

International School of Port of Spain

Difference Makers, Future Shapers



**PARENT/ STUDENT HANDBOOK
2018-2019**

THE INTERNATIONAL SCHOOL
OF PORT OF SPAIN TRINIDAD & TOBAGO
DIFFERENCE SHAPERS, FUTURE MAKERS

Parent/Student Handbook 2018-2019

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LETTER TO PARENTS AND STUDENTS

2018-2019

Dear Parents and Students,

Welcome to the International School, Port of Spain (ISPS).

ISPS is a mission driven school. Our dedicated faculty and staff aim to develop independent learners who strive for academic excellence, pursue their unique potential and meet challenges with confidence and integrity as they prepare for global citizenship. As an accredited, private, independent school I believe you will find ISPS to be a community that is passionate about learning and the pursuit of personal excellence.

ISPS is a collaborative community. We encourage home-school partnerships to bring out the best in each of our students. We work together as parents, students, and faculty to promote academic excellence and to provide a well-rounded education for our students. To this end, we provide a safe and caring environment, quality facilities, and a well-designed curriculum that fosters the development of thinking skills and the whole student.

We are accredited by AdvancED, the world's largest accreditation organization. AdvancED promotes school improvement in 32,000 schools and school systems—training more than four million educators and enrolling more than 20 million students—across the United States and 70 other nations. AdvancED is a non-profit, non-partisan organization that conducts rigorous, on-site external reviews of PreK-12 schools and school systems to ensure that all learners realize their full potential. This process of internal and external school evaluation to meet internationally recognised school standards requires a commitment to continuous improvement and student success in the Digital Age. ISPS has been accredited by AdvancED (SACS) since the 1997-1998 academic year and completed a full re-accreditation in November 2013 and is due for a site visit in October 2018.

ISPS is also an IB World School authorized to offer the International Baccalaureate (IB) Primary Years Programme (PYP) since 2009 and the Middle Years Programme (MYP) since 2016. Our high school also offers an excellent international education that allows students to take advantage of many US College Board Advanced Placement (AP) course options.

Our programs encourage students to participate in the construction of deep learning as they acquire the skills, knowledge, and values that are necessary for them to be productive individuals in an interdependent world. A focus on human diversity and our place in an international community is emphasized and celebrated. The International School of Port of Spain utilizes the rich and diverse environment of Trinidad and Tobago and draws on the special qualities of the ISPS community to prepare young people for the challenges they will face as global citizens of the Digital Age.

We invite you to use the contact information provided in this handbook to telephone or email, or even better, come in for a visit. We look forward to sharing with you how our programs, facility and school culture continue to contribute to our mission to be a premier international school where students receive an education that helps them to achieve their full potential.

Sincerely,

Mr. Barney Latham
Director
blatham@isps.edu.tt

INTRODUCTION

The International School of Port of Spain officially opened in September 1994. The School is a private corporation registered in Trinidad, and its corporate shareholders are the Embassy of the United States of America, EOG Resources Trinidad Limited, British Petroleum Trinidad and Tobago and Shell Trinidad and Tobago Limited. We are registered with the Ministry of Education in Trinidad & Tobago and represents a special effort on behalf of parents and businesses to provide a college preparatory, holistic education for students aged 4 – 18. Mr. and Mrs. Thomas Tunny were the founding teachers and they started out at 18 Victoria Avenue with 50 students. During the past 24 years, the school has provided educational services for hundreds of students from 40 different nations around the world.

The teaching faculty, supported by a strong spirit of parent activism, led the way in promoting and establishing quality educational programs. By 1996, the school had completed an accreditation process with the Southern Association of Colleges and Schools in the United States. With this recognition, The International School of Port of Spain had joined a specialised group of schools located around the globe that served the growing needs of students from the local community and expatriate families of the business and diplomatic community. The student population began to expand by 50% every six months and was soon located at three separate sites.

Since 1996, the school focused on designing and building a permanent campus to support the stated educational philosophy and goals of the school. Through the collaborative efforts of the Ministry of Education, the Port of Spain Corporation and Guardian Properties Ltd., an appropriate site was secured. Students moved to the new campus in May 1999 and during August of that same year, the entire facility went into use. It now provides a world-class educational learning environment that rivals other such schools found in national capitals around the world.

As a private institution with a public purpose, the Board of Directors, school administration and faculty remain committed to making the International School of Port of Spain an integral part of Trinidad and Tobago. Initiatives have positioned the school as an important resource for college preparatory programs, instructional technology, special needs education and teacher training. Students, faculty and parents have always been engaged in community outreach and service programs and continue to develop these areas of involvement each year.

More recently, the school completed an expansion program to include a jogging track, soccer field and play field via a Memorandum of Understanding located on the northeastern end of the school site. This Park will bring the entire ISPS and wider community together through sporting events and Family Day celebrations.

Today the school has over 370 students representing over 30 different nationalities with approximately 50% of the students from Trinidad and Tobago. The success of the International School of Port of Spain has been a collective effort of parents, board members, faculty, administration and students. In a short time, it has established itself as a leading international school in the Caribbean. We continue to strive to meet the needs of both international families and long-term residents of Trinidad and Tobago. The success of this vision would not have been possible without the support and cooperation of many organizations and people.

ACCREDITATION

For new parents, accreditation is an important reassurance of quality. New parents need to ask which organizations do the accreditation, what form the inspections take, and how often they occur.

ISPS maintains an American accreditation. The school is fully accredited by the AdvancED. This accreditation compels a school to commit to a programme of continuous improvement. The accreditation process works through a five-year cycle involving three inspections by trained external evaluators and extensive documentation of all school processes, from curriculum to safety to finances, which is externally assessed against Advanced Ed standards

The Primary Years and Middle Years Programmes are authorized by the International Baccalaureate Organization (www.ibo.org). This involves the initial authorization process (similar to the accreditation process) in each programme and regular (five year) reviews.

Additionally, ISPS is registered with the Ministry of Education in Trinidad & Tobago.

MISSION

ISPS is a vibrant learning community dedicated to developing passionate learners who strive for excellence and pursue their unique potential. We encourage resilience, innovation and collaboration, preparing students to act with confidence and integrity as caring global citizens.

VISION

Inspiring thinkers and doers to shape a better world.

MOTTO

Difference Makers, Future Shapers.

EDUCATIONAL PHILOSOPHY

The International School of Port of Spain (ISPS) provides a college preparatory, holistic education for children in grades Pre-Kindergarten through Grade 12, providing them with the skills, knowledge and values necessary to be productive individuals in an interdependent world. Focusing on Programs of study and requirements of universities in North America and abroad, ISPS strives to meet the needs of both International families and long-term residents of Trinidad and Tobago.

Acknowledging that each learner is unique and valuable, the ISPS nurtures love of learning, high self-esteem and appreciation for human diversity in a manner that supports high quality education. The school's Board of Directors works closely with the school's administration to meet the needs of the school community, while actively inviting parent, faculty, and student participation in school life.

The ISPS offers an international education based upon a US curriculum model. The International School of Port of Spain utilizes the rich and diverse environment of Trinidad and Tobago and draws on the special qualities of the ISPS community to prepare young people for the challenges they will face as citizens of the twenty-first century.

MEET THE BOARD

Please refer to the website – <http://www.isps.edu.tt/who-we-are/board-of-directors>

HONOR CODE

The Honor Code of the International School of Port of Spain is based on the community's belief that personal conduct and academic integrity are as important as academic achievement.

Academic honesty serves to promote personal integrity and engender respect for others and the integrity of their work. Upholding academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. As stated in the IB learner profile, all members of the IB community must strive to be "principled," acting with "integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere." Students of ISPS are expected demonstrate academic honesty at all times.

Following our Honor Code creates a community of trust among students and faculty by establishing principles for everyone to follow.

Beginning on the first day of school and continuing throughout the year, students and teachers will discuss what it means to live in a community with honor and integrity. Through dialogue and examples, we will seek to explore and explain what it means to display appropriate behavior in both academic and personal situations. This document serves as an affirmation of and commitment to the ISPS Honor Code.

On the first day of school during each school year, each student will sign the following pledge:

“As a member of the ISPS community, I pledge my academic integrity, honesty and respect. I will prepare for global citizenship by being open-minded to ideas, perspectives, and cultures; being curious and courageous both inside and outside of the classroom; thus expressing my individuality as an independent, free-thinker. I will also be open to self-reflection, recognizing my faults, and striving for improvement and excellence in all that I do.”

- **SEE APPENDIX A FOR DISCIPLINE PHILOSOPHY AND CONSEQUENCES**

GENERAL INFORMATION SCHOOL WIDE CURRICULUM PROGRAM

The curriculum at the International School of Port of Spain is based on a school-wide system of standards and benchmarks. Standards and benchmarks specify what students should know and be able to do in a particular grade. They indicate the knowledge and skills that must be taught and assessed throughout a school's program. A listing of ISPS standards and benchmarks can be found on the school website <https://www.isps.edu.tt/academics/curriculum>. In the Elementary and Middle School, the standards and benchmarks are utilized within the IBO framework of curriculum planning, instruction, and assessment.

The feedback that students and parents receive is specific to ISPS standards and benchmarks as they are the foundation of our teaching and learning. Teachers collect evidence of student learning and this evidence is used to determine whether the student has fully mastered the skill or needs additional time and assistance. Evidence of student learning is outlined below in the ISPS Philosophy of Assessment. (Appendix B)

ARRIVAL AND DISMISSAL TIMES

Arrival

School starts promptly at 7:30 a.m. for all grades, including Pre-K and K. Early and Late arrivals disrupt established routines and classroom schedules and therefore parents need to make every effort to have your child at the school between 7:15 a.m. and 7:25 a.m.

Dismissal

Pre-K3 - K are dismissed at 2:00 p.m. All other students are dismissed at 2:30 p.m. Pick-up after school should be no later than 10 minutes after their last activity of the day. **Students should not stay at the school after dismissal unless they are participating in a supervised afterschool activity.**

Generally students are allowed to stay after school if:

- They are in the library during regular library hours.
- They are with a teacher receiving extra help.
- They are involved in an activity which has adult supervision. Otherwise, we ask that students remain in the area in front of the school, where security can supervise their activities until pick up.

LATE START WEDNESDAYS

The International School of Port of Spain has Late Start Wednesdays. On Wednesdays school will start at 8:45 a.m. for all students. If work schedules do not allow you to drop off at this time you may bring your child as early as 8:30 a.m. Late starts allow us time to meet as a full staff or in teams to work on school-wide items such as Curriculum Development, the School Improvement Plan and Staff Development.

ATTENDANCE POLICIES AND PROCEDURES

Attendance Policy

Regular attendance is absolutely essential for children to be successful in their educational endeavors. Students are expected to attend school and be on time for classes in order to benefit from the instructional programs offered and to develop habits of self-discipline and responsibility. Any absence from school counts as a non-attendance day and will be reflected on a student's attendance record.

Students in the Elementary and Middle Schools who are absent more than 15% of class time during a grading period will be given credit only upon the approval of the teachers involved, the Principal and the Director of the school. Lost credit may need to be made up during summer school in order to earn promotion to the next grade level.

High School students who miss more than 6 classes in any one subject in a semester (15% of class time) will be brought before the Academic Standards Committee, which may revoke credit for the course. In order to graduate, lost credit may need to be made up during the summer, or through online courses.

A. Reporting Student Absences and Tardiness

A parent/guardian has the responsibility to report a student's absence by contacting the Assistant to the Principals (Ext. 224, psubero@isps.edu.tt) by 9:00 am on the day of the absence. The information which needs to be given to the office is:

- 1) Student's name
- 2) Grade of student
- 3) Reason for absence or tardy
- 4) Length of absence, if known
- 5) Who is calling?

If the length of absence is not known, e-mails are requested.

If a parent does not report the absence by 9:00 am, the student **must** bring a note from the parent upon his/her return to school. If no phone call or e-mail has been received, the absence will be considered unexcused.

B. Excused/Unexcused Absences

Absence from school is excused for illness, funerals and family emergencies, or when the Principal has approved an absence in advance.

Family vacations which require absence from school are discouraged. If a vacation must require school absence, prior school approval (at least five (5) school days in advance of the absence) will permit students to make up work missed. For school approval to be granted, a student must be in good standing and not in danger of failing any classes. No vacations will be approved during the last five days of each semester. With prior school approval, work may be made up with no penalty, in accordance with the make-up/missed work policy below.

C. Make-Up/Missed Work

Make-up work will be provided only in the case of excused absences. On all make-up work, it is the student's responsibility to check with the appropriate teacher(s).

If a student is absent, assignments that were given before they were absent are due on the day they return. It is the student's responsibility to see that they are handed in to the teacher.

For assignments given while the student was absent the student will be able to access assigned work via Google Classroom.

In the event of extended illness (two or more days), parents should request homework from the Assistant to the Principal by 9:00 a.m. The packet may be collected from the front desk after 2:15 p.m. If the request is made after 9:00 a.m., the packet may be collected on the following day. In the event of extended absence, parents should turn completed homework in as soon as possible for teachers to grade and provide feedback to the student. The Principal may allow additional time to complete work in the case of extended absences.

D. Arriving at School after 7:30 a.m.

The student must sign-in at the front desk with the receptionist upon arriving late to school. The Middle/High School student will not be allowed to enter class without a late slip signed by the receptionist or the Assistant to the Principals.

