of International Sharing School, where students and staff of many cultures, languages and backgrounds share one campus. In an multicultural setting, clear and predictable standards matter even more, as they give all students clear reference point regardless of their background. The school follows a preventive approach rather than punitive one as we want to foster reflection and improvement, not humiliation.

The Three Categories

To keep responses fair and proportionate, behaviours are organised into three categories of increasing seriousness. The categories are guidelines and professional judgement is always applied.

Category 1 covers minor, mostly everyday issues that disrupt the smooth running of the school without causing real harm. Examples include running in the hallway, failing to keep an organised workspace, not submitting a mobile phone when asked, casual swearing, not handing in homework, or not following a teacher's instruction. These are handled on the spot by the staff member on duty or in the lesson. Consequences are low-level and restorative - a reminder, a short oral reflection, a five-minute time-out before returning to the lesson, an extra task, a temporary loss of

privileges, or a collected device. At this level parents are generally not contacted as we believe on student's agency.

Category 2 involves behaviours that are more serious, intentional, or that show a pattern of repeated Category 1 incidents. Examples include rudeness, dangerous or intimidating behaviour, intentional property damage, technology or plagiarism violations, skipping classes, or possession of items such as vapes and cigarettes. Here the Programme Coordinator takes the lead. Consequences may include detention during breaks or after school, internal suspension, service to the school community, or loss of privileges. At this stage parents are informed, so that home and school work together.

Category 3 covers the most serious behaviours such as repeated Category 2 incidents, physical aggression, systematic bullying, major technology violations, possession of weapons, drug or alcohol use, theft, or vandalism. These situations are managed by the School Principal. Consequences can include external suspension of one, three or five days, or in the gravest cases expulsion. The escalation in external suspension days is interrupted if the student has no Category 2 or 3 incidents recorded for a period of 12 months. Parents are always informed, both orally and in writing, and a formal meeting is held where the report is reviewed, minutes are taken, and an agreement is signed together with parents/guardians, the Principal and Programme Coordinator.

For further information, please refer to Appendix 3.

Addressing the Behaviour, Never the Person

The Behaviour Management policy aims to always address the behaviour, not the person. A student who misbehaves is not a bad child. When staff record or discuss an incident, the language must stay objective and describe what was observed — for example, "repeatedly interrupted the lesson with disrespectful comments after a verbal warning" rather than "is disobedient." This protects the student's dignity, keeps the focus on what to address, and models the fairness we want students to learn. Restorative questions — What happened? What were you thinking at the time? Who was affected? What needs to happen to make things right? — turn an incident into a discussion about repair and responsibility rather than a verdict on character. Even the most serious sanction is framed around the choice, not the student.

Opportunities for Improvement

The Behaviour Management Policy is built around growth and every Category of incident offers a way forward. Before any note is recorded, teachers are encouraged

to resolve the issue in class through restorative strategies, individual conversation or a verbal warning. A behaviour note itself is a preventive tool that builds a clear, honest history so that patterns can be identified early and support offered before problems escalate. Homeroom Teachers follow up in tutorial sessions, and the Programme Coordinator can refer students to the school Psychologist or AEN Team when needed. Mistakes are expected, as is the capacity to reflect, take responsibility and do better next time.

Behaviour notes will be used to record misbehaviour incidents as well as to recognise and praise positive actions such as enthusiasm, leadership, kindness and commitment. Highlighting the good, not only the bad, reinforces the values we want to see and reminds students that their character is noticed when positive attitudes and behaviours take place.

Behaviour and the Houses

The Behaviour Policy aims to demonstrate that individual choices affect the wider school community, connecting behaviour to the school's House system. Positive contributions will earn points for a student's house, while misbehaviour will result in points being deducted. This adds a shared dimension to personal responsibility as students understand that their conduct affects not only themselves but the group they belong to, and that consistent good behaviour is rewarded collectively. Point losses are applied proportionately depending on the incident. Small deductions will be applied for minor issues, while larger ones will be applied for serious incidents. The House system therefore reinforces the aim of fairness and consequence built throughout the three behaviour categories, while keeping the emphasis on encouragement and belonging.

The Behaviour Policy aims to create an environment where everyone feels good, safe, respected and able to learn. It takes human behaviour seriously, applies consequences fairly and transparently, and promotes improvement. Above all, it treats every student as a person capable of managing their own behaviour and growing from the experience.

LANGUAGE

Language of Communication

While International Sharing School respects and encourages the host country language and the varied mother-tongues of our students and parents, the English language is the language of instruction of the school and the official language of communication with the whole school community.

Language Philosophy

International Sharing School recognises that the study of language is central to all learning. Language study including, English (language of school instruction) Portuguese (language of school location) and other foreign languages, develops international understanding, reinforces cultural identity, enhances personal growth and promotes effective communication.

Language is an interactive and creative system, to enable comprehension and to communicate meaning. It is bound up with cultural identity and ways of viewing the world. Language has defined structures which, at the same time, allows us to express ourselves creatively. It is the major connecting element across the curriculum. The focus is not only on language on its own, but also on its application across the subject areas and throughout the transdisciplinary programme of inquiry. It consists of 4 strands (listening, speaking, reading and writing) which operate interactively. Each one of these strands involves different interactive processes.

Language does not operate in isolation but in the world of human communication. Learning a language is part of forming our own identities, exploring thoughts and having an impact on the thoughts and identities of others. It is, therefore, key to our personal, cognitive and cultural development.

We believe that the mother tongue language development is crucial for promoting and maintaining cultural identity and emotional stability and that acquisition of more than one language enriches personal growth and helps facilitate international understanding. International schools have a special responsibility to recognize and support each and every aspect of language development.

International Sharing School views all teachers as teachers of languages, and all adults as essential contributors to the language learning process.

International Sharing School understands that the most conducive environment to language is a positive and encouraging one, wherein students have the opportunity to engage in authentic and meaningful learning experiences.

International Sharing School values differentiated and varied instruction which integrates the four strands of listening, speaking, reading and writing. Language instruction considers students individual development and multiple learning styles.

At International Sharing School:

- English is the language of instruction;
- Portuguese is the native language of Madeira, Portugal.

In the Primary Years Programme:

- English as a subject is taught through the Language programme in PYP from the Early Years through to PYP 5;
- Portuguese is taught as a specific subject on a daily basis to each class, divided into two groups: Language and Literature and Language Acquisition;
- French, German or Spanish – are taught once a week to all students in PYP 3 to 5. Students opt for one language which they continue to learn throughout the PYP and into MYP and DP. According to the IB regulations, students cannot choose their mother tongue as a Language Acquisition subject. New students can change from a chosen language only in the first 2 weeks after joining the Language Acquisition programme. Students must maintain the same additional language in each year to ensure the language continuity and provide the students with the best preparation for e-Assessment in Language Acquisition in MYP 5;
- If a student is identified as having a low level of English proficiency, they may be withdrawn from additional language lessons in order to receive targeted English language support aimed at strengthening their proficiency.

In the Middle Years Programme:

- English as a specific subject is taught through Language and Literature and Language Acquisition with students placed in the appropriate level for their proficiency;
- Portuguese as a specific subject is taught through Language and Literature and Language Acquisition with students placed in the appropriate level for their proficiency;
- French, German or Spanish are taught in continuation of the opted language from PYP. The lessons are taught twice a week for all MYP

students in MYP 1 to 3, and three times a week for all students in MYP 4 and 5. According to the IB regulations, students cannot choose their mother tongue as a Language Acquisition subject. New students can change from a chosen language only in the first 2 weeks after joining the Language Acquisition programme. Students must maintain the same additional language in each year to ensure the language continuity and provide the students with the best preparation for e-Assessment in Language Acquisition in MYP 5;

- If a student is identified as having a low level of English proficiency, they may be withdrawn from additional language lessons in order to receive targeted English language support aimed at strengthening their proficiency;
- All students from MYP 4 onwards are expected to be at English Language and Literature level.

In the Diploma Programme:

- English is the principal language of instruction in the Diploma Programme. Students entering the DP are therefore expected to demonstrate sufficient academic English proficiency to access the demands of the programme successfully. Academic language development remains a shared responsibility across all DP subjects.
- Within Group 1 - Studies in Language and Literature, the school offers English A: Language and Literature and Portuguese A: Language and Literature, at Standard Level and Higher Level, subject to the annual DP subject offer.
- Within Group 2 - Language Acquisition, the school offers Spanish B, French B and Portuguese B according to the annual subject offer. German B may also be offered where student demand, staffing and timetable feasibility allow. Spanish ab initio may be offered at Standard Level where appropriate and feasible.
- Language B is intended for students with previous experience of the target language. Language ab initio is intended for students with little or no previous experience of the language and is offered at Standard Level only.
- Placement in a DP language course is determined by the student's language profile, previous schooling and language-learning experience, current proficiency, teacher recommendations where available, and the requirements of the relevant IB course.
- The DP language offer is reviewed annually. Inclusion of a language in the school policy does not guarantee that the course will run each academic year; availability depends on student demand, appropriate

staffing, timetable feasibility, school resources and current IB requirements.

Multilingualism

Multilingualism as a Fact

At International Sharing School we embrace learners from around the world:

- The language profile of our students is varied, and we encourage our students to speak a variety of languages;
- English is the language of instruction and the common language for all communication with the school community;
- Portuguese is the national language of our host-country.

Multilingualism as a Right

At International Sharing School we believe learners have the right to:

- Maintain their mother-tongue as it is vital to their self-image, family relationships and cultural identity;
- Learn English as a global language;
- Learn additional languages, particularly of the host country, for better intercultural understanding.

Multilingualism as a Resource

The multilingualism of our school community is an important resource needed in order to accomplish our vision and mission. A multilingual environment supports international mindedness by developing intercultural understanding and respect.

Language Profile

A developmental language profile is created for each student through the Admissions process when enrolling at the school; recording and identifying the student's mother-tongue language and written and oral competency in other languages; in order to best support students in their respective languages and in their learning.

Admissions

Students applying to MYP 4 and 5 and to DP 1, who indicate that English is not their mother-tongue, will be reviewed by the Programme Coordinator, as a requirement of the Admissions policy

How Mother-Tongue Languages Are Supported

We believe that the mother-tongue language development is crucial for promoting and maintaining cultural identity and emotional stability and that acquisition of more than one language enriches personal growth and helps facilitate international understanding. Students are encouraged to make use of their mother-tongue or best language to scaffold information, understand concepts and increase vocabulary when studying in the language of instruction. Students are also encouraged to use mother-tongue both socially and academically throughout the day.

In addition, and in exceptional circumstances, where a student's first or best language is not available within the school's standard DP language provision, a School-Supported Self-Taught Language A: Literature SL course may be considered. Such provision is not guaranteed and is subject to current IB requirements, availability of appropriate supervision and language support, school capacity, and approval by the DP Coordinator and Principal. Where external specialist language support is required, arrangements and responsibilities must be agreed with the family before the course is confirmed.

The school promotes an internationally minded community through various learning engagements and events that develop intercultural awareness and celebrates the linguistic diversity within our school community.

Parents are encouraged to support their child's mother-tongue through reading at home as research shows that this greatly enhances the child's development. Parents are also encouraged to share or donate to the school library, a variety of resources in their mother-tongue language to further support student mother-tongue learning. Parents are also invited to come to school to read for classes in their mother-tongue.

Learning of The Host Country or Regional Language and Culture

- Celebrate cultural days within school such as St Martin's Day.
- The school promotes the host country language:
- PYP students are obliged to study the language;
- MYP students are provided with an option to study either Portuguese Language & Literature or Language Acquisition;

- Diploma students are provided with an option to study either Portuguese A or Portuguese B.