E. Leaving School Grounds During Class Hours

No student shall leave school at any time during class hours without first receiving permission from the office. Students who must leave school during the day shall bring a signed note from their parents or guardian stating the reason and time the student is to be excused. This note must be taken to the school office before school begins so that a pass may be issued for the appropriate dismissal time. Students who forget to secure their pass before school begins will not be dismissed in the middle of a class for their appointment. At the time the student leaves school, the students shall sign-out at the front desk. Students returning to classes before school is dismissed are to sign back in when they return.

F. Student Illness During School

Students who become ill or injured at school will be taken to the nurse's office. The nurse will assess whether the student is able to return to class and will contact the parent, if necessary. The student may only leave campus after having secured the approval of the nurse. Students should not use their personal phones to contact a parent when feeling unwell. The decision for early dismissal due to illness must include the school nurse, or the absence will be unexcused.

G. Attendance at Extra-Curricular Activities

Since a student's health is of paramount importance, students who are absent due to illness the entire school day or at the end of the school day, may not participate in any extracurricular activity on that day to help ensure the student's recovery. In the event of extenuating circumstances, which may seem to justify an exception to this policy, students must secure the approval from the Principal in advance.

Attendance is taken at all Extra-Curricular activities and these records are passed to the Front Desk once the activity has finished.

H. Special Circumstances

The Administration reserves the right to evaluate and grant exceptions to the preceding policies for all extended absences due to injury, chronic illness, or special circumstances. Parents are requested to consult, in person, with the Principal if there is a request for an exception to these policies and procedures.

DRESS CODE AND GUIDELINES

ISPS has a dress code and all students Pre-K3-12 wear a uniform. Uniforms in each section of the school differ slightly yet it is expected that all students convey school pride and spirit in how they look. In Middle and High School, dress should reflect a business atmosphere and boys are required to be well-groomed. Teachers and administrators will enforce reasonable standards of cleanliness and neatness and therefore the school reserves the right to ask students to remove distracting jewelry, makeup or nail polish and/or cut long hair or change hairstyle if it is not reflective of a business atmosphere.

Elementary School: PK4-Grade 5

Girls

- Checkered, culotte skirt (blue and white)
- White polo shirt with school logo
- Totally black shoes or sneakers and white socks (must be visible)
- Jewelry stud earrings are acceptable

Boys

- Navy blue shorts: Grades 1-5, or
- Navy blue (long) slacks: **Grades 4 & 5 optional only**
- White polo shirt with school logo
- Totally black shoes or sneakers and white socks (must be visible) Navy blue or black belts
- Watches are acceptable

Middle & High Schools:

Grades 6-12

Girls

Light blue polo shirt with school logo to be worn untucked

Khaki A-line skirt (no shorter than 2" above the knee) or pants.

Totally black shoes or sneakers and white socks (must be visible)

Jewelry – one pair simple earrings, watch, one other piece of simple jewelry

Grey sweatshirt with school logo

Boys

Light blue polo shirt with school logo to be worn untucked

Khaki pants

Totally black shoes or sneakers and white socks (must be visible)

Jewelry – one earring, watch, one other piece of simple jewelry

Grey sweatshirt with school logo

PK3* through Grade 12: Physical Education

Grey T-shirt with school logo

Blue Shorts with school logo

Elementary students are encouraged to wear house shirts (available at the school) on Fridays.

**** PK3 will wear the PE uniform all week and house shirts on Friday.***

Please note that: all uniforms are available from Espree, West Mall. For students who are cold during the day, a grey school sweatshirt is available. No other sweaters or jackets are part of the school dress. Free Dress days are a tradition at ISPS for students who have earned the privilege. On these days, students may come to school out of uniform. Free dress days are usually announced at least a week in advance. Common sense standards of cleanliness, neatness and appropriateness are expected and students should not wear any clothing associated with alcohol or drug use.

STUDENT SUPPORT SERVICES

The International School of Port of Spain (ISPS) has a commitment to developing the individual potential of each student as stated in our school mission. Support is provided through differentiated instruction in the classroom, in-class support and limited pull-out for specific skills to meet a variety of needs including:

- Students with limited learning gaps or processing difficulties (LD)
- English language learners (ESOL)
- Students with attention difficulties (ADHD)
- Students who require enrichment opportunities

The Student Support Team provides support using a variety of methods to meet the learning needs of all students such as:

- small group settings
- supportive teaching (classroom teacher takes the lead role, the support teacher rotates among the students)
- consultation (support personnel work in collaboration with the teacher to plan for differentiated instruction and accommodations for identified students)
- limited one-to-one or small group instruction on specific skills

STUDENT ASSISTANCE TEAM

In cases where students experience difficulty, or if their skills and strengths are discrepant from grade level expectations, their progress may be reviewed (for academic and/or behavioral reasons) at a grade level meeting. The case may then be referred to the Student Assistance Team which reviews the student file, the specific areas of concern and decides on a plan of action.

The Student Assistance Team includes: Student Support Services (SSS), Principal, Guidance Counselor and general education teachers (as needed). Teams are at the Elementary, Middle, and High School levels. The focus is on a collaborative, problem-solving approach blending the expertise, services, and resources of the general education and support staff.

This process consists of:

- Pre-referral for support services stating the area (s) of concern
- Individual screenings (developmental and/or behavioral) may be administered in order to gather data to assist teachers in developing a support plan.
- Suggested teaching strategies, interventions, and accommodations to curriculum, along with positive behavioral student support
- Occasionally the team may recommend the student have a full psycho-educational assessment administered by an outside professional. This assessment is to determine the student's specific areas of academic difficulty, and would be the financial responsibility of the parents.

- An Individualized Learning Plan (ILP) or Academic Intervention Plan may be developed.

INDIVIDUALIZED LEARNING PLAN (ILP)

An Individualized Learning Plan (ILP) may be developed for a student with needs identified through a psycho-educational assessment. SSS staff develops the ILP in collaboration with parents and classroom teachers. It documents appropriate learning goals and classroom accommodations that support the student's learning and is reviewed annually. A psycho-educational re-evaluation is needed every three years.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

The International School of Port of Spain provides limited support to English language learners. Content instruction is within the general education classroom to allow full immersion in a content-based language approach where students learn academics, vocabulary, and language patterns simultaneously. Students with no English language background may require intense language instruction prior to inclusion in a full academic day. Upon application for enrolment into the school, students who have limited English skills meet with the Admission Team. The admission team will:

- Make an assessment of English Language skills.
- Determine the level of ESOL services needed based on the student's English language skills

Each applicant will be reviewed by the admission team to determine the student's eligibility to attend the International School of Port of Spain and appropriate grade placement. Depending on the level of ESOL services required during school hours, there could be additional financial responsibility for the parents. Parents may be advised to seek additional support outside of school to assist the student with homework and building language proficiency.

ESOL pull-out programs often supplement regular, mainstream classroom instruction with lessons in a small group setting aimed at developing English language skills. These sessions usually take place during the Spanish period on the regular schedule.

ACADEMIC PROBATION

The concept of Academic Probation is based on a student's ability to accumulate enough credits to graduate in a four year time period.

A student in an MYP course is deemed to be on academic probation if he or she has scored a 3 or below on attainment grades, and are not meeting expectations (AE, BE) in two or more subjects at the end of the quarter. A student in a non-MYP course is considered to be on academic probation if they receive two or more grades of less than C- on a quarterly report.

Students whose ATL skills are EE in those subjects, or their effort grades are 4 or 5 in those subjects, may be exempt from Academic Probation after consultation with the Academic Review Committee.

If a student remains on academic probation for two successive quarters, the student must meet with the Academic Review committee. If the student remains on Academic Probation for a third quarter, the suitability of ISPS being the correct school for the student will be re-assessed. Factors that include the student's ATL skill attainment level and effort grades in academic work and/or circumstances related to learning difficulties will be considered in this re-assessment.

When students are placed on Academic Probation they **may** be ineligible to participate in extracurricular activities and/or CAISSA teams at ISPS for the following quarter.

RETENTION

In specific circumstances, a student may not demonstrate sufficient progress throughout the school year, despite satisfactory effort by the student and with academic support from the school. This may be due to a number of factors that include limited English proficiency, cognitive or social/emotional immaturity or an extended absence. In these cases, the school may require that the student repeats a grade. A decision will be communicated to parents by the end of May.

GUIDANCE AND COUNSELING PROGRAM

ISPS has three school counselors, one in each division of the school.

ELEMENTARY SCHOOL

Overview: In the formative years, when students are developing their attitudes towards school and learning, the

Elementary School counseling department believes that its most important mission is to help all students feel connected, cared about, safe and respected so that they grow into confident and successful learners. The Pre K-5 counselor strives for this through a comprehensive, developmental and preventative program which reflects the American School Counselor Association's (ASCA) standards relating to Academic, Career and Personal/Social Development with an added Global Perspective Domain to address the unique needs of International School students.

Programs: Well-researched and evidence-based programs to address such topics as skills for learning, emotion management, empathy and problem-solving strategies. Programs are developmentally sequenced and include Second Step, Conscious Discipline and many other fun and interactive resources to promote students' social-emotional learning and to help them develop self-regulation skills.

Here are some specific ways in which the ES counselor helps students, families, and teachers:

- **Drop-in Sessions:** students visit the counselor for help in solving common problems such as friendship issues, playground conflicts or problems adjusting to a new school environment or to share good news!
- **Small-group (Lunch-Bunch):** 4-6 structured sessions for students needing additional support with a particular issue, for example study skills, conflict resolution, relational aggression - girls' group. Teachers may also refer students for support if needed. Parent consent is required.
- **Individual sessions:** short-term to help students work through personal issues that are interfering with learning, such as anxiety, grief/loss, and self-control issues. Parent permission is required. If the student is in need of long-term counseling, a community referral will be recommended
- **Crisis Intervention:** support and counseling in individual and school crisis situations.
- **Student Intervention (SIT) meeting:** This is based on teacher referral and addresses academic/behavioral/social/emotional concerns that may be chronically interfering with a student's learning. The meeting involves relevant teachers, the principal, the counselor, the parent. The student is included at the end of the meeting and the team shares the targeted behaviors while focusing on the student's strengths to help create an appropriate and personally-meaningful intervention to move the student forward. The class teacher and counselor monitor the intervention.
- **Transition Education and Activities:** Despite the joy and excitement of meeting new people and learning new cultures, international school students may have to grapple with many losses – of relationships, lifestyles, familiarity, identity, possessions, language. The counselor helps to address these issues by coordinating the Student Ambassador program, monitoring and providing on-going support for students throughout the year and running grade-level transition groups at the end of the year for both parents and students.

- **Student Advocacy** – the counsellor, in collaboration with the MS and HS counsellors, participates in school improvement initiatives and advocates for individual students as needed. The Counselor is also a member of the Child Protection Task Force.
- **Consultation** - the counselor collaborates and consults with teachers, parents, administrators, student support services, the school nurse, the MS and HS counsellors, and community resources to ensure that the Guidance and Counseling program remains a coordinated and integral part of your child's total experience at ISPS.
- **Resources:** The counselor provides resources for parents via newsletter articles, books, links, websites, and other sources of valuable information on issues which may affect learning and development. Additionally, he/she holds regularly scheduled Parent Forums on a variety of topical issues such as School Anxieties, Responding to Bullying, Screen time – challenges and benefits. Parents and teachers may also access a community resource list for psychoeducational assessment and additional counseling support.
- **Test Coordinator** – coordinates standardized testing (MAP & ERB) throughout the school year and also conducts new students' academic screenings. He/she consults with teachers and parents regarding score interpretation, testing procedures, test anxiety etc.

A note on **confidentiality**:

Counseling sessions are confidential to help students share their thoughts and feelings and explore ways to address their concerns and challenges in safety.

However, the following limits to confidentiality must be noted: (Source: <https://goo.gl/dJPu6f>)

- “By law, the school counselor must report any case of abuse or neglect to the appropriate authorities.”
- “School counselors inform parents/guardians or appropriate authorities when a student's condition indicates a clear and imminent danger to the student or others. This is done after careful deliberation and, where possible, after consulting with other counseling professionals. The school counselor will attempt to minimize the threat to a student and may choose to: 1) inform the student of actions to be taken, 2) involve the student in a three-way communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.”

MIDDLE SCHOOL

What are the developmental needs of middle school students?

Middle school is an exciting, yet challenging time for students, their parents and teachers. During this passage from childhood to adolescence, middle school students are characterized by a need to explore a variety of interests, connecting their learning in the classroom to its practical application in life and work; high levels of activity coupled with frequent fatigue due to rapid growth; a search for their own unique identity as they begin turning more frequently to peers rather than parents for ideas and affirmation; extreme sensitivity to the comments from others; and heavy reliance on friends to provide comfort, understanding and approval.

- American School Counselor Association

ISPS Middle School Counseling Program Overview

Our Middle School Counselor provides a proactive and collaborative program that promotes the overall well-being of each student, ensuring that they learn in a safe, healthy and supportive environment.

The middle school counselor implements the School Counseling Program by providing:

School Guidance Curriculum is carefully aligned with the ATL's of the MYP and tailored to the needs of the students expressed by the student themselves, their parents and the teachers.