Essential Agreement for the Teaching of Language

All students:

- Are encouraged to maintain and value their own native language and to value the native language of other people;
- Are taught language by all faculty and have opportunities to develop and use all aspects of language across the curriculum;
- Are given access to support as appropriate;
- Are encouraged to become fluent in more than one language;
- Receive, and are encouraged to apply, a balanced programme of instruction for listening, speaking, reading, writing, viewing and presenting;
- Are encouraged to develop a love of language and literature reflecting a variety of cultures;
- Are encouraged to view language as a tool for learning and develop a wide range of strategies to comprehend, interpret, evaluate, respond to and appreciate texts and media messages;
- Are taught literacy skills in context;
- Are encouraged to express themselves, orally and in writing, in a variety of media and situations, including through the arts;
- Are given time to reflect on their learning and to apply techniques appropriately;
- Are encouraged to share and develop their work in a social context;
- Are encouraged to take risks and use self-correcting techniques;
- Receive constructive and specific feedback from staff and peers;
- Are exposed to modelling of rich language experiences.

Delivery of Teaching and Learning

Staff at International Sharing School believe that students learn best when teachers:

- Present language through meaningful tasks in authentic contexts;
- Integrate language and other subject areas;
- Assist students in discovering language structures. They encourage students to reflect on language and develop language awareness, including, but not limited to Purpose, Form and Audience;
- Recognise and respect the different ways in which students express themselves, including mother tongue development;

- Provide students with a language-rich environment;
- Support the development of positive attitudes towards improving communication skills and provide a wide range of opportunities to do so;
- Use a wide range of teaching and assessment strategies to teach language in all its forms through a balanced programme;
- Provide challenges which allow students to reach their full potential;
- Acknowledge differences in developmental stages, learning styles and previous learning experiences.

Implementation of Language Learning

Language teaching, learning and assessing follows an inquiry-based pedagogy whereby learners construct meaning and inquiry into real situations in the world around them, developing language skills as defined in the PYP Language Scope & Sequence and MYP Language Subject Guides.

Programme	Grades	Language
Early Years	EY 3/4 EY 5	English Portuguese
Primary Years Programme	PYP 1-5	English Portuguese French/German/Spanish (from PYP 3 onwards)
Middle Years Programme	MYP 1-5	English LAL & LA Portuguese LAL & LA French LA Spanish LA German LA
Diploma Programme	DP 1-2	English A: Language and Literature (SL/HL) Portuguese A: Language and Literature (SL/HL) Spanish B French B Portuguese B German B (subject to annual availability) Spanish ab initio SL (subject to annual availability)

Early Years and Primary Years Programme

Oral, Visual and Written language is taught through the Primary school curriculum, both in language specific lessons together with other subject areas. The central ideas defined in the transdisciplinary units provide opportunities for students to develop their language skills when exploring authentic learning contexts. The Language curriculum and skills are mapped horizontally and vertically.

Middle Years Programme

Language & Literature (LAL): Analysing, Organizing, Producing Text and Using Language.

Language Acquisition (LA): Listening, Reading, Speaking, and Writing.

The language continuum continues to improve the skills, concepts and applications learned through PYP and MYP, the focus being on learning language, learning through language and learning about language.

Diploma Programme

Language teaching and learning in the Diploma Programme follows the objectives, approaches to teaching and assessment requirements of the relevant IB subject guides.

In Language A: Language and Literature, students develop increasingly sophisticated skills in textual analysis, interpretation, communication and critical engagement with a broad range of literary and non-literary texts.

In Language Acquisition, students develop receptive, productive and interactive communication skills while also developing intercultural understanding.

Across the Diploma Programme, all teachers share responsibility for supporting the development of the academic and subject-specific language students require to access learning successfully.

Support for Students Who Are Not Proficient in the Language of Instruction

English as a Second Language (ESL)

- ESL support will be provided to students whose mother-tongue is not English and who do not have the required level of English language to fully access the curriculum;
- ESL support decreases as students demonstrate academic progress and become more independent in their learning;
- Coordinators will collaborate with teachers to provide a variety of teaching strategies to support language development in the classroom;
- It is the aim of the school for every student to be prepared for completion of the MYP Certificate in MYP 5. For students to be eligible to be registered for the MYP Certificate it is a requirement that they can engage in the English Language & Literature curriculum by the time they reach MYP 4.

All students who indicate that English is not their mother-tongue, are required to be reviewed by the Programme Coordinators. The procedure for students who are identified as requiring additional English language support is as follows:

- PYP: A Teaching Assistant supports students both in classroom context and in small groups according to student needs;
- MYP: If a student's mother-tongue is not English, the student will attend Language Acquisition lessons, with the goal of moving to English Language & Literature lessons;
- DP: ESL is not provided to Diploma students, as the demanding course requires students to have a proficient level of English at entry to the programme.

The Library, Resources and the Role of the Librarian

The school library is an essential educational and wellbeing resource for students. At International Sharing School, the library takes centre piece and swirls across the three floors of the building covering the PYP, the MYP and the DP areas of the school. The library offers students a safe space to delve into their favourite book, poems, board games, studies and work.

Taking the centre stage as one enters the building and twisting through the building's floors, the library is not just a destination, it connects students through knowledge and excitement as they navigate their way through their educational journey.

The library offers a vast collection of books which is regularly reviewed, weeded and updated. Unfit and/or damaged books are regularly replaced and donations are accepted. Whenever the library receives a donation, a special mention is made through the school newsletter, informing the school community and thanking the donor.

To effectively manage the library resources, the library uses a Library Management System which keeps track of resources and loans. Students may borrow a maximum of 2 books at a time, and all books must be returned before the end of the academic year. Students who wish to borrow books for the summer break may do so after returning all books they have in their possession. Students leaving the school during the academic year must return all books they have in their possession before they leave. Families will be issued a fine of twice the cost the book if the book is damaged, lost or not returned.

The School employs a Librarian who ensures the planning, resourcing and managing of the library in order for it to meet the needs of the students and the school community. The Librarian can be a full-time dedicated staff member or a teacher-librarian, based on the number of students enrolled.