- Academic skills support
- Organizational, study and test-taking skills
- Education in understanding self and others
- Coping strategies
- Peer relationships and effective social skills
- Collaboration and Communication, problem-solving, decision-making and conflict resolution
- Career awareness, exploration and planning
- Multicultural/diversity awareness
- Individual Student Planning
- Academic planning/ Goal-setting
- Education in understanding of self, including strengths and weaknesses
- Transition planning

Responsive Services

- Individual and small group counselling
- Individual/family/school crisis intervention
- Peer facilitation
- Consultation/collaboration
- Community Referrals

System Support

- Professional development
- Consultation, collaboration and teaming
- Program management and operation
- Test coordination

The Middle School Counselor Collaborates with:

Parents

- Parent information night
- Communication/networking
- Academic planning programs
- Parent and family education
- One-on-one parent conferencing
- Assessment results interpretation
- Resource referrals
- Career exploration
- Parenting support groups

Teachers

- Assistance with students' academic plans
- Classroom guidance activities
- Academic support, learning style assessment and education to help students succeed academically
- At-risk student identification and implementation of interventions to enhance success
- Parent communication/education
- Administrators
- School climate
- Behavioural management plans
- School-wide needs assessment
- Curriculum planning
- Assembly planning
- Student data and results
- Student assistance team

Students

- Peer education
- Peer support
- Academic support
- School climate
- Leadership development
- Community
- Service learning
- Crisis interventions
- Referrals

HIGH SCHOOL GUIDANCE PROGRAM

INTRODUCTION

The life of typical High School students is one of uncertainty and self-discovery. It is a time of increasing stress that can wreak havoc on the students' abilities to make good decisions for the welfare of themselves and others.

High school students are often looking for a place to belong. They rely heavily on their peer groups to learn what types of behaviors are rewarded with reactions they feel to be positive, often at the expense of reason and good judgement.

As emphasized in the American School Counseling Association (ASCA) national standards, high school counseling and guidance services are meant to address the barriers students have to learning, both educational learning and life-long learning.

In keeping with our Mission, the High School Counseling Program seeks to support students as they strive for excellence and to assist in their development as caring, collaborative global citizens of integrity.

The Guidance Program is comprehensive in scope, preventive in design and developmental in nature (ASCA) and is driven by data and based on standards in:

- Academics
- Career
- Personal/social development
- Global Perspective

DELIVERY

School counselors provide services to students, parents, school staff and the community in the following areas:

Direct Student Services Direct services are in-person interactions between school counselors and students and include the following:

- School counseling core curriculum: This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered with the aid of the Naviance, a web based system that is interactive. Student in high school will have one guidance period per week to ensure the proper delivery of the guidance curriculum.
- Individual academic planning and scheduling
- Individual and small group counselling
- Individual and family counselling
- Consultation and collaboration with teachers, administrators and parents as needed

RESPONSIVE SERVICES

Responsive services: Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

INDIRECT STUDENT SERVICES

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

Counselors are also a part of the Student Support Team and in the High School, there is continuous collaboration between the Student Support Services and the counsellors.

COLLEGE GUIDANCE

College Guidance is a unique aspect of the guidance program in the high school.

At the ***International School of Port of Spain (ISPS)***, we strive to prepare our students and their families for the challenges that they will face in the future. Our High School Program is a college preparatory program, therefore, it is only natural that we assist our students in the transition to college/university.

It is important to emphasize that the College Guidance Program at ISPS is exactly that, one of **Guidance**, as opposed to Placement. It is one in which the lead is taken by students and parents with the Counselor facilitating the process. This process includes:

- Early preparation
- College selection
- Completing the application

Ultimately, the key to being happy and succeeding in college is finding the right **"MATCH"** between the student and the institution. We believe that once the environment is right (academically, socially, culturally etc.) then students will thrive and blossom there.

ISPS promotes the concept of a well-rounded applicant. We believe students should display their talents and interests to these institutions in a variety of ways such as sports, fine arts, and community service.

COMMUNICATION

Our Vision for Communication

From inception, our school has been a close knit and diverse community of learners. Representing many nationalities and age groups, from our tiny kindergarten students to our graduates in grade 12, we at ISPS know that a nurturing and supportive environment is integral to our students overall success and development.

Communication is an intrinsic and integral cornerstone of our education strategy. We know and believe that education is not an event but a lifelong process. That is why even though we are proud of our academic programs - the PYP and MYP of the IB International Baccalaureate and AP Advanced Placement - we appreciate that a holistic education is as much about academics as it is about nurturing each child in our school.

Our goal is to develop students who are globally minded, knowledgeable and confident communicators. When our graduates leave ISPS we believe that they will be prepared to meet the challenges and opportunities that lie ahead. How can we be so sure?

It Starts With Us

Each child's learning at ISPS starts with a communication partnership, a framework which recognizes that the parent, student, teacher and school administrator all play a significant role in modelling effective communication.

What Does Effective Communication Mean?

For this partnership to work, communication needs to be timely, engaged and honest. As partners we all have an important role and this role is rooted in mutual respect and concern in each student as they progress through the grades. It means paying attention to the little things on a daily basis to keep on track. Our experience reminds us that each school year provides an opportunity to renew our commitment to keeping the channels of communication open and vibrant.

The relationship between home and school plays a very important part in a child's education. This makes two-way communication a critical factor in the partnership between parents and the school. This makes it easier for parents to solve problems and to feel confident about the teaching and learning taking place in the classroom.

Communication Flow Charts

Academics

Communication Type	First Level	Second Level	Third Level***
Academics	Classroom Teacher	Principal	Director
Admissions	Front Desk/Reception	Admissions Assistant	Admissions Director
Attendance	Classroom Teacher	Administrative Assistant to the Principals	Principal
Classroom/Student	Homeroom Teacher	Principal	Director
Counselling	Divisional Counsellor	Principal	Director
Curriculum	Homeroom Teacher	PYP/MYP Curriculum Coordinator	MYP Academic Specialist or Academic Head
Discipline	Homeroom Teacher	Principal or High School Leadership Team	Director

Administrative

Communication Type	First Level	Second Level	Third Level***
Technology (Website, Skyward, Wifi, etc.)	IT Customer Support Technician	IT Manager	Director
Transportation/Traffic Security	On duty Security Officer	Head of Security	Director
Cafeteria: Student Account Top Ups	Reception/Front Desk	Business Office	Director
Cafeteria: Food Allergies	Nurse	Director	

Athletics Activities

Communication Type	First Level	Second Level	Third Level***
Athletics	Gym Office	Athletics Director	Director
After School Activities Program	Reception/Front Desk	ASA Program Manager	Director
CAISSA	Athletics Director	Director	

General

Communication Type	First Level	Second Level	Third Level***
PTO	Parent Representative for grade level	PTO Committee	PTO President

Methods of Communication

Our communication plan aims to streamline relevant information to all partners so that all stakeholders feel informed and up to date in a timely manner.

Communication	What	When
Skyward	Whole school updates Individual Student progress	Regular reporting periods as per division
Newsletter	All upcoming school events with a month at a glance events and timely info from The Board, The Director, Division Heads, Clubs, PTO as necessary	Weekly on Fridays
Parent Rep	Upcoming grade events	As needed
College Counselling Updates	Messages, key dates and reminders from College Counsellor	As needed
SMS System	An SMS is sent to inform you of activity cancellations as well as in the event of a school emergency	As needed
Google Classroom	Updates on Classroom activities, unit overviews, upcoming assessments	Daily/weekly as selected by parent

WELCOME TO SKYWARD

SKYWARD is a student information system for K-12 schools and districts. This web-based software allows for K-12 school management, including Student Management, Human Resources, and Financial Management. Skyward is partnered with more than 1,900 school districts and municipalities worldwide.

ISPS has partnered with Skyward to bring you FAMILY ACCESS.

With this access, parents have a birds eye view of their child's education. This means that everything you need to know about your child's education is at your fingertips!

Family Access is incredibly easy to use and gives you secure, 24/7 access to **grades, assignments, discipline incidents, attendance records** and even what your child is spending money on in the cafeteria!

Family Access is a web-based communication center and has a **built-in translator** to over 60 languages. This makes it easy to reach your child's teachers with your concerns or queries.

You can even stay in the know, on the go with the **Skyward App**. The mobile app means you are not tied to a desk and can find what you are looking for from anywhere. All of the information is accurate and up-to-the-minute, with no delays to cause confusion.

You can opt into receive **email alerts** regarding missing assignments, low scores or when your child skips class!

So what are you waiting for? Go to the webpage [here](#). Use your email address as your username. Click the “forgot my password” link (if you don’t have or don’t remember your password) and follow the instructions. Easy!

Want more details on how to get the most from **FAMILY ACCESS**? Go to <https://www.youtube.com/watch?v=BpMTYpjpZNw> and check out the 60-second video tutorial.

Don’t forget to tell us how you are getting on. We want to know! Please email Reccia Cummings at rcummings@isps.edu.tt for any additional support.

You are the single most important factor in your child’s education. With Family Access, you can play an even bigger role in the learning process.

Let’s do this together!

KEY FEATURES:

Skyward App

The Skyward App gives you access to a condensed version of Skyward on your mobile phone. You can review cafeteria purchases, balances, grades, attendance and even set up alerts. You don't have to type in a password and username every time, just a 4-digit code or your thumbprint if your phone supports this.

Upon first launching the application, you will be prompted to locate the district that your Skyward username is used for. You have up to three methods of locating your district; by Current Location (if your device has a GPS), by Postal Code, or by District Name. **(THE INTERNATIONAL SCHOOL OF PORT OF SPAIN)**

You then will need to enter in your credentials that you use to normally log into the district’s Skyward system.

Next, you will need to enter in a passcode to use in the future when opening the app. The app will save all of your different Skyward login credentials to make the login process easier, and your passcode will serve as the main method of security when opening the app. You will have to confirm the passcode a second time when first setting it up. After this is complete, you will be able to select your Skyward Mobile Access Account to login with.

Accessing Grade Reports

Whilst you can access your child's gradebook at any time to see how they are progressing, it is also nice to have a summary of their achievements for the period. Your child's grade report will be posted to Skyward and can be accessed from your mobile device, using the Skyward app or on your PC.

LoginLog in to Skyward. Click on the Report Cards tab. Click on the last posted hyperlink to download and view the Report Card. You can print or view at any time convenient to you. Most importantly, the reports will always be here, whenever you need them. This is your child's official Report Card.

Update Information

What can you do to make sure we have your most reliable contact number? Log into your Skyward account. Go to **My Account** and verify that the number listed is accurate. If it isn't, go ahead and make the necessary changes. Have you moved recently? Changed your email address? Update these under the same tab. Don't forget to click Save!

Food Service

When you log into your Skyward account you will see any important food service information, like low balances, displayed on the wall.

To access all Cafeteria information, click on the Food Service Tab. Here you will find all payment and purchase information. You can even print your own statements by going to Print Reports in the upper right hand corner.

ACCESS TO STUDENT RECORDS

Upon written request to the Director of Admission, the parent, legal guardian or student, if the student is 18 or over, will have the right to review the contents of the student file, question those data, and if a difference of opinion is noted, shall be permitted to insert a letter stating their position. If further challenge is made to the record, the normal appeal procedures, established by school policy will be followed.

Student records may be accessed by the appropriate parties using the following procedures:

1. To release student records to other school(s) in which the student intends to enrol, the parents, legal guardian, or the student if he/she is 18 or older, must be notified of the transfer and the kinds of information being released. They will receive a copy of such information if it is requested in writing and shall have the opportunity to challenge that record as described above.
2. Student data may be released to state education and other governmental agencies only if the names and all identifying markings are removed to prevent the identification of individuals.
3. To release student records to other persons or agencies, written consent shall be given by the parent, legal guardian, or the student if he/she is 18 or older. This consent form will state which records shall be released, to whom they shall be released and the reason for the release. A copy of the student record being sent will be made available to the person signing the release forms if he/she so desires.
4. Student records will be furnished in compliance with judicial orders, or pursuant to any lawfully issued subpoena when the parents, legal guardian, and students are notified.
5. All authorisations for release of information will be filed in the student cumulative folder.

PARENT TEACHER CONFERENCES

Parent/Teacher conferences are formally scheduled twice a year, one after the first quarter and again after the third quarter. A conference can, and should, take place at any time the need arises. Teachers welcome discussions with parents throughout the school year. If you would like a conference with a teacher, please telephone the office at **633-ISPS (4777) or 632-4591/2** for an appointment so that the teacher is prepared and free to spend time with you.

CURRICULUM NIGHT

All parents are invited to attend the Curriculum Night programs in September. Faculty will inform parents about what they plan to teach, how they plan to achieve their goals, and what they will require of their students for the school year. Curriculum Night programs take place on separate evenings for the Elementary, Middle and High School. These are parent only events.

TEXTBOOKS

Teachers will assign students textbooks while enrolled in the school. Lost books must be paid for at the actual replacement cost plus shipping and customs fees. Textbooks may be borrowed from the school during the summer. A deposit of USD\$80.00 is required for each book borrowed, depending on the text, and should be arranged through the principal of the appropriate school.