The school Librarian collaborates with the Programme Coordinators and Language teachers to ensure that:

- A consistent application of MLA8 referencing, and citation is taught, and in accordance with the school's Academic Honesty Policy;
- The contents of the school library are reflective of our multilingual school community and parents are encouraged to help source texts from their home countries in order to support their child's mother tongue and language development;
- The school library has a developing collection of books in different languages. Students are encouraged to borrow books frequently to support language acquisition. These books are also accessed by the language teachers to support teaching and learning.

Handwriting Procedures in the Primary Years Programme

When communicating ideas in writing, it is important that students use a handwriting style which is neat and legible. The importance of handwriting should not be under-estimated. It is vital that students can write quickly, comfortably and legibly, as it is a skill needed in all curriculum areas. Student's self-esteem is also heightened when they are able to take pride in their handwriting.

Aims

To teach correct letter formation and not to attempt joining before this is achieved. To develop a confident handwriting style that is clear, neat, legible and fluent. To take

pride in the presentation of their work. To develop co-ordination and fine motor control. Use their skills with confidence in real life situations.

Organisation

Handwriting is a movement skill which has to be demonstrated by the teacher. The school has developed a complementary, integrated programme based on the Portuguese handwriting scheme together with the Charles Cripps handwriting scheme. The teacher of Portuguese will develop the Portuguese style of handwriting and the home-base teacher and language specialists will deliver the non-Portuguese version. Handwriting is taught in a variety of ways:

- Whole group work;
- Small group work;
- Individual teaching.

During the course of their time, the children will be introduced to a range of knowledge, skills and understanding. It is crucial that sufficient attention is given to ensuring the correct starting point and direction of travel. Bad habits formed at this stage are much harder to correct later on. These are detailed as follows:

- Early Years
 - A range of pre-writing activities leading to mark making;
 - Practicing handwriting movements;
 - How to hold a pencil/pen;
 - To write from left to right and top to bottom of a page;
 - To start and finish letters correctly;
 - To accurately form letters of regular size and shape;
 - To put regular spaces between letters and words;
 - How to form lower and upper case letters;
 - To appreciate the importance of a good sitting position.
- Lower PYP (as above plus)
 - Practicing handwriting movements in a creative way i.e. decorative borders, pictures;
 - How to join letters and undertake cursive script with children who are ready;
 - The importance of clear and neat presentation, in order to communicate meaning effectively;
 - How to join letters with students who are ready.
- Upper PYP (as above plus)
 - To use different forms of handwriting for different purposes and audiences.

Strategies for Teaching

Handwriting will be taught regularly, although this need not be taught in a discrete lesson. Teaching methods vary according to age and ability of a student, but may include formal handwriting books, board work, and/or worksheets to multi-sensory approaches e.g.:

- Finger in the air, finger on table, finger on backs,
- Marble runs Finger in the sand/other tactile materials;
- Children's own whiteboards;
- Rub out trays;
- Tracing Copying.

Allocation of time must be given to ensure correct letter recognition and formation.

Students will be taught an agreed, integrated style for both Portuguese and non-Portuguese.

Teachers and Teaching Assistants will demonstrate the school style wherever possible, addressing issues from assessment and observation. Staff must act as role models of appropriate script on the whiteboard, labels, marking, displays etc. In lessons, teachers will use a wide range of strategies including direction demonstration modelling scaffolding explanation.

Provision for Left-Handed Students

At least 10% of the population are left-handed, the majority of whom are boys. The following points should be considered to support left-handed students particularly:

- Paper should be positioned to the left for right-handed children and to the right for left-handed children or slanted to suit the individual;
- Pencils should not be held too close to the point as this can interrupt their line of vision;
- Students should be positioned so that they can place their paper to their left side. Left-handed children should sit to the left of a right-handed child so that they are not competing for space, and so that their elbows don't bump;
- Extra practice with left-to-right exercises may well be necessary before children write left-to-right automatically;
- Teachers should be alert to the fact that it can be difficult for left-handed children to follow handwriting movements when a right-handed teacher

models them. It may help for teachers to demonstrate to left-handers on an individual or group basis, even if their resulting writing is not as neat.

Writing Materials and Resources

Students are encouraged to experience writing through using different materials – pens, pencils, paints, chalks, sand, dough and messy play. For younger students, thick, tripod pencils are used until fine motor skills are developed. Standard pencils and/or pens are introduced later. Initial handwriting skills will be taught by developing fine motor control to enable the students to strengthen the muscles needed to hold a pencil effectively

Additional Educational Needs

Where required, students working below the level of expectation for the year group may receive support through a multi-sensory approach and activities to help skills develop. Individual I.E.P.'s to be written with targets for specific skills.

Monitoring/Assessment

Monitoring and Assessments are made on letter formation, orientation and style on a daily basis (i.e. regular informal assessments). Teachers use this formative assessment to inform their future planning. As part of writing assessments, targets should include action points for handwriting.

Handwriting Progression for PYP Students

International Sharing School aims to develop a clear, simple style for students of all ages and abilities whilst recognising and supporting a variety of possible styles.

STUDENT ATTENDANCE

100% attendance is expected of all, as it is important for students to be consistent in order to benefit completely from the curriculum. There is a strong correlation between good attendance and the successful attainment of learning objectives and benchmarks.

In the PYP, students need to have an 85% attendance to progress to the next grade.

In the MYP and DP, students are expected to maintain a minimum of 85% attendance. In the Diploma Programme, attendance is monitored on a subject-by-subject basis through Managebac. The 85% expectation is an internal school attendance requirement and is separate from the IB conditions for the final award of the Diploma.

Absences are either classified as 'Justified' or 'Unjustified', as outlined below. Any absence, whether justified or not, will impact the overall attendance percentage.

Justified Absences

- Personal illness or injury
- Quarantine under a medical officer's direction
- Family illness or a death in the immediate family
- Extraordinary emergency in the home or the family
- Representing a Club, Region or Nation in a competitive environment (with official documentation)

Unjustified Absences

- Family vacations or functions
- Weather-related issues or trouble with transportation
- Non-medical appointments

Parents are asked to inform the school beforehand, through ManageBac, of absences coming up.