ACCEPTABLE USE POLICY FOR TECHNOLOGY AND THE INTERNET

INFORMATION TECHNOLOGY RESOURCES

The school's information technology resources, including email and Internet access, are provided for educational purposes. ISPS reserves the right to monitor the use of all technology on campus, including but not limited to computers, mobile devices, networking equipment, and school Wi-Fi connections. All users should be mindful that internet usage on the school's premises may be monitored. *No expectation of privacy is implied.* **Adherence to the following policy is necessary for continued access to these resources.**

Students must:

1. Respect and protect the privacy of others.

- Use only assigned accounts.
- Do not view, use, or copy passwords, data, or networks to which they are not authorized.
- **Do not distribute private information about others or themselves.**

2. Respect and protect the integrity, availability, and security of all electronic resources.

- Observe all network security practices, as posted.
- Report security risks or violations to a teacher or network administrator.
- Do not destroy or damage data, networks, or other resources that do not belong to them.
- Do not download any software to the ISPS network or school devices except where it has been approved and authorized by the network administrator or designate.
- Do not download, copy, or install media onto school computers or devices.
- **Conserve, protect, and share these resources with other students and Internet users. (i.e. return laptops to the cart and plug in to recharge for the next user.)**

3. Respect and protect the intellectual property of others.

- Do not infringe copyrights (no making, distributing, or downloading illegal copies of music, games, or movies).
- **Do not plagiarize.**

4. Respect and practice the principles of community.

- **Communicate only in ways that are kind and respectful.**
- Report threatening or discomfoting materials to a teacher.
- Do not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
- Do not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen

materials, or illegal copies of copyrighted works).

- Do not use the resources to further other acts that are criminal or violate the school's code of conduct.
- Do not send spam, chain letters, or other mass unsolicited mailings.
- Do not buy, sell, advertise, or otherwise conduct business, unless approved as a school project

5. Use social media and technology responsibly.

- ISPS students are expected to use the Internet responsibly and productively **for educational use**. Personal Internet browsing, including social media use, on any device during instructional time, is not permitted when unrelated to school business or professional development.
- Students are forbidden from using social networks to post or display comments about co-workers, classmates, supervisors or ISPS that are vulgar, obscene, defamatory, threatening, harassing, or that are a violation of ISPS policies on discrimination or harassment.
- Pictures, audio, or video of students or staff are not to be posted by students without the express permission of persons depicted (including parents of students), along with teacher or administrative approval, as applicable.
- ISPS **students** should keep in mind that they are personally responsible for what they post online and should be mindful that what they say will be available publicly for a long time.

Students may, if in accord with the policy above:

- Design and post web pages and other material from school resources.
- Use direct communications such as social networks or text messaging with a teacher's permission in that specific class.
- Install or download software to personal devices only, if also in conformity with laws and licenses, with I.T. permission and under the supervision of a teacher.
- Use the resources for any educational purpose.

Consequences for Violation: Violations of these rules may result in disciplinary action, including the restriction of the student's school email account and/or loss of a student's privileges to use the school's information technology resources.

Supervision and Monitoring: School and network administrators and their authorized employees monitor the use of information technology resources, including wi-fi connections to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

ISPS - BYOD RESPONSIBLE USE POLICY

The guidelines below apply to any and all digital devices students may be using in school, including but not limited to laptops, smartphones, mp3 players, etc. and extend to the school's classroom computers.

I. Technology Maintenance

Each user is responsible for his/her own use, and should treat and use technology responsibly and appropriately, computers and computer accessories are sophisticated devices that require care and gentle treatment to function properly; if you mistreat your device it will likely run poorly or malfunction.

A. Externally

- Users are responsible for taking care of their devices and related accessories and are cautioned never to leave them unsupervised but to secure them in lockers when not in use.
- Users are responsible for taking care of audio/visual equipment when in their possession.
- Users are cautioned about how they utilize their equipment during daily activities like eating, drinking, walking and traveling.

B. Internally

- All attempts should be made for keeping an organized desktop and file management system.
- Students should make regular backups of their school work.

C. Damage

- In the case of damage caused by negligence, the user of the device is responsible for repairs or a replacement.
- Each technology user must be responsible for keeping their device in working order.

II. Ethical use of Technology

Students may use digital devices in supervised areas including classrooms, the cafeteria, and the library.

A. Software

Users must not download any software to the ISPS network and school devices except where it has been approved and authorized by the Systems Administrator or designate.

B. Internet

As a mission driven school, the internet should be used to promote the instructional mission of ISPS. All sites and downloads may be monitored and/or blocked by ISPS if they are deemed to be harmful and/or not productive to business

The following activities show responsible use of the internet:

- Researching
- Communicating
- Web-based learning applications
- Responsible social networking
- Educational learning networks

The following activities demonstrate responsible use if part of an assigned activity.

- Listening to music
- Watching movies or videos, instant-messaging, chatting, or social networking with ISPS students or staff.
- Educational use of online games
- Downloading music/videos/images from the internet for assignments.

Unacceptable Use:

- Online gaming and downloading music/videos/software from the internet without permission and unrelated to academic work.
- The internet provides access to information (e.g. pornographic materials, vulgarity, gambling, militant/extremist material, hate speech, etc.) that is inconsistent with ISPS ' mission. Users may not access, store, share, or display such information.
- Any malicious attempt to harm or destroy school technology equipment or materials, the data of another user, or any of the institutions, or other networks that are connected to the internet is prohibited.
- Introducing malicious software onto the company network and/or jeopardizing the security of the organization's electronic communications systems.

C. Communication Tools

- Individual teachers may have specific policies regarding the use of technology devices in their classrooms. These policies should be respected at all times.
- The primary purpose of ISPS Gmail accounts is for school related communication that serves the teaching and learning at ISPS. Students should not use their Gmail for personal messages during class time unless related to assignments.
- Students may not send an email to (or "spam") a whole class, an entire grade level, or any group within the school. Such communications should be processed through a faculty member and/or posted in school announcements.
- Students may use age-appropriate social networks to communicate responsibly with peers.

D. Monitored Use:

- E-mail and other uses of electronic communication systems (such as Wi-Fi) by students shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use of educational or administrative purposes.

III. Being a Good Digital Citizen

- The way we use technology tools to communicate information has a powerful effect on our learning community. Responsible use will lead to better, more effective learning while irresponsible use will diminish it. A strong respect for the principles of digital citizenship is essential for us to live our mission at ISPS .

A. Digital Rights and Responsibilities

- Forgery or attempted forgery of email messages or other electronic documents is prohibited.
- Reading, deleting, copying, downloading or modifying any electronic documents of other users is prohibited.
- All research used in an academic work, must be properly cited, including information from the internet.
- There should be no copyright law violations with regard to software or internet-based information. Copyright information is available in the library.

B. Privacy & Security

- In order to respect the privacy of community members, technology users may not steal or/and use another person's ID or password without authorization.
- Accessing other people's accounts in any form, is not allowed.
- Sharing confidential material or proprietary information outside of the organization is strictly prohibited.

C. Digital Etiquette

- Any online communication should be something you could say in person: this includes emails, instant messages, digital images/videos, or web postings.
- Use school Wi-Fi networks on the ISPS campus and turn off personal data plans during school hours:
- 7:30 a.m.- 2:15 p.m.
- Be aware that anything posted on the internet is permanent.

D. Communication

- Derogatory, obscene, or otherwise inappropriate e-mail exchanges, instant messages, digital images, or web postings are considered cyber-bullying and are prohibited.
- Any form of cyber-bullying will be dealt with swiftly and may carry severe consequences.
- Posting images or videos of others, without their permission, may lead to unforeseen consequences.
- **In no instance should photos, audio, or videos of ISPS staff members be posted online without their permission.**

IV. Consequences

- Deliberate attempts to violate ISPS BYOD Responsible Use Policy or to compromise, degrade, or disrupt system performance may result in restricted use of technology at school or other appropriate consequences, such as limiting, suspending or revoking a student's access to the school's technology systems or the network.
- The student is further subject to the Disciplinary Code of Conduct and Consequences as published annually in the Parent-Student Handbook.

Frequently Asked Questions

We realize that while the BYOD Responsible Use Policy explains the expectations that ISPS has for all students to follow, several questions frequently are asked by students. Here are some questions that may help to clarify your understanding of what you can and cannot do while using your device at ISPS.

Q. What can I use my computer for in class?

- A.** When you are in class you should always be aware of what your teacher wants you to be doing at any given time.

Q. What can't I do in class?

- A.** You may not use your computer to instant message, stream videos, music, or games. You may not email for personal use, use chat programs or social networking sites unless directed to do so by your teacher for educational use. You may not use your computer for anything that your teacher is unaware of.

Q. What can I do when I am on a break, at lunch, and before or after school?

- A.** You can use your device when you are in a supervised area. This could be in the library, the cafeteria, or in a classroom with a teacher. You can play games that are installed on your machine that does not require internet usage, listen to music with earphones, email classmates, or complete homework.

Q. What am I not allowed to do with my computer at school? When I am in the library?

- A.** You cannot stream videos, music, or play online games unless they are part of an assignment by a teacher and supervised. All content on your computer must be appropriate. Games that are excessively violent and are not permitted.

HEALTH POLICY

Parents whose children are on routine daily medication should indicate this in the “Student Health Record for Registration” form, which is part of the Application Package.

It is the goal of ISPS to provide the safest and most health conscious environment possible for students and staff.

Therefore, we ask you to keep your child home and inform the school if he or she:

1. Has a fresh respiratory illness, i.e. a runny nose, wet cough or requires frequent medication.
2. Has a fever or has had a temperature >100F/38 degrees C in the last 24 hours.
3. Is vomiting or has diarrhea.
4. Is on the first 24 hours of antibiotics for strep throat or other related streptococcal infection. If symptoms are not markedly improved, he/she should stay home for the first 48 hours of antibiotic therapy.
5. Has any contagious skin rashes such as impetigo or infected draining wounds.
6. Has any communicable childhood illness.

A Doctor’s letter of fitness to attend classes should be submitted on return to school. Report to the nurse before returning to class.

It is important to complete the ISPS Medical Card with all appropriate phone numbers and to update these phone numbers as they change. Please also list a friend or neighbor who knows your child in case we cannot reach you. It is important to list any drug, food or environmental allergies as well as any health problems on the card provided. It is imperative that you identify any special health problems such as diabetes, seizures, asthma, frequent nosebleeds or ADHD. We need specific instructions for care and medications. These should be discussed with the nurse early in the school year if possible. If your child becomes ill during the day, we will contact you to pick up your child. In case of emergency, the school staff will attempt to reach a parent but if the situation cannot wait, we will transport the student to Westshore Hospital/your Requested Hospital and continue to try to reach you.

We realize that children will have some minor discomforts and injuries at school. You have the option of having the Nurse give the medication you have given consent for or giving you a call. It is our policy that only the medications on the form be kept and administered at school and will only be done with your permission.

Students may bring routine oral medications and give them to the nurse to be administered. A note from the parent must accompany the medication identifying the medication, the time it should be given, and special care (such as refrigeration) needed.

Cuts and scrapes at school will be cleaned with soap and water then antibiotic ointment and/or a Band-Aid is applied. If your child has any sensitivity to the treatment or if you disagree with any part of the procedure, please indicate it on your emergency card. If your child is sensitivity to bee or wasp stings and has ever had a severe reaction, please indicate this on your card. This could be very important on field trips.

Head Lice

Head-lice is a common problem for school children. Complete eradication is impossible, but prompt detection, effective treatment, and prevention can maintain control. If you suspect that your son/daughter has head lice, we suggest the following:

1. Check all other members of the family.
2. Call your doctor.
3. All persons in the household who have head lice must be treated. If there are any known allergies, consult a physician before using any treatment
4. When shampooing:
 - (a) Use shampoo only as directed on the label
 - (b) Remove nits
5. Everyone who is treated must be re-treated as indicated on the medication instructions.
6. Wash (using very hot water) all clothing, towels, and bed linens. Dry these in the dryer. All clothing and personal items like brushes and combs should be washed separately, in hot water and/or dry-cleaned.
7. Vacuum carpet and upholstered material frequently.

School Procedures:

1. Students identified with lice are seen by the school nurse and parents are notified on the same day. The student may go home at the end of the day with medicated shampoo provided by the school nurse, if available. Parents may opt to use other methods/medicinal options to address the presence of lice in their child/children's hair.
2. Identified children must be inspected by the school nurse prior to their return to class the following day to ensure that treatment has been given and that communication of lice to other children is no longer a possibility. Any student who has not received treatment will be sent home during the course of this second day.
3. Parents of a child with lice are required to inform the nurse about the treatment used.

Please notify the nurse if your child has head lice and when you start the treatment.

LIBRARY-MEDIA CENTER

The operating hours of the library are Monday through Friday, 7:15 a.m. until 3:30 p.m. The library is intended to be a resource center for staff, students and parents. The librarian is assisted by two assistants who work with classroom teachers to teach information skills to students.

Librarians assist patrons in the following:

- Internet research skills
- EBSCO
- ABC CLIO
- Locating and appreciating literature for academic and personal interests

Librarians and teachers coordinate lessons. Individual students and small groups may use the library unaccompanied by a teacher throughout the day. These visits do not need to be pre-planned with a librarian. Space in the library -- including the audio-visual room-- is reserved with the librarians.

All students are welcome to use the library after school hours. Students must adhere to the school code of behavior.

The library also has kindles for e-books and Ipods for audio books. Patrons may access the library's catalog online.

ATHLETICS AT ISPS

Volleyball, Basketball and Football (soccer) form the core of our School Team Sports program, but we also participate in Rugby School League tournaments, Tennis, Swimming, Field Hockey, Cricket and Golf with great success. Students from all grade levels sign up to participate in training and try out for the various teams.

These sports involve league and tournament play, limiting student participation based on skill level and an expectation of a high level of commitment to practices and to “the team”. Students are not charged a fee to participate in this program. ISPS fosters and encourages good sportsmanship, cooperation, integrity and citizenship amongst all its athletes.