Medical Absences

In the case of illness, parents must inform the school about the absence through ManageBac before 08:30.

If illness has resulted in an absence of 3 or more days from school, parents will be required to provide a medical certificate.

It is necessary in the interest of the school community as a whole, that learners who have recently suffered from or been exposed to an infectious disease, observe the required quarantine period for that disease as below:

- Chickenpox – 7 to 10 days
- COVID 19 – 14 days (or as per the latest government guidelines)
- Smallpox – 21 days
- Hand Foot Mouth, German measles, Mumps – 1 week / as per doctor's advice

Diploma Programme Attendance

Regular attendance is particularly important in the Diploma Programme because of the pace, cumulative nature and assessment demands of the two-year programme. Students are expected to attend all scheduled subject lessons and compulsory DP activities.

Attendance is recorded through Managebac on a subject-by-subject basis. Both justified and unjustified absences are recorded because both result in lost curriculum time; however, the reason for the absence and the student's individual circumstances will be considered when determining the school's response.

Where a DP student's attendance begins to cause concern, the student and parents/guardians will be informed. Where attendance falls below the school expectation, or repeated absence significantly affects access to the curriculum, the DP Coordinator will conduct an attendance and academic review with the Principal and relevant teachers.

Attendance forms part of the overall DP Progression Review.

Following an absence, students are responsible for checking Managebac, communicating with subject teachers, identifying work or assessment missed and completing outstanding tasks within the timeframe agreed with the teacher. Teachers will provide reasonable guidance regarding missed work, but repeated absence does not create an obligation for teachers to reteach individually all learning that took place during the student's absence.

A justified school absence does not automatically extend an internal or official IB assessment deadline. Where illness, injury, bereavement or another serious circumstance outside the student's control affects an IB assessment component or examination, the student or parent/guardian must inform the DP Coordinator as soon as possible.

Punctuality

Students are expected to arrive at school and to each lesson on time. Repeated lateness may significantly affect learning and, where it becomes persistent, may result in communication with the student and parents/guardians and form part of an attendance or academic review. The school's whole-school procedure determines how lateness is recorded and when, if applicable, lateness is treated as an absence.

Late Arrival

Any student arriving to school after 8:30am will be marked as 'Late'. In the MYP and DP, students arriving 5 or more minutes after a class has begun will also be marked as 'Late'. For every third late mark, an unjustified absence will be recorded.

Hybrid/Online

The school does not offer hybrid nor online lessons. Therefore, students who are absent from school cannot log into lessons at the school. Exceptions can possibly be made for extremely unusual circumstances. Students who are absent are therefore expected to follow the procedures for catching up on missed learning.

In the Diploma Programme, the school may approve individual online DP courses through recognised external providers where this forms part of the student's agreed academic programme. Students enrolled in such courses are expected to maintain regular participation, engagement with the online learning platform, attendance at required sessions and completion of course requirements. The DP Coordinator monitors student progress in collaboration with the relevant online provider.

Parent Absence

By law, parents are required to inform the school if they are away from home for several days while their children remain at home without their parents. The school needs to be informed that the parents are away from home and who will be responsible for the children during their absence. The school is obliged to contact child services if parents are away without informing the school.

If a child is being picked up by someone else than the parent, the parent is asked to inform the school beforehand of who will pick up their child.

LINES OF COMMUNICATION

The following channel of communication should be used if parents have questions or concerns:

1. Homeroom Teacher and Subject Teachers: Appointments can be arranged personally, by email or via the school Office;
2. Programme Coordinator: Concerns that cannot be resolved through a meeting with the Homeroom Teacher, or questions of a more general nature concerning the operation of the school and its programmes may be discussed with the specific Programme Coordinator. Appointments can be arranged personally, by email or via the school Office;
3. Principal: If a policy problem cannot be resolved after a meeting with the Programme Coordinator, it may be referred to the Principal. Appointments can be arranged personally, by email or via the school Office;
4. Board: If any issue cannot be resolved after a meeting with the Principal, it may be referred to the Board. Appointments can be arranged personally, by email or via the school Office.

We have staff available to support you in different needed areas:

- Mrs Délia Nunes is our accountant, she will help you with everything regarding social security, taxes and contracts.
- Any student concern, please go first to the Homeroom Teacher or Subject Teacher and if the concern can't be clarified, please go to the Programme Coordinator.
- The AEN department will be available to support you. Please contact Ms Marta Ferreira to request assistance.

SMOKE FREE CAMPUS

International Sharing School is a smoke-free campus. Smoking and all tobacco products are banned for everybody in all school facilities and property.

This includes a ban on smoking in the transportation used to transport faculty and students on field trips or other school events.

LOCKERS

International Sharing School expects all students to keep the school nice and tidy. To facilitate this, the School allocates a locker per student where students should keep their belongings not in use. Lockers are to be used to store school supplies and

personal items necessary for use at school. Lockers shall not be used to store items which cause, or can cause, any interference with the school's operation, don't belong in the school environment or are deemed illegal, such as but not limited to drugs, drug paraphernalia, alcoholic beverages, weapons, medicine, flammable substance, bomb or explosive device, any pungent acid or nauseous chemical, library books not properly checked out or overdue, stolen items, obscene material, or tobacco products. Students are expected to keep their lockers in a clean and tidy state. Students are not allowed to place stickers or graffiti their lockers.

Lockers are assigned to students at the start of the academic year and students are given a copy of a key to their assigned locked which they must not make copies of. If lost, a new key is provided and parents are invoiced a €5 fee. When assigned a locker, students sign the Locker Form (Appendix 4) confirming the reception of the key for their locker and the understanding of the locker policy. Locker assignment takes into account the students' grade level, classroom allocation or any other criteria decided by the Senior Leadership Team. Students are not permitted to swap lockers with their colleagues. Students are not allowed to open nor try to force open another locker that is not theirs.