Students from Grade two to Grade 12 can also participate year-round in Basketball, Soccer, Volleyball and Field Hockey training. Each Sport team trains twice each week for three hours. Teams participate in age group 90

competitions and friendlies. The main focus is to increase the pool of athletes at ISPS, to learn the fundamental skills of each sport, to build team and school spirit and to develop the characters of the students through these sports.

The ISPS Caimans has won National Championships in Volleyball (both Boys’ and Girls’), Basketball (Both Boys’ and Girls’) and Rugby (Both Boys’ and Girls’).

CAISSA

Our school is a member of the Caribbean Area International Schools Sports Association (CAISSA). This organization is made up of the International Schools in the Caribbean area and strives to promote the exchange of sport activities between member schools.

CAISSA Member Schools are: the Carol Morgan School (the Dominican Republic), Academia Cotopaxi (Ecuador), Escuela Campo Alegre (Venezuela), The Cayman International School (Grand cayman Island), and ISPS (Trinidad).

CAISSA has three distinct sporting seasons and provides a high level of competition. Member schools compete in Volleyball, Basketball, and Football. Each member school takes turns at hosting one of the tournaments.

ISPS has been extremely successful in all three sporting disciplines (Volleyball, Soccer and Basketball).

AFTER SCHOOL SPORTS AND ACTIVITY PROGRAMS

This is a broad-based activity program that strives to provide a wide variety of enjoyable, valuable learning experiences that cater for the physical, intellectual, and social needs of the students of ISPS. Activities are conducted by instructors and coaches who are all specialists in their areas. The students are charged a minimal fee to offset the cost incurred in running the program. The after school program is organized into three sessions held throughout the school year.

Some of the activities offered:

Chess, Community Service Club, Drama, Soccer, Gymnastics, Karate, Modern Dance, Steel Pan, Spanish Club, Strings (Ukulele, Violin, Viola, Cello), Environmental Club, Yearbook Production, Tap Dance, Dance Group, Elementary Basketball, Archery, Track and Field, Table Tennis, Badminton, Elementary Volleyball, Hockey and Arts and Craft.

The Athletic Director coordinates a schedule of sports and activities over the academic year based upon student interest.

CAFETERIA

The cafeteria uses Skyward to track all food and drink purchases made by students and their account balances. In order to ensure the smooth operation of this system the following guidelines will be implemented and adhered to beginning August 2017:

- Parents will be asked to pre-pay their accounts (minimum of 500\$TT) either at the front desk or in the business office. This is done via cash, cheque or Lynx.
- Parents will be advised via e-mail or note from the student's café balance once it reaches
- \$100.00 or less. Café accounts are not allowed to carry negative balances.
- Students should monitor their café account balances regularly after making purchases.
- When a student's café account reaches zero, no further purchases will be allowed by the student, until a deposit is made to the account either at the front desk or business office.

COMMUNITY SERVICE

As a part of our strategic plan, Global Citizenship is a focus of the educational program at ISPS. We strive to have our students make a positive contribution to the greater community.

Students Will:

- Respect and value diversity
- Act with integrity and take responsibility for their actions
- Recognize and respond to the needs of the wider community

To Help Students Achieve This, We Will:

- Offer opportunities for personal growth
- Provide a coordinated community service program
- Promote student appreciation of a variety of cultures
- Develop awareness of global issues

All students, especially in the Middle and High Schools, are encouraged to participate in some form of community service. Community Service activities and projects are held throughout the academic year.

RESPONSIBILITIES OF PARENTS IN CASE OF EMERGENCY

It is imperative that parents and guardians ensure that the school has up-to-date contact information as well as medical history on their children.

ISPS has an up to date and thorough Health and Safety Manual with emergency plans for a variety of possible events including fire, earthquake, flood, and civil disturbance or threat. Earthquake, fire and lockdown drills are regularly scheduled throughout the year. These drills may be announced or unannounced. The manual outlining our emergency plans can be accessed in the school library. Parents should establish emergency procedures for home and outside the school; they should review and reinforce these procedures with their children on a regular basis.

Parents must understand that foremost in the minds of school administrators and staff, especially in the event of an emergency, is the safety of the children. It will be important for parents and guardians to be patient, but alert observers until the school has communicated information and possible directives to them. To ensure the safety and accountability of students, parents will not be allowed access on campus until the drill has been completed, or the required emergency procedures has been followed. If, however, parents have accurate and useful information that could help the school emergency team, they should make the effort to contact the Head of Security.

Rumors tend to spread rapidly through the school community and can create unnecessary problems. We ask that you do not engage in speculation in the event of a situation at the school and await accurate information from the school.

WHAT PARENTS SHOULD DO WHEN AN EMERGENCY SITUATION OCCURS

1. ISPS will send out burst Email immediately.
2. **DO NOT CALL THE SCHOOL** Your incoming calls tie up our lines and keep us from making the calls needed to communicate with all parents.
3. We expect all students to stay at ISPS or the designated safe haven until dismissed, either by the regular method, or to the custody of an identified parent of guardian, or a designee you have listed on the information form. Please do not arrive at the school and expect to collect your child. This will only delay the evacuation of children

If you have any questions regarding the emergency Email system or the duties of parents, please contact the school.

FIELD TRIPS

Field trips play an important part in a student's education and will be included in the curriculum when appropriate. Parents will be notified in advance and must give written permission before their children can participate. Parents may be asked to help transport the children. Every precaution is taken to safeguard the children on these trips, but neither the school nor the parents furnishing the car for the trips can assume complete responsibility for participating students. We require that each field trip driver be certain that his or her car is in excellent driving condition, that he/she has proper insurance coverage, and that each child wears a seat belt.

OVERNIGHT CLASS TRIPS

There may be overnight class trips for students in-grades 6 through 12. Trips for grades 7 through 8 focus on environmental and social issues and the outdoors of Trinidad. Additional trips for grades 6-12 focus on academics and sports that build class unity and spirit, such as MUN and the CAISSA tournaments.

External security personnel on field trips are subject to the following guidelines:

- a) The name and copy of the security guard's personal identification (such as passport or driving permit) must be presented to the campus principal at least 10 days prior to the date of departure.
- b) If requested, the guard must be made available to attend an orientation session for the trip to be conducted by the principal or lead chaperone and ISPS security.
- c) Accommodation arrangements for private security must be made by the parents and their expense. The school will provide the name and contact information for selected lodging.
- d) Private security may not, at any time while in the presence of ISPS students, be armed with live ammunition and must conceal all weaponry.
- e) Alcohol or tobacco may not be consumed in front of students.
- f) Parents will provide/arrange transportation for private security to follow students in school buses. Guards will not be permitted to ride along in the school's transportation, and privately guarded students are expected to ride with other students.
- g) While on hikes or at other venues, the security guard will do his/her best to remain inconspicuous so as not to draw attention to the child or group at large.
- h) If the guard believes that there are any risks to student safety he/she will bring that concern to the lead security officer from ISPS.
- i) The guard may not discipline or direct any child on the trip.
- j) The guard will respect the professional standards of our organization in both dress and language.

HOUSE SYSTEM

A House System is in place for all grade levels in the school. The house system promotes spirit and identity through sports, community service and other types of friendly competitions. The school is divided into four houses: Maraval, Caroni, Mayaro, and Nariva. Students from each grade are placed in one of the houses upon admission to the school. T-shirts can be purchased from the Sports Department.

LOST AND FOUND

There are three lost and found boxes: one in the Cafeteria for lunch kits ONLY, the second in the PE department, for items left in and around the Gym area, and the third outside the Assistant to the Principal's office for items found in the Middle School and High School. All items found will be placed in the lost and found boxes. Any item of value found, for example money, cell phones and spectacles should be given to the Receptionist or Security immediately. The Lost and Found boxes are cleared regularly. Items not collected are discarded or given to a charitable organization.

TELEPHONES

The school has a limited number of telephone lines, so student calls will be limited during the day to emergencies only. Parents should avoid calling the school to speak to their child(ren) unless it is an emergency. Communicating after-school plans is not considered an emergency. Messages can be left with the school's Receptionist for delivery to your child, but please be sure that these messages are important. Students may not use personal cell phones during the academic day without teacher permission.

We understand that cell phones are an important "security link" for parents. However, parents are strongly discouraged from calling or texting children during school hours as any such disturbance has a negative effect on the learning environment. The use of cell phones is not permitted during class time and if a student is found using it without teacher permission, it will be confiscated.

VISITORS ON CAMPUS

An appointment to visit the school should be made through the office. Parents and visitors must proceed to the office and sign in upon arriving at the school. Prior to 2:15 pm, all visitors must wear a visitor's badge issued at the Security Booth or the Front Desk. Parents are also asked to be appropriately and modestly dressed during visits to the school.

APPENDIX A:

Discipline Philosophy

- We believe that students learn best in an atmosphere in which appropriate behavior is expected of everyone and is based upon mutual respect and trust.
- We believe that all students have the potential for behaving positively, that they choose and are responsible for their behaviors and students can be guided and taught to make appropriate choices.
- We believe that an environment, in which appropriate behavior is consistently expected and recognized, creates a sense of security, increasing student attention to learning and to self-responsibility.
- We believe that discipline procedures should be based upon what is ultimately best for the student directly involved as well as the most positive impact upon others. Therefore, discipline procedures reflect options that permit a range of consequences.
- We believe students benefit directly from the education process best when parents support and reinforce school regulations by demonstrating follow up with students at home when misbehavior occurs at school.
- We believe in rewarding appropriate behavior.

VIOLATIONS OF THE HONOR CODE

Academic Misconduct

IBO Principles and Statements Regarding Academic Misconduct*

* The Information below has been adopted from the IBO document, MYP: From Principles into Practice.

The IB defines academic misconduct as “behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment component.” Academic Misconduct of any kind constitutes a violation of the Honor Code.

A. Academic misconduct includes:

- plagiarism—the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- collusion—supporting academic misconduct by another student, as in allowing one’s work to be copied or submitted for assessment by another
- duplication of work—the presentation of the same work for different assessment components
- any other behavior that gives an unfair advantage to a student or that affects the results of another student
- (falsifying data, misconduct during an examination, creating spurious reflections).”

B. Academic misconduct, intellectual property and authentic authorship:

An authentic piece of work is one that is based on the student's individual and original ideas, with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that student's own language, expression and ideas. Where the ideas or work of another person are represented within a student's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.

There are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. Forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law. By implementing measures to prevent plagiarism, schools are helping to combat illegal out-of-school activities (for example, illegal music downloads, peer- to-peer/P2P file sharing) for which students could face legal proceedings.

When using the words of another person, it must become habitual practice for a student to use quotation marks, indentation or some other accepted means of indicating that the wording is not their own. Furthermore, the source of the quotation (or paraphrased text) must be clearly identified along with the quotation and not reside in the bibliography alone.

C. Conventions for citing and acknowledging original authorship:

The minimum information required for identifying sources includes the name of the author, date of publication, title of source, and page numbers, as applicable.

The need to acknowledge the source of data, works of art, computer programs, photographs, diagrams, illustrations, maps, and so on, are articulated to students by their subject teachers.

(Note: The methods used for citing and acknowledging original authorship vary across the elementary, middle, and high school at ISPS. Classroom and subject teachers are responsible for setting expectations and outlining conventions to be used within their courses.)

D. The distinction between legitimate collaboration and unacceptable collusion:

Collaboration may be loosely defined as working together on a common aim with shared information, which is an open and cooperative behavior that does not result in allowing one's work to be copied or submitted for assessment by another. Collusion occurs when a student uses fellow learners as an unattributed source.

The following table, although not exhaustive, lists actions that are considered violations of the ISPS Honor Code as well as the consequences for such violations. The teacher's professional judgment will determine if a violation has occurred and consequences that will be determined by the teacher and Principal.

Examples of violations of the Honor Code:

ISPS Discipline Matrix

Problem	Consequence
<p>Cheating.</p> <ul style="list-style-type: none"> • This includes, but is not limited to the following: • Talking with another student during a quiz or test. Using any type of notes not permitted by the teacher. Giving test information to other students. • Fabricating or altering laboratory data. • Turning in the same paper to more than one class without prior approval (duplication). • Representing a project as one's own when it involved collaboration, without prior teacher approval. • Removing a test without teacher permission from the classroom in which it was given. • Accessing and sharing information about tests and quizzes stored in computers. <p>Copying of homework/class assignments. This includes, but is not limited to:</p> <ul style="list-style-type: none"> • Copying or offering answers on tests or quizzes either verbally, in written form, or by electronic means. • Copying work that was assigned to be done independently (including homework) <i>or allowing someone else to copy your work (collusion)</i>, either verbally, in written form, or by electronic means. • Turning in work that was done by another person during this year or from prior years. <p>Plagiarism.</p> <ul style="list-style-type: none"> • Copying phrases, sentences, passages without citation while writing a paper. • Use of materials that do not respect copyright or intellectual property laws. 	<p>1st offence</p> <ul style="list-style-type: none"> • Memo & documentation sent to principal and parents • Disqualification of test/exam results Possible withdrawal from course. <p>2nd offence</p> <ul style="list-style-type: none"> • Disqualification from all exams Academic probation Suspension • Possible expulsion
<p>Forging signatures.</p>	<p>1st offence</p> <ul style="list-style-type: none"> • Letter to parent/guardian documenting the incident <p>2nd offence</p> <ul style="list-style-type: none"> • Suspension, Probation

The following is the ISPS Discipline Matrix. The matrix outlines progressive disciplinary measures for different violations.

Problem	1st Offence	2nd/Repeated Offences
Violating School Rules		
Chewing gum	<ul style="list-style-type: none"> • Throw it out 	<ul style="list-style-type: none"> • Memo to principal
Incorrect Uniform	<ul style="list-style-type: none"> • Sent to principal • Letter sent home to parent 	<ul style="list-style-type: none"> • Student sent home to change
Running or rough behavior on campus	<ul style="list-style-type: none"> • Warned by observing teacher 	<ul style="list-style-type: none"> • Memo to principal and conference with principal. • Loss of privileges
Inappropriate language	<ul style="list-style-type: none"> • Warned by observing teacher 	<ul style="list-style-type: none"> • Memo to principal and conference with principal. • Conference with parent
Littering	<ul style="list-style-type: none"> • Asked to pick up what was dropped, plus anything else in the area • Memo to principal 	<ul style="list-style-type: none"> • Memo to principal • Special cleaning duty assigned by principal
Late for class	<ul style="list-style-type: none"> • Recorded in database. • Reflected in transcript. 	<ul style="list-style-type: none"> • 3 lates in one month result in detention. • Letter from principal • Daily report
Skiping class	<ul style="list-style-type: none"> • Investigated by principal • Letter to parents • Detention/suspension 	<ul style="list-style-type: none"> • Parent conference • Daily report Suspension
Use of cell phone during school hours (not authorized for use by teachers)	<ul style="list-style-type: none"> • Confiscated until the end of the day- to be kept in a locked cabinet in the principal's office 	<ul style="list-style-type: none"> • Principal keeps cell phone until the end of the week • Principal keeps cell phone until the end of the term • Parent Meeting • Letter on file

Anti-social behavior		
Graffiti or vandalism	<ul style="list-style-type: none"> • Response will depend on degree and intent • Repair/payment for damage • Action plan requiring student to do clean up or maintenance work • Serious malicious damage will result in suspension/expulsion 	<ul style="list-style-type: none"> • 2nd same as first. Student is also placed on probation • 3rd expulsion recommended
Being rude or disrespectful to another student	<ul style="list-style-type: none"> • Warning and/or memo to principal • Possible mediation (principal, counselor, homeroom teacher, peer counselor) 	<ul style="list-style-type: none"> • 2nd Letter on file • Parent conference • Mediation • Suspension • Expulsion
Being rude or disrespectful to a member of the professional or support staff	<ul style="list-style-type: none"> • Memo to Principal • Possible suspension and parent informed • Possible mediation • Appropriate restitution 	<ul style="list-style-type: none"> • 2nd suspension; • parent/student/principal conference • contract
Intimidation, bullying or abusive behavior (see bullying policy)	<ul style="list-style-type: none"> • Memo to Principal • Parent conference • Possible suspension • Appropriate restitution 	<ul style="list-style-type: none"> • 2nd probation and counseling recommended for 3rd or subsequent offenses.
Fighting	<ul style="list-style-type: none"> • Immediate suspension • Parent conference 	<ul style="list-style-type: none"> • 2nd probation and counseling • Suspension/expulsion
Dishonesty		
Stealing	<ul style="list-style-type: none"> • Documented and investigated • Suspension + probation • Parent/student/principal conference • Appropriate restitution • Possible police involvement 	<ul style="list-style-type: none"> • 2nd probation; counseling; • possible expulsion
Lying to a member of the professional or support staff	<ul style="list-style-type: none"> • Documented and investigated • Conference with students, parent, staff member • Counseling 	<ul style="list-style-type: none"> • 2nd probation • counseling • possible expulsion

Cheating on tests or exams	<ul style="list-style-type: none"> • Memo and documentation sent to principal • Disqualification of test/exam results 	<ul style="list-style-type: none"> • 2nd disqualification from all exams • suspension • Possible expulsion
Forging signatures	<ul style="list-style-type: none"> • Letter to parent/ guardian documenting the incident 	<ul style="list-style-type: none"> • Suspension; probation
Copying homework/class assignments from other students	<ul style="list-style-type: none"> • Letter home to parents 	<ul style="list-style-type: none"> • 2nd conference with teacher, parent, student, principal • 3rd suspension; counseling
Borrowing/ copying from publications for research, but not acknowledging sources and plagiarism of documents in whole or in part	<ul style="list-style-type: none"> • Parent conference 	<ul style="list-style-type: none"> • 2nd suspension • 3rd probation
Substances		
Tobacco, Vapes and E-cigarettes (smoking or possession)	<ul style="list-style-type: none"> • Warning letter sent home; • Counseling/ education provided 	<ul style="list-style-type: none"> • One day suspension (2nd offense) • Three day suspension and contract (3rd offense)
Alcohol (possession or being under the influence)	<ul style="list-style-type: none"> • Three day suspension; • Parent conference; • Counseling required 	<ul style="list-style-type: none"> • One week suspension; probation and contract; school may require professional assessment (2nd offense) • Possible expulsion or extended suspension (3rd offense)
Controlled and Illegal Drugs		
Possession	<ul style="list-style-type: none"> • Two week suspension; • Parent conference; • Counseling/ education; • Probation and contract, and /or possible expulsion at the discretion of the school's administration 	<ul style="list-style-type: none"> • Expulsion
Being under the influence	<ul style="list-style-type: none"> • Two-week suspension; • Parent conference • Counseling/ education • Probation and contract, and/or possible expulsion at the discretion of the school's administration 	<ul style="list-style-type: none"> • Expulsion
Sale and/ or distribution	<ul style="list-style-type: none"> • Expulsion 	

ISPS believes that in order to deliver a high quality program students, staff and parents should be held accountable to the highest levels of conduct.

Therefore, at ISPS, we expect that all students will:

- Uphold the fundamental rights of all ISPS community members by treating others and their property with respect and dignity.
- Practice tolerance and respect diversity.
- Behave in such a way that brings honor upon ISPS' name.
- Be responsible for your own conduct both in and out of school and understand that improper conduct has consequences.
- Resolve conflicts in a peaceful, rational manner.
- Be honest, always tells the truth and don't take what does not belong to you.
- Care for others physically, psychologically, and emotionally.
- Give of yourself to your community.
- Do your best every day; strive for excellence in everything you do.
- When you see others violating the Honor Code, speak out.

General Disciplinary Procedures

The Subject Teacher, Counselor, Homeroom Teacher, and/or Principal will confer with the student(s). The parents may be conferred with in person or by phone. A meeting may include other appropriate people. Several conferences may be required before further action is taken. As a result of the conferencing process, one or more of the following consequences may occur as a result of a student's inappropriate behavior:

a) Detention

Students may be required to serve one or more lunchtime detention periods for of 20 to 35 minutes. If the entire period is taken, the student will be given lunch in the detention room that is supervised by a staff member. A behavior detention is assigned only through the Middle School or High School office.

b) Behavior Contract

A formal written contract between the school, parents, and student may be required which specifies expectations and consequences of behavior.

c) Counseling Referral

The school may require professional counseling or diagnostic evaluation as a requirement for continued enrollment. The results of any testing and/or professional recommendations for school action would also be required.

d) Disqualification of grades due to cheating or plagiarizing

A student who chooses to cheat or plagiarize will have the assignment or assessment disqualified from the available body of assessment evidence considered. This disqualification represents a lost opportunity for the student to score within that quarter or term.

e) Financial Reimbursement

A student and his/her parents may be required to reimburse individuals or ISPS for the loss, damage or destruction of property.

f) Suspension

Suspension is the removal of a student from classes and activities for a short time.

There are two types of suspension utilized depending on the nature of the misbehavior as well as the student's behavior history.

- **In-school suspension**

Students may receive one to two days of in-school suspension, which means they are isolated in a supervised area of the school. A student is expected to work on schoolwork during this time.

Lunch and breaks are monitored and held separately from grade level peers.

- **Out-of-school suspension**

In serious situations when it is deemed best to remove a student from school to emphasize the seriousness of the behavior or to remove the student from the premises while an investigation of the incident occurs, a suspension, supervised by the parents, may be given for a period ranging from one day to three weeks. In this situation, it is the responsibility of the student and/or parents to obtain the academic work missed during the student's absence.

Prior to any suspension, the Director or his/her designee shall:

- A Advise the student in question of the particular misconduct and the basis for accusation;
- B Provide the student an opportunity to explain his/her version of the situation; and,
- C Any student whose continued presence in the school poses a danger to persons or property or an ongoing threat of disruption to the academic process may be immediately removed from the school premises without benefit of the above procedures, The necessary procedure shall follow as soon as practical.

In all cases parents will be notified of a suspension in writing and by telephone.

If the suspension is to be for 10 days or less, the above procedures are considered sufficient. If the suspension is to be for more than 10 days, the steps below shall be followed in addition to the above procedures.

- A A notice in writing of the suspension and the reasons thereof shall be given to the parents or guardians of the student suspended if the student is less than 18 years of age. This notice shall be provided in sufficient time (minimum of three days ahead) to give the student a chance to prepare his/her defense.
- B The student (and parents or guardians if he/she is under 18) shall be provided with a copy of the board's policy and administrative procedures of suspension and expulsion.
- C At the hearing, the student shall be provided with the names of individuals who have primary knowledge of the facts forming the basis for the suspension or expulsion.
- D Students shall be permitted to examine any document or record the school will use at the hearing or which will aid them in their defense.
- E The student shall be permitted to obtain legal counsel.
- F The student or his/her counsel shall be permitted to cross-examine those who have primary knowledge of the facts. For procedural purposes suspensions exceeding 10 days and expulsions shall be treated in a similar manner. Unless there is an emergency, hearings shall precede the imposition of any long-term suspension or expulsion.

If the parent wishes to appeal any suspension of more than 10 days, the student will continue in school until the appeal process has been completed at the Director's discretion with consideration of the impact on safety and learning.

If, in the opinion of the Principal, the student is considered dangerous to the school, he will not be permitted to attend and will remain in home suspension until the appeal process has been completed.

g) Expulsion

In extreme cases of misbehavior or recurring behavior problems, a student may be permanently dismissed from attendance at ISPS. Decisions made concerning the expulsion of a student will be made by the Director of the school in conjunction with the Board of Directors.

h) Re-enrollment

Any student who has been asked to withdraw or who has been expelled from ISPS may apply for re-enrollment.

A period of one year must elapse before a student may re-apply. The procedure for re-enrollment will follow ISPS Policies and will include the formation of a Review Committee.

The Review Committee will be the Admission Director, the appropriate Principal and Counselor, and the Director of the School. The Review Committee will make a recommendation to the Board on re-admission to ISPS within two weeks of the receiving the complete application package from the Admission Department. The Board, at its next regularly scheduled meeting, will make a final decision on the re-admission of the student.

BULLYING

Bullying is a form of aggression involving unwanted, negative and hurtful actions by one or more students against another who feels unable to prevent it or make it stop. It involves a real or perceived imbalance of power and is intentional and often repeated. The ISPS has a policy in regard to bullying behavior and requires training for staff and students annually to help make the school a “bully free zone”. To this end, the following matrix is meant to serve as a guide for consequences that will be implemented for different types of bullying and the frequency with which they take place. In all cases, an incident report is to be provided to the principal and student’s teacher. These consequences may be changed if the school administration feels it is appropriate.

BULLYING CONSEQUENCES MATRIX

Type of Behavior	First Offense	Second Offense	Repeated Offenses
Verbal/Written: Teasing, name calling, offensive remarks, spreading rumors	<ul style="list-style-type: none"> Teacher conference with student 	<ul style="list-style-type: none"> Principal conference with student Student calls parents In school detention/missed recess 	<ul style="list-style-type: none"> Out of school suspension Excluded from social settings Graduated individual plan possibly leading to expulsion
Social/Emotional: Exclusion, rejection, preventing others from befriending	<ul style="list-style-type: none"> Teacher conference with student 	<ul style="list-style-type: none"> Principal conference with student Student calls parents In school detention/missed recess 	<ul style="list-style-type: none"> Out of school suspension Excluded from social settings Graduated individual plan possibly leading to expulsion
Intimidation: Threatening, extortion, encouraging others to bully	<ul style="list-style-type: none"> Principal conference with student Student calls parents 	<ul style="list-style-type: none"> Conference with parent, Principal, and student In-school suspension/missed recess 	<ul style="list-style-type: none"> Out of school suspension Excluded from social settings Graduated individual plans possibly leading to expulsion
Damage to Property: Including theft	<ul style="list-style-type: none"> Principal conference with student Student calls parents Restitution 	<ul style="list-style-type: none"> Conference with parent, Principal, and student In-school suspension/missed recess 	<ul style="list-style-type: none"> Out of school suspension Excluded from social settings Graduated individual plan possibly leading to expulsion
Physical: Hitting, kicking, tripping, throwing objects, spitting etc.	<ul style="list-style-type: none"> Principal conference with student Student calls parents Suspension (MS and HS, possibly ES) 	<ul style="list-style-type: none"> Conference with parent, Principal and student Out of school suspension 	<ul style="list-style-type: none"> Extended suspension (up to 10 days) Graduated individual plan possibly leading to expulsion
Cyber bullying: Willful and repeated harm through electronic devices, identity theft	<ul style="list-style-type: none"> Principal conference with student Student calls parents 	<ul style="list-style-type: none"> Conference with parent Principal and student In-school suspension/missed recess Suspension from school network 	<ul style="list-style-type: none"> Out of school suspension Graduated individual plan possibly leading to expulsion

ISPS DRUG AND ALCOHOL POLICY

The purpose of this policy is:

- 1) To ensure that all community members – students, parents, guardians, teachers, and support staff – are educated about the dangers of the use-of tobacco, alcohol, controlled and illegal drugs.
- 2) To establish such preventative measures, including urine testing of students perceived to be at risk, as will ensure that the school is seen not to tolerate the misuse of controlled and/or illegal drugs or any form of substance abuse.
- 3) To ensure that firm and consistent disciplinary measures will be taken against students who possess, use or sell any of the following: tobacco, alcohol, controlled drugs or illegal drugs.