The School assumes no responsibility for loss or damage to any item in a locker, locked or unlocked. Students are advised not to store any money or valuables in their lockers. The Senior Leadership Team and/or Homeroom Teachers have the right to clean out a locker when a student leaves the School. Possessions can be collected by parents/guardians from the school Office. If not collected, they will be disposed. Lockers are only accessible during school days.

The School retains the right to inspect any locker and its content to ensure that the locker is being used in accordance with its intended purpose, to maintain sanitary conditions, to locate lost or stolen property, or if there is reasonable suspicion to believe that the locker contains items which are illegal, dangerous or go against school rules. Locker inspections are conducted by a member of the Senior Leadership Team. Students are given the opportunity to come clean and hand in any illegal/unappropriated material in their possession before a locker inspection is carried out. If the student is present at School, they are given the opportunity to be present during the inspection unless circumstances require that the inspection is conducted without delay in order to protect the health and safety of others on School premises. The police will be informed of any illegal or dangerous items found in any locker. If a student is found in breach of the locker policy, the School reserves the right to withdraw his/her locker privileges. Lockers may be re-instated when "good standing" has been regained.

All lockers are to be cleaned out and freed at the end of the academic year and all keys must be returned to the Homeroom teachers.

SCHOOL MEALS

"Let food be thy medicine and medicine be thy food", Hippocrates.

International Sharing School understand that food is essential for nourishing both the body and mind and takes this responsibility seriously. School meals provide students with a balanced diet, featuring a variety of options, including fish, meat, and vegetarian dishes, alongside healthy sides and desserts. The School operates a nut-free kitchen and caters to most dietary requirements, ensuring that every child's needs are met.

Prepared fresh on-site in our kitchen using high-quality ingredients, meals are designed to promote focus, energy, and overall well-being. By offering nutritious and delicious choices, International Sharing School aims to support lifelong healthy eating habits. Each day, students are provided with three balanced meals: a morning snack, lunch, and an afternoon snack. This ensures students remain energised and focused throughout the day, supporting their learning activities and overall well-being.

School served meals are mandatory to all students unless exempted with a medical justification. Students are not permitted to eat in the classrooms and along the corridors.

ASSEMBLIES

EY and PYP assemblies will take place every month.

MYP and DP assemblies will take place once per term.

Whole school assemblies will take place in the first day of the academic year and at the end of each Term.

FIELD TRIPS

Field trips are an important learning dimension, and all students are expected to participate in all planned activities. A field trip is an educational activity that involves all members of a class outside of the classroom. It will involve prior preparation for the activity, follow-up evaluation, and work in class after the trip. Students take field trips several times during the school year.

The teacher will determine the purpose and arrangements for a particular field trip. Parents will be informed in advance of a field trip and, in some instances, may be invited to assist as chaperones.

The School asks parents to fill in a form at the beginning of the academic year providing authorisation for their child/ren to participate in all field trips organised by the school.

AFTER SCHOOL ACTIVITIES

International Sharing School offers an after-school activities programme with the aim to give students the chance to explore their interests, develop new skills and build lasting friendships. With various options available ranging from sports and arts to science and robotics, students are encouraged to pursue their passions. These activities promote personal growth, teamwork and creativity, enriching the educational experience beyond the classroom and helping students discover their unique talents.

LOST AND FOUND

International Sharing School is a secure campus and a caring, principled community. Students are expected to take due care of their belongings and not leave valuable items unattended, as this is inviting the potential for things to go missing. If a student misplaces an item, they should check at the school Office.

BIRTHDAY CELEBRATIONS

The school can support the distribution of hard copy or electronic Birthday Invitations to students but only when all the children in the class are invited. Please pass on the invitation to the Homeroom teacher who will ensure the distribution of the invitations.

Should a student wish to celebrate his/her birthday at school, parents/guardians may bring a birthday cake and minor decorations. Parents/guardians must coordinate the best date and time for the birthday celebration with the student's Homeroom teacher and ensure enough cake is provided to offer to the whole class. Siblings may also join the celebrations following authorisation from their Homeroom teacher. All allergic accommodations must be met.

SCHOOL BUS

International Sharing School offers a school transport service to provide a comfortable and safe option for families who don't wish to drive to school to drop off and pick up their children everyday. Bus routes are defined considering the registered

students' addresses, with some adjustments that might be necessary to optimize routes and maintain a target maximum duration of 1 hour, such as designated stops. The school bus service is provided as a two-way trip and one-way trips are not available.

Families interested in the school bus service must register by August 15 through the school bus form (Appendix 5) and commit for a minimum of one term. A sibling discount of 5% per child is provided for families with two or more children enrolled at International Sharing School, provided they depart/return to the same address. Late registrations are accommodated based on existing routes and availability. To cancel the service, parents must provide written notice to the school Office by October 1 or February 1 to cancel for the following term. No refunds are issued for unused trips or late cancellations.

The service operates throughout the academic year, excluding school breaks and holidays. The school informs parents of any impediment of the service with the maximum possible time ahead, such as mechanical breakdowns or driver illness that might prevent the delivery of the service. Family address changes must be notified to school 3 weeks prior to the change and are dependent on available seats in the new route. The school reserves the right to deny the change of address request if the change affects the bus route. In such cases, no refunds will be issued.

Morning Pick-up and Afternoon Departure Times

- Morning pick-up times vary based on the area and the number of students on the route. Pick-up times are agreed with parents/guardians prior to start of the service. Buses wait no longer than 2 minutes in the morning;
- Departure time is at 4:30 pm every day. Students who are enrolled in After-School Activities (ASA) will not take the bus on those days and parents/guardians are responsible for picking up their child directly from school after the activity finishes;
- Drop off time at the end of the day is traffic dependent;
- Siblings must travel on the same route at the same time.
- The school will communicate any route schedule changes to affected parents in advance.

Student Responsibilities and Punctuality

- Morning: Students must be at the pick-up point on time. The maximum wait time at a designated stop is 2 minutes. Parents/guardians are responsible for alternative transportation if a student misses the bus;

- Afternoon: Students must be at the designated meeting point within the school building by 4:30 pm to be escorted to the bus. Students not meeting the driver on time will remain at school until parental pick-up;
- Students must treat all occupants with respect and follow the driver's instructions;
- Students must wear the seatbelt and seat booster (when necessary) at all times;
- Eating, drinking or walking around in the bus is extremely forbidden;
- Students must keep to the school's rules at all times.

Parental Responsibilities

- Parents must accompany students to the morning bus stop and wait for them in the afternoon (unless students are deemed old enough to be unattended);
- Parents must ensure student transportation to school if they miss the bus in the morning and pick up them from school if they are not at the stop or designated meeting point for the afternoon pick-up;
- Parents must inform the bus driver directly for day-to-day communications or in case of unexpected situations (student absence);
- Parents must inform the school of any schedule changes with at least 2 working days' notice;
- Parents must ensure students treat all occupants with respect, follow the driver's instructions and always keep to the school's rules.

All vehicles are IMT (Institute of Mobility and Transport) certified, fully insured and undergo regular inspections to ensure safety and hygiene regulations are in place. Buses meet all necessary safety features, including seat belts, emergency exits, first aid kits and fire extinguishers, which undergo yearly inspections. Seat boosters are mandatory for all students under 12 years old or 135 cm.

All bus drivers undergo criminal record checks and hold valid commercial driver's licenses, as well as the required license for the collective transportation of children (Transporte Coletivo de Crianças). The driver of the school bus is responsible for the orderly conduct of students while they are on the bus or being escorted to board/leave the bus. Student must comply with all safety instruction given by the driver for their own safety. Parents are asked to promote compliance with their children and discuss good practices while waiting for, boarding and riding the bus. Continued misconduct will lead to denial of transportation service without entitlement of a refund.

The School Bus service follows all legal requirements from the Portuguese legislation and EU road safety guidelines.

EARLY YEARS NAP TIME

Nap time is allocated in the EY 3 and 4 class schedules to allow children to nap after lunch. Naps take place inside the classroom and children who do not nap will be placed in the EY 5 classroom and follow the EY 5 afternoon timetable and activities. As napping children wake up, they will join their classmates in the EY 5 classroom until all children wake up.

Parents are requested to inform the Homeroom Teacher if they wish their child to nap and provide bed linen identified with the child's name which will be sent home to be washed weekly or when soiled or wet. Children may bring a comfort blanket or toy to sleep with.

Beds are placed directly on the floor and stacked and stored when not in use. Beds are placed so there are clear aisles and unimpeded access on at least one side of each. Lights are dimmed and blinders shut during nap time.

EVACUATION PROCEDURES

Mr. Roberto Santos is the official Safety Delegate. In case of an Evacuation, please follow their instructions promptly and swiftly without panicking nor running.

Fire

Please ensure that you know where the fire extinguishers are located in the buildings and familiar with their use, following training.

When you hear the alarm:

- If you are a member of the non-teaching staff or if you are a teacher who is not in a lesson you should leave the building by the nearest exit and make your way to the meeting point;
- If you are in charge of students when the alarm sounds, you should ensure that the students in your care leave the building by the nearest exit in a quiet orderly manner, close the windows and doors of your room then accompany your class, in silence, to the meeting point where they will line up by Homeroom group, in alphabetical order;
- The Safety Delegates should take up their position at the meeting point;
- Homeroom Teachers are responsible for checking that all students are present by using the emergency class list available in the classroom and

confirm to the Safety Delegate that all students in their group have been accounted for;

- If you have a student missing, you **DO NOT** go and search for them, nor do you send someone, you must inform the Safety Delegate;
- Homeroom Teachers should stay with their students and ensure that they await instructions in a quiet, orderly fashion;
- Teachers must congregate together in an allocated area, in alphabetical order by first name;
- Visitors should assemble together at the meeting point.

The meeting point is at the football pitch. Please ensure that you know where the meeting point is located.

Essential points during an evacuation of the building:

- The buildings must be cleared in an orderly fashion as quickly and quietly as possible (no running);
- The staff responsible for checking the building should ensure the building is evacuated;
- Those taking registers must act as quickly as possible at the meeting point in order to provide information about the status of students, staff and visitors;
- Under no circumstance should anyone attempt to re-enter any building until the all-clear has been given by the fire brigade;
- Everyone must wait for instructions in an orderly fashion, in silence;
- Once the fire brigade has arrived and the nature and location of the fire has been ascertained, it may be possible to enter the building. This decision will be taken by the fire brigade.

Earthquake

Once you hear the earthquake alarm you will guide your student to follow the "Drop, Cover, and Hold On" procedure, a quake-safe action designed to protect all students and staff and prevent injuries from falling furniture and flying objects that can become projectiles during ground shaking. Hold on to furniture legs if furniture moves. If outside, move away from buildings. To demonstrate control of the situation, teachers might consider counting very loudly over the noise of the earthquake (most earthquakes last for 4 to 30 seconds, a very large earthquake might last 60 second). Ensure mobility impaired students are moved to safety spot, for example the doorway.



After the earthquake:

- Under no circumstance should anyone attempt to leave the building until the all-clear has been given. Everyone must wait in silence;
- Once the evacuation order has been given, take students out of building to the meeting point;
- Request assistance from Evacuation Team for mobility impaired students if necessary;
- Get first aid or other help to students who need it;
- Check that all students are present;
- Calm frightened students.

SCHOOL DOCUMENTATION

All school documentation such as policies, handbooks, forms, curriculum, among others are stored online and can be found at the School's website and ManageBac.

SCHOOL POLICIES

International Sharing School has a set of school policies that serve the purpose of establishing expectations for specific behaviour and norms within our school. The school policies have been developed and put in place to guide the day-to-day functioning of the school as well as to make it safe and an positive environment for learning.

All students, parents and staff are required to be familiar with the abovementioned policies. Policies will be collaboratively reviewed and updated on yearly basis.

All students, parents and staff are required to be familiar with the full content of this handbook.