Prevention

The school's curriculum will each year provide age-appropriate education, including counseling services, for all students about the nature of tobacco, alcohol, controlled and illegal drugs and the dangers of their use/misuse.

Students found possessing, using or selling these substances within the school will receive mandatory education and counseling by the counselor in addition to disciplinary action.

The school will provide opportunities for teachers, parents, and support staff to learn about these substances and the dangers of their use.

Definitions

Substances not tolerated for student use or possessions are as follows:

1. All tobacco products;
2. All alcoholic beverages;
3. All illegal and controlled drugs

(This is not applicable to students who are taking medicines as legitimately prescribed by a physician. In this case, a letter is required from a doctor and medication taken at the school needs to be regulated by the school nurse.)

Violations and Consequences:

1. Tobacco: Vaping, Smoking or Possession

1st offense - warning letter sent home; counseling/education 2nd offense - one-day suspension; parent conference;

3rd offense – three-day suspension; parent conference; probation and contract

2. Alcohol – Possession, Drinking or Being Under the Influence

1st offense – three day suspension; parent conference; counseling/education

2nd offense – one week suspension; probation and contract (possible including professional assessment);

3rd offense – possible expulsion or extended suspension

3. Controlled and Illegal Drugs

1st offense – possession – two week suspension; parent conference; counseling/education; probation and contract; and/or possible expulsion at the discretion of the school's administration.

2nd offense – possession – expulsion

Being Under the Influence – 2nd offense – expulsion Sale or Distribution 1st offense - expulsion

Areas of the School's Jurisdiction

The area of the school's jurisdiction includes school property and its surroundings, school sponsored functions held off campus, and all other school-related events including field trips. The school's jurisdiction extends beyond the above if a student's misuse of alcohol, controlled or illegal drugs places him or others at risk or brings the school's name into disrepute.

Procedures

1. A student suspected of substance misuse has the right to privacy, yet in all cases, the student's parents or guardians will be informed unless the student is 18 years of age or older.
2. Given reasonable cause for suspicion, a student's clothing, possessions, and locker may be searched by two persons, one of whom will be of the same gender as the student and one of whom will be an Administrator. Tobacco products, alcoholic beverages and controlled or illegal drugs found in the possession of a student will be confiscated.
3. Given reasonable cause for suspicion, a student may be required to undergo a urine test for illegal drugs. If the student has not previously violated this policy, a positive urine test will be considered by the school to be a first offence and appropriate disciplinary consequences will ensue. Refusal to submit a urine sample for testing will be considered as a positive test result.

4. A student who has violated school policy on controlled or illegal drugs will be subject to random urine testing for a period of not less than six months.
5. If a positive urine test is recorded and this constitutes a “second offence” the school will re- administer the test within 24 hours of the first test. If the re-test is a “confirmed positive” this will result in an expulsion.
6. Any evidence of tampering with the sample (dilution of sample, abnormal temperature of sample, etc.) will be considered a positive test.
7. Tuition refunds will not be granted to families or companies following disciplinary consequences from a violation of this policy.

Reporting of Use of Prohibited Substances

It is expected that students, parents, teachers and support staff will report suspected cases of violation of this policy to a school counselor and a member of the school’s Administration.

ISPS WEAPONS POLICY

No student or non-student, including adults and visitors, shall possess, carry, keep, use or distribute any weapon when in a school location, or while attending or participating in any school activity, including transporting to or from any such activity.

Definitions:

A **weapon** means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or injury.

A **“deadly weapon”** is any weapon used in a violent or threatening manner.

A **“firearm”** is defined as any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive or other propellant.

“School location” includes school buildings, school grounds, school activities or trips, school vehicles or vehicles hired for the purpose of transporting members of the school.

“Possession” means having a weapon on one’s person or in an area subject to one’s control in a school location.

Consequences for students:

Weapon

1st Offense: Minimum 5-day out of school suspension.

2nd Offense: Minimum 10-day out of school suspension with recommended expulsion.

Deadly Weapon -

Minimum 10-day out of school suspension with recommended expulsion.

Fire Arm

Expulsion

For non-students:

Any member of the public who violates this policy shall be informed of the policy, and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations.

An employee who violates the policy is subject to disciplinary action, including termination, suspension or non-renewal.

Exceptions:

It shall not be a violation of this policy if:

- the non-student is a licensed police officer, or military personnel on official duty.
- students are using objects which are a natural component of any approved school program/activity.

Administrative Discretion

While the school will generally take a “zero tolerance” position on the possession, use or distribution of weapons by students, the Director may use discretion in determining whether a course of action other than the minimum consequences is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

APPENDIX B:

ISPS School Wide Philosophy of Assessment

Philosophy

Assessment is a key part of teaching and learning that forms the basis from which teachers and students make decisions about academic and personal development. It gives direction for setting instructional goals and also provides information about the overall growth of students.

Aim

The International School of Port of Spain has established a program of student assessment with the goal of improving student learning and performance. Assessment, record-keeping, and reporting to parents is a meaningful process. The aim of student assessment is to facilitate the learning of each student by providing information which supports student success. Parents are key players in their children's educational development and accurate, informative reports (both written and oral) facilitate their active involvement. Teachers use a variety of assessments which are both formative and summative.

Qualitative assessment provides an in-depth understanding of students' experiences, perspectives in the context of their personal circumstances or setting, and ability to effectively communicate understanding. It focuses on the student's work, reasoning capacity, and measures skills acquired. It is a process of knowledge-building through ideas, connections and extensions. Assessment is also differentiated to students' level of ability and learning styles. Accurate teacher assessment is crucial to inform future planning as well as to chart students' progress.

Objectives

- Measure students' personal and academic growth
- Provide cumulative information on personal and academic growth K-12
- Reflect upon & evaluate teaching and learning
- Engage students in their own learning and monitor their progress
- Provide a variety of assessments to encourage student learning
- Provide a record & acknowledge students' achievements
- Inform parents, the board, administration and outside agencies of assessment outcomes

Principles of Assessment

Effective assessments:

- Show what students know, understand, can do, and communicate
- Have criteria that are known and understood in advance
- Are both formative and summative
- Are valid, relevant, and reliable
- Demonstrate mastery and expertise
- May be open-ended and/or allow student choice
- Are fair, objective, and significant
- May be differentiated and scaffolded

Learning Strategies that Align with the Principles of Assessment

Teachers ensure that a range of learning experiences and teaching strategies is:

- embedded in the curriculum
- built upon prior learning
- age-appropriate, thought-provoking and engaging
- based on the differing needs of all students, including those who are learning in a language other than their mother tongue, and students with learning support requirements
- open-ended and involves teaching problem-solving and critical thinking skills.

Teachers choose strategies that provide for learning through disciplined inquiry and research; involve communication of ideas and personal reflection; and give students the opportunity to practice, apply and communicate their new understandings and skills.

Types of Assessment

Different types of assessment are used to track student progress and improve student learning.

Pre-Assessment is the assessment that gives information about students' prior knowledge.

Formative Assessment (Assessment for Learning) is the ongoing assessment of how students are learning, undertaken by the teacher and the student during the course of the learning process. It provides feedback on students' understanding and application of knowledge, concepts and skills. The process of using formative assessment allows adjustments to be made in teaching and student practice to better assure students achieve targeted learning outcomes within a set time frame.

Formative assessment is interwoven into the daily learning which:

- Provides feedback and shares learning goals with students
- Encourages students to reflect on performance and set goals for learning
- Guides teacher planning and instruction to meet student learning needs.

Teachers develop ways of understanding students' prior learning so that they can plan appropriate learning experiences and teaching strategies. Teachers also monitor and support learning as students engage with the unit. Formative assessment provides teachers and students with insights into the ongoing development of knowledge, understanding, skills and attitudes. Effective formative assessment also provides teachers and student with a way to explore personal learning styles as well as individual student strengths, challenges and preferences that can inform meaningful differentiation of learning.

Formative assessment can also provide important opportunities for students to rehearse or refine performances of understanding as they prepare to complete summative assessment tasks. Peer and self- assessments are valuable formative assessment strategies.

Summative Assessment (Assessment of Learning) is the assessment of learning that takes place at the end of a unit or course of study in order to measure how students have met curriculum standards. This assessment allows students to synthesize, apply, and communicate information in a variety of forms.

Summative assessment:

- Compares the student's learning with the benchmarks for a grade level
- Informs students, parents and others of progress
- Measures students' understanding of the central idea of the unit

Assessment is the collection and analysis of data about student learning. It identifies what students know, understand, value, and what they can do at various stages of the learning process. Evaluation is a judgment based on the results of assessment.

Assessment Practices

Multiple measures are used to develop a comprehensive understanding of how curriculum design and delivery relate to student learning. The following practices are often used to assess student learning:

Portfolio assessments	Checklists	Open-Ended tasks
Anecdotal records	Narrative	Pictorial representations
Observations	Tests	Self; peer assessments
Performance tasks	Rubrics	Continuums
Exemplars	Presentations (oral, visual or dramatic)	Models/projects
Exhibitions	Benchmarks	Selected responses

Assessment tasks will include, but not be limited to:

Written work/projects	Art	Participation
Reflective writing	Multi-media presentations	Journals (e.g., math, language)
Compositions – musical, physical or artistic	Essays	Examinations
Questionnaires	Investigations	Research
Performances	Presentations – verbal (oral or written)	Presentations – graphic (through various media)
Tests	Demonstrations	Portfolio assessment
Oral presentations (drama, skits, role play, debates, etc.)		

The ICE Model

The Ideas, Connections and Extensions (ICE) approach can be used across subject areas and grade levels. This model of learning can provide a framework for understanding where the learners are along the learning continuum providing information to maximize the students' learning. Assessment & Learning: the ICE Approach (2000) Sue Fostaty Young and Robert J. Wilson

Ideas	Connections	Extensions
<ul style="list-style-type: none">• Student uses accurate definitions and uses of terms, vocabulary, and elemental concepts correctly.• Student reiterates facts.	<ul style="list-style-type: none">• Student clearly indicates and articulates the relationships among concepts.• Student shows evidence of understanding of learning in relation to real-life experience. Student shows evidence of meaning-making.	<ul style="list-style-type: none">• Student is able to answer hypothetical questions and• make predictions based on what was learned.• Student uses learning in a novel way, different from the initial learning situation.

ISPS Writing Assessment:

ISPS provides a K-12 writing assessment twice a year. These tests are developmentally appropriate at each level and are administered at the beginning of the year and the end of the year. The baseline is administered by September/ October and the end of year writing is administered in May. The writing assessment is scored internally by a team of teachers utilizing the external Six Traits+1 Writing rubric.

TESTING LEVEL	MODE OF DISCOURSE
Elementary (Kindergarten- 4)	Narrative
Intermediate (Grades 5–6)	Informative/Descriptive
Middle (Grades 7– 8)	Expository
Secondary (Grades 9–12)	Persuasive/ Analytical

- **Narrative writing**—The student tells a story or relates an incident or experience to entertain or to illustrate a point.
- **Informational writing**—The student portrays a person, place, or event with specific and well- chosen details to
 - create a clear impression.
- **Expository writing**—The student clarifies or defines various points of view, positions, or possible courses of action as viable solutions to a problematic situation through supporting facts or arguments for each.
- **Persuasive writing**—The student makes the case for a specific course of action or point of view through the marshalling of logical argument and telling facts in support of the recommended action or position.
- **Analytical writing**—The student incorporates higher-order skills. It assesses your ability to articulate and support complex ideas, construct and evaluate arguments, and sustain a focused and coherent discussion. It does not assess specific content knowledge.

External Assessments

External assessments are given at ISPS to provide students with additional, objective, information about their learning and progress. Results of external assessments are not incorporated into a student's course grades or his/her report card. This information is only provided to students and parents as additional information and is presented in accordance with the external assessment agencies policies (e.g., stanines, percentiles and norms are used).

The external assessments in the bulleted list below are given at ISPS

- Measures of Academic Progress (MAP) (K-10)
- The WrAP test of the ERB (gr. 3-8)
- PSAT (gr. 9-11)
- SAT (Scholastic Aptitude Test) and ACT (gr. 10-12)
- Advanced Placement (gr. 11-12)

Recording/Reporting

Recording of achievement and effort is an essential part of all assessment procedures. It is the responsibility of all teachers to keep records which contain:

- Assessment outcomes (Achievement levels, Grades, portfolio samples)
- Level of student effort
- Identification of strengths and weaknesses
- Student self-assessment and peer assessment data
- Information relating to issues which may affect learning
- Reflection and Goal setting for the future

Conferences

We offer three different types of conferences at ISPS to provide information to both students and parents.

Teacher-student conferences

These conferences are usually informal. They are incorporated into the regular classroom routines and are meant to provide the students with feedback on their progress. These conferences also allow students to reflect on their own work and to make decisions regarding their portfolios.