School documentation can be accessed through:
www.sharingschool.org/admissions/school-documents

Appendix 1

MYP GENERAL GRADE DESCRIPTORS

The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Grade	Grade Boundary Guideline	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

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Appendix 2

RESPONSIBLE IT USE CONTRACT

I, the student, understand that the digital device I bring from home is only for educational purposes when I am at school. When I use the device I bring from home, I know that I will follow the guidelines given by my teacher.

I, the student, understand that I will only use my device in my classroom when my teacher directs me to do so. I will not carry the device with me to places outside of the school unless required to do so by my teacher. Except for when my teacher has directed me to use my device, it will be powered off and stored.

I, the parent, understand that International Sharing Schools is requesting my child to bring their laptop to school as a learning tool in the classroom. I understand that it is my child's responsibility to care for this item. I also understand that International Sharing School is not responsible for any items which are lost, stolen, or broken.

I, the parent, have discussed this permission form with my child and my child understands and agrees to follow it.

I, the parent, give my child permission to bring his laptop to school for educational purposes.

Student's Signature _____ Date ____/____/____

Parent's Signature _____ Date ____/____/____

Homeroom Teacher's Signature _____ Date ____/____/____

Once completed, signed and dated, please return this form to your Homeroom teacher.

Appendix 3

BEHAVIOUR CONSEQUENCE MATRIX

	Category 1	Category 2	Category 3
Examples of Behaviour	A. Running in the hall; B. Failing to keep a clean and organised workspace (table and classroom); C. Rough play with colleagues; D. Not handing in the mobile phone; E. Casual swearing; F. Not complying with the teacher's instruction; G. Disruptive behaviour in class which affects the student and others; H. Unintentional property damage; I. Not handing in homework; J. Inappropriate displays of affection; K. Using a language other than English in class consistently; L. Playing with sharp objects in the classroom; M. Misuse of uniform.	A. Pattern of repeated Category 1 incidents; B. Rude, dangerous or intimidating behaviour; C. Verbal, intentional aggression; D. Intentional property damage; E. Intentional plagiarism, technology use violations; F. Skipping classes, recurrent tardiness, and profanity; G. Excessive tardiness (20 minutes); H. Playing games in class; I. Leaving campus without permission; J. Cigarettes/vape/pocketknife possession; K. Playing with sharp objects outside the classroom; L. Eating in the classroom.	A. Pattern of repeated Category 2 incidents; B. Physical aggression; C. Systematic bullying; D. Major technology violations (e.g. using someone else's account; posting offensive content on social media, among others); E. Extreme academic dishonesty; F. Recurrent skipping classes; G. Vandalism; H. Possession of weapons; I. Drug/alcohol possession or use; J. Stealing or forgery; K. Smoking/vaping;
Person in Charge	Staff member on duty/lesson.	Programme Coordinator	Principal
Consequence	Reminder; oral reflection; 5 minute "Time-out" before return to lesson; extra task (homework detention); loss of privileges; device confiscated.	Loss of privileges; detention during breaks or after school, internal suspension; service to the school community; device confiscated.	External suspension (1, 3 or 5 days) or expulsion.
Recorded on ManageBac	Yes, only visible to Homeroom Teacher.	Yes, and parents notified.	Yes, parents will be invited to a meeting with the incident report; minutes will be taken; and an agreement is signed with Principal and Programme Coordinator.
Parents Informed	No	Yes	Yes, parents will be invited to a meeting with the incident report; minutes will be taken; and an agreement is signed with Principal and Programme Coordinator.

Appendix 4

LOCKER KEY FORM

I, the student, am being assigned a school locker in which I will keep clean and tidy and will use to store school supplies and personal items necessary for use at school only. I have read and agree to the school's Locker Policy and will abide to it. I understand that the School assumes no responsibility for loss or damage to any item in the locker, locked or unlocked, and I will not store any money or valuables in my locker. I will follow the guidelines given by my teacher.

The locker assigned to the student is locker number _____ which will be cleaned out and freed at the end of the academic year and the key will be returned to the Homeroom teacher.

I, the parent, understand that International Sharing Schools is assigning my child a locker to keep their personal belongings and am aware of the €5 fee which will be due if my child loses the locker's key. I understand that it is my child's responsibility to care for this locker and that International Sharing School is not responsible for any items which are lost, stolen, or broken.

I, the parent, have discussed the locker policy and this form with my child and my child understands and agrees to follow the locker policy.

Student's Signature _____ Date ____/____/____

Parent's Signature _____ Date ____/____/____

Homeroom Teacher's Signature _____ Date ____/____/____

Once completed, signed and dated, please return this form to your Homeroom teacher.

Appendix 5

SCHOOL BUS FORM

Parent/Guardian Name: _____

Parent/Guardian Mobile Phone Number: _____

Parent/Guardian Email: _____

Home Address for pick up and drop off: _____

Postal code: _____ Parish: _____ City: _____

Child 1

Student Name: _____

Grade level: _____ Age: _____ Requires booster seat: Yes No

Child 2

Student Name: _____

Grade level: _____ Age: _____ Requires booster seat: Yes No

Child 3

Student Name: _____

Grade level: _____ Age: _____ Requires booster seat: Yes No

Child 4

Student Name: _____

Grade level: _____ Age: _____ Requires booster seat: Yes No

By submitting this form, I confirm I have read and accept International Sharing School's School Bus Policy. I understand and accept that this registration implies a commitment for a minimum of one term and that to cancel the service, I must provide written notice to the school Office by October 1 or February 1 to cancel for the following term. I also understand and accept that no refunds are issued for unused trips or late cancellations.

Parent's Signature _____ Date ____/____/____

Appendix 6

MEDICINE ADMINISTRATION FORM

Student Name: _____

Date of Incident: ____/____/____

Student's Parents

Mother: _____

Father: _____

Parents Contacted: Yes ☐ No ☐

Medicine Administrated: _____

Date of Administration: ____/____/____ Time of Administration: ____:____

Dose Given: _____

Name of First Aider: _____

First Aider's Signature _____ Date ____/____/____

Name of Staff present: _____

Staff's Signature _____ Date ____/____/____

Parent's Signature _____ Date ____/____/____