Teacher-parent conferences

These conferences are formal conferences among teachers, other professionals who work with the student, and parents to provide feedback about the child's progress and needs. Students may also be included. Teachers take this opportunity to report student progress, answer the parent's questions, address any concerns, and help define each person's role in the learning process. At ISPS, this type of conference takes place formally twice each year and as needed or requested by a parent or teacher throughout the year.

Student-led conferences

These conferences are formal conferences between students (PK-5) and parents. The students will, with the support and guidance of the teacher, select the work to be discussed. Students reflect on their progress and share the responsibility of informing their parents.

Actions for students who are experiencing difficulties

In the Middle and High School, students who are experiencing difficulties may be placed on Academic Monitoring and Probation and will be responsible for creating an action plan that they will discuss with their parents and teachers in which they record what they plan to do to improve their level of achievement and understanding. This plan will be discussed and reviewed by both the parents and teacher(s) and progress on the plan will be tracked for the specified length of time from one quarter to the remainder of the year.

Teachers and parents can request a conference during any time of the year to discuss the progress of a student.

Assessment Policy – Kindergarten to Grade 5 (PYP)

All teachers are responsible for ensuring that grading takes place consistently within a subject. Grading of students' work should follow individual subject policy. In general, these should allow for:

- Assessment of students' work by their teachers on a weekly basis
- Accurate self-marking and peer/group assessment where applicable
- Identification of strengths/weaknesses of students' work with respect to objectives
- Homework recognition by effort/or achievement marking
- Relating outcomes/meaning of marking back to students using appropriate comments/grades
- Communication of outcomes of marking to parents

It is expected that the main emphasis when marking will be to convey to the students an understanding of their progress within the subject area. Feedback to students emphasizes achievement with respect to learning objectives in the form of useful comments and annotation of work, wherever possible, giving guidance to support future progress.

Students are monitored using varied internal and external assessments throughout the year in order to inform future learning requirements. Teachers also assess the progress of each student based on both internal and external assessments. Teachers utilize the data collected to facilitate the setting of individual strategies and targets in conjunction with the student and the parent. These strategies will be monitored and reviewed at agreed intervals, with further strategies/targets being set as appropriate.

Grading Policy – Grades 6 to 10 (MYP)

Principles of Assessment – From *MYP Principles into Practice* (2014)

ISPS follows the assessment philosophy articulated in the IB MYP Principles of Assessment. A portion of this guide is provided here for reference.

Assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the program. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.

This "criterion-related" approach represents a philosophy of assessment that is neither "norm-referenced" (where students must be compared to each other and to an expected distribution of achievement) nor "criterion-referenced" (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- 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 critical and creative thinking skills
- reflect the international-mindedness of the program by allowing for assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the program by including in its model principles that take account of the development of the whole student.

The aim of MYP assessment is to support and encourage student learning. The MYP places an emphasis on assessment processes that involve the gathering and analysis of information about student performance and that provide timely feedback to students on their performance. MYP assessment plays a significant role in the development of Approaches To Learning skills, especially skills that are closely related to subject-group objectives. The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process of learning.

THE MYP ASSESSMENT CRITERIA

There are four criteria on which students are assessed, within each discipline. These criteria are outlined below:

Discipline	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analyzing	Organizing	Producing Text	Using Language
Language Acquisition (Spanish/French)	Comprehending Spoken and Visual Text	Comprehending Written and Visual Text	Communicating in Response to Spoken, Written, and Visual Text	Using Language in Spoken and Written Form
Individuals and Societies (Humanities)	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Technology (Design)	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-life Contexts
Science	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Arts (Music/Drama/Art / Dance)	Knowing and Understanding	Developing Skills	Thinking Creatively	Responding
Physical Education and Health	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance

Determining and Communicating Grades in the MYP

There are four assessment criteria for each discipline. All criteria have a maximum of eight achievement levels. MYP criteria are equally weighted.

At the end of a period of learning, teachers make judgments on their students' achievement levels in each subject-group criterion. To determine these achievement levels, teachers gather sufficient evidence of achievement from a range of learning experiences and assessments. This evidence comes from the performance of a student over the duration of the units taught.

At the end of a period of learning, evidence of student progress is matched to the appropriate assessment criteria to determine a student's achievement level. All units include summative tasks that are assessed according to one or more MYP criteria to ensure continuous assessment and feedback of students' performance against the MYP objectives. The planning of units and assessment tasks should ensure all criteria have been included over time, providing balanced evidence that is sufficient for determining a final achievement level. Teachers pay particular attention to patterns in the data (such as an increasing level of performance), consistency and mitigating circumstances. This process results in the teacher making a professional and informed judgment to determine a grade (out of 8) on each criterion.

These grades (out of 8) are then summed to determine a final grade out of 32. The IB conversion scale is used to determine a student's final mark out of 7 (on the IB scale). The IB grades are then converted and combined, with any other assessment information that a teacher wishes to include, to determine a student's final grade on the ISPS scale (A-F). Each time that a final grade is reported, teachers will also communicate to parents student achievement levels on each of the criteria.

An example is provided below:

Student's Name: Student1 Subject: Grade 9 History

Units/Assessments	Criterion A	Criterion B	Criterion C	Criterion D
Research Project	8	8		4
Poster	7	7		
Booklet Design	8	7	6	
Oral Presentation			5	5
Exam			6	5
Final Criterion Grade (out of 8)	8	7	6	4

* This final criterion grade is determined by the teacher's judgment of a student's performance on that criterion. The student's final mark out of 32 is then determined. In the example above this mark would be: $8 + 7 + 6 + 4 = 25$. This mark is then converted into a grade out of 7 on the IB scale and then into a grade (A-F) on the ISPS scale. The scale conversions and level descriptors are provided on the next page.

Scale (out of 32)	IB Scale	ISPS Scale	MYP Descriptor	ISPS Descriptor
28-32	7	A	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Student demonstrates mastery of all of the learning goals, often to the level of abstract thinking • Student can extend this learning and produces work of high quality/creativity • Student is able to critically interpret and analyse the knowledge to demonstrate originality of thought and insight • Student communicates logically and concisely using precise language specific to the subject
24-27	6	B+ / A-	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Student is able to make connections within the content and to the real world • Student is able to apply the learning and skills to unfamiliar contexts
19-23	5	B / B-	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Student demonstrates a consistent understanding of the required knowledge and skills • Student is able to apply the learning in a variety of familiar contexts • Student communicates effectively using appropriate subject-related language

15-18	4	C+ / C	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Student demonstrates a general understanding of the required knowledge and skills • Student is able to apply the learning within the contexts taught • Student is able to make connections within the content to their own experiences based on prior knowledge • Student communicates adequately using general language
10-14	3	C- / D+	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Student is able to apply the learning in simple contexts, with support • Student is focused on the basic ideas and may have difficulty understanding how the ideas connect with each other
6-9	2	D / D-	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Student demonstrates a limited, concrete understanding of the required knowledge and skills • Student communicates with limited clarity and requires support

1-5	1	F	<ul style="list-style-type: none"> • Produces work of very limited quality. • Conveys many significant is understandings or lacks understanding of most concepts and contexts. • Very rarely demonstrates critical or creative thinking. • Very inflexible, rarely using knowledge or skills. 	<ul style="list-style-type: none"> • The student has difficulty in understanding the required knowledge and skills • Student is unable to apply the learning in concrete situations, even with support • Student has not developed even a limited understanding of the basic knowledge and skills • Student is unable to communicate about the learning, even with support • Student has not produced enough work to demonstrate understanding.
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ISPS Grading Scale and Record of Skill Development

GRADING(Pre-K-5)

Exceeding: 4

The student consistently exceeds and demonstrates an in-depth understanding of skills, concepts, knowledge and behaviors competently, confidently and independently.

Consistent: 3

The student consistently meets the expectations for understanding and using the skills, concepts, knowledge and behaviors competently and confidently with minimal teacher support.

Developing: 2

The student meets the expectations for understanding and using the skills, concepts, knowledge and behaviors most of the time with some teacher support

Beginning: 1

The student is beginning to meet the expectations for understanding and using the skills, concepts, knowledge and behaviors. Considerable teacher support is still required at this stage.

APPROACHES TO LEARNING DESCRIPTORS (6-10)

EE – Exceeding Expectations

ME – Meeting Expectations

AE – Approaching Expectations

BE – Below Expectations

GRADING (11-12)

A	95-100%
A-	90-94%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	69-67%
D	66-64%
D-	63-60%
	Below 60%

ISPS STUDENT RESPONSIBILITY (GRADES 11-12)

Excellent –	Consistently or Exceeds Standards –	4
Good –	Usually or Meets Standards –	3
Satisfactory –	Sometimes or Occasionally Meets Standards –	2
Needs Improvement –	Rarely or Approaching –	1

External Assessment Matrix for ISPS

Instrument	MAP	Writing Assessment	SAT	AP	APPL
<ul style="list-style-type: none"> • Purpose Screening • Diagnostic • Formative • Summative 	<ul style="list-style-type: none"> • Screening • Formative 	<ul style="list-style-type: none"> • Formative • Diagnostic 	<ul style="list-style-type: none"> • Summative 	<ul style="list-style-type: none"> • Summative 	<ul style="list-style-type: none"> • Formative • Summative
Grade Level(s)	K-8	K-12	11-12	10-12	5-12
<ul style="list-style-type: none"> • Learning/ Curriculum • Standards Addressed 	<ul style="list-style-type: none"> • Language Arts- Reading & Lang Usage • Math 	<ul style="list-style-type: none"> • Language Arts- Writing 	<ul style="list-style-type: none"> • Math, • Critical Reading, • Writing 	<ul style="list-style-type: none"> • Subject specific 	<ul style="list-style-type: none"> • Spanish and French Communication Skills
<ul style="list-style-type: none"> • How Administered? • Who Administers? 	<ul style="list-style-type: none"> • Computer • Counselors & Principals set schedule 	<ul style="list-style-type: none"> • Classroom/ English Teachers • Common prompts (K-3, 4-6, 7-9, 10-12) 	<ul style="list-style-type: none"> • School SAT coordinator and proctors 	<ul style="list-style-type: none"> • Proctors 	<ul style="list-style-type: none"> • On-line • Proctors
<ul style="list-style-type: none"> • When Administered 	<ul style="list-style-type: none"> • September • February (K-5) • May 	<ul style="list-style-type: none"> • September/ October • March (ERB3-8) • May 	<ul style="list-style-type: none"> • Four times per year on established schedule 	<ul style="list-style-type: none"> • Over two weeks scheduled during College Board examination period in May 	<ul style="list-style-type: none"> • Once per year:- April
<ul style="list-style-type: none"> • When Results Available 	<ul style="list-style-type: none"> • Two weeks after examination 	<ul style="list-style-type: none"> • Within one month 	<ul style="list-style-type: none"> • Approx. 1 month 	<ul style="list-style-type: none"> • July 	<ul style="list-style-type: none"> • Within 1 week
<ul style="list-style-type: none"> • How is Data Used? 	<ul style="list-style-type: none"> • Classroom teachers: Plan instruction, report to parents • Student goal setting reports to Board 	<ul style="list-style-type: none"> • Identification of specific strengths and weaknesses in student writing to inform instruction; • Report to parents; • Student goal setting; • Report to Board 	<ul style="list-style-type: none"> • Administrative review of overall student performance relative to US and international students around the world 	<ul style="list-style-type: none"> • Administrative and teacher review of student achievement leading to possible changes in teaching; • Admin reports to parents and Board 	<ul style="list-style-type: none"> • Program evaluation relative to achievement of goals of fluency • Renew of overall student performance relative to global population
<ul style="list-style-type: none"> • Dialogue Opportunities • How is Data Shared? 	<ul style="list-style-type: none"> • Grade level teams: discuss student progress • Subject teams – discuss trends across the grade levels 	<ul style="list-style-type: none"> • Peer to peer • Peer to teacher • Teacher to teacher • Teacher/student to parent 	<ul style="list-style-type: none"> • Administrator to teacher for possible curriculum revision • Admin to Board 	<ul style="list-style-type: none"> • Administrator to teacher; • Teacher to teacher • Admin to Board 	<ul style="list-style-type: none"> • Classroom teachers: Instructional planning; • Reports to parents and board

These external assessments are used to provide information that would guide teaching and learning. Additionally, Advanced Placement (AP) scores are used to track our students' performances in the AP subject areas. Measurement for Academic Progress (MAP) identifies the students expected growth from year to year and proficiency scores at grade level. Also, the tests are used to identify the students' strengths and weaknesses allowing the teachers to differentiate lessons. APPL is used as a measurement of Spanish Fluency.

ERB tests (ERB stands for Educational Record Bureau): are writing assessments that are used to determine students' proficiency levels across a variety of genres that include: narrative, expository, argumentative, and persuasive writing.

Types of large scale assessment data collected at ISPS include:

Elementary School: MAP, ERB, APPL

Middle School: MAP, ERB, APPL

High School: AP, SAT, APPL

The data collected from these assessments are analysed and trends are used to formulate actions plan to address areas for improvement in each school/program.

Internal Assessment - Writing Assessment: two essays a year based on different writing prompts written in Grades 1-10. Writing in Elementary School is being assessed using the Six Traits Writing Rubric, while the MYP criteria for language and literature is used in Middle School within the context of classroom assessment.

The Assessment Policy is reviewed each year and changes are made accordingly. All stakeholders are introduced to the policy at the beginning of each year through staff, student, and parent meetings, as well as handbooks. Faculty adhere to the policy ensuring that both formative and summative assessments guide their teaching and learning.