

# Family Handbook 2020 – 2021



I

**Inspiring international-mindedness, academic and personal excellence and responsible engagement.**

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## **Introduction**

Welcome to the International School Rheintal. We look forward to working with you and your children in the 2020-21 school year. We will do our best to fulfil the mission of the school and to inspire international-mindedness, academic and personal excellence and responsible engagement.

The following information has been prepared to help you and your child settle into school as easily and safely as possible. Please read through this edition. Each year, information is added to the handbook and during the year more information may be sent home from time to time. If you are not sure about any aspect of the program, please do not hesitate to contact the school.

## **About Us**

The International School Rheintal was founded in 2002 and was the first international school in the region and the St. Gallen Canton. We began with Grades 1 to 7 and then over the years we have added three years of Kindergarten and extended the school to Grade 12. So far there have been 13 classes who have graduated from ISR and our graduates have gone off to many different parts of the world – almost all study in a university and a number have gone on to do post-graduate studies. Although ISR is not selective for the Diploma Program, ISR Diploma Program results are very positive; our overall pass rate and average score are above the world averages.

Since June 2016, ISR is an accredited school with the Council of International Schools (CIS). This confirms the quality of all aspects of the school and helps us to ensure we continue to improve.

The International School Rheintal is authorized to offer three of the programs offered by the International Baccalaureate Organization – the Primary Years Program (PYP), the Middle Years Program (MYP) and the Diploma Program (DP).

Our language of instruction is English and all students learn German, the language of our region. French is taught as a foreign language in Grades 5 to 10. We support students with limited English through our English as an Additional Language program.

The school is a non-profit 'Verein' (association) and is governed by a Board. The ISR Board is comprised of 7 members – 5 from local businesses in St. Gallen, Liechtenstein and Vorarlberg and 2 parents from the ISR community. The Board is responsible for setting policies and procedures and for the strategic development of the school.

## **School Guiding Statements**

The culture of the International School Rheintal is defined through its Guiding Statements. These statements were developed by the teachers, leadership team, students, parents and board and we ask for your support in achieving our aims. We encourage you to read these statements carefully.

## **ISR Vision**

ISR will be the school of choice in the Alpen Rheintal region providing a high quality international education in English for students from Kindergarten to Grade 12, inspiring international-mindedness, academic and personal excellence and responsible engagement.

Created November 2014

## **ISR Mission Statement**

ISR is a supportive, challenging and child-centered environment. We encourage each student to reach his or her potential whilst promoting international-mindedness, empathy and life-long learning. Through teamwork and individual endeavours, members of the school community should

- Respect and take responsibility for themselves, others and the environment
- Appreciate and respect diversity
- Think critically
- Reflect thoughtfully
- Communicate effectively
- Celebrate success.

Reviewed November 2014

## **School Philosophy and Objectives**

The International School Rheintal provides a high quality educational programme in English for students from Kindergarten to Grade 12 designed to meet their intellectual, physical, social and emotional needs.

The school aims to:

- Challenge and support students to reach their full potential.
- Encourage students to think for themselves and acquire the skills, knowledge and understanding necessary for effective lifelong learning.
- Provide a challenging intellectual programme for exploring the academic disciplines from a global and local perspective.
- Offer a student-centered, welcoming environment which fosters an enjoyment of learning and where student achievements are celebrated.
- Nurture and appreciate a diversity of languages and cultures as a way of knowing.
- Guide students to show concern for themselves, for others, for the community and for the environment.
- Develop in its students a lasting commitment to international understanding and responsibility.
- Cultivate respect, tolerance and acceptance of others.
- Encourage students to strive to be thinkers, communicators and risk takers who are inquiring, knowledgeable, principled, open-minded, caring, balanced and reflective.

Reviewed November 2012

## **International - Mindedness at ISR**

The ISR community aims to be mindful, to be aware, respectful and appreciative of ourselves, of others and the diversity of all cultures and environments.

Through empathy, openness, inquiry, knowledge, thought, communication, care, courage, reason, reflection and principled action, our community and its members strive to understand the complexity and diversity of human interactions within and between cultures and environments.

The aim of our programs at ISR is to develop compassionate and active individuals who, recognizing their common humanity and shared guardianship of the planet, engage responsibly to create a better and more peaceful world.

Created April 2015

## **Global Citizenship at ISR**

Global Citizenship is a state of mind reflecting the IB Learner Profile within the IB's Global Contexts.

As such, a Global Citizen is someone who

- Recognizes broader range of environments beyond their own country (social, political, economic)
- Perceives that they have a role in global concerns (social equality, environment, politics)
- Acknowledges the value of diversity (culture, ethnicity, languages)
- Has perceptions and understanding of the interconnectedness of our world (globalization)
- Strongly objects to inequality and injustice (fairness and development)
- Plays an active role in their community in a variety of ways: think globally, act locally
- Takes responsibility to improve the condition of the planet and its people.

Created June 2018

## **Version for Younger Students:**

Global citizens are students making use of the IB Learner Profile and the IB Global contexts.

A Global Citizen is someone who

- Can see what are important ideas and problems for all people worldwide, not just where their home is
- Can understand that they are a part of the whole world population and should play a part to help others
- Understands that different ideas and ways of doing things (eg languages) around the world, can be valuable to them
- Knows that they are a part of the whole world and everyone is linked in some way
- Raises awareness and acts against any unfair treatment of other people
- Knows about world problems and acts to improve these in their own community
- Believes that they can take action to make a better world for themselves and others in the future

Created June 2018

## ISR Code of Conduct

# EVERYONE IN THE ISR COMMUNITY...

### **IS Respectful of other people**

- Respects other cultures
- Respects the ideas and opinions of others
- Uses the language of instruction so all are included

### **IS Respectful to the rights of others to learn**

### **IS Responsible for their own behavior**

- Resolves conflicts fairly
- Does their best in all tasks
- Acts safely
- Is responsible for their own health and well-being

### **IS Representative of the philosophy of the school**

- Dresses appropriately
- Behaves appropriately both inside and outside the school.

### **IS Respectful of property**

- School property
- Other people's property
- One's own property

### **IS Respectful of the environment**

- Keeps the school clean and tidy
- Cares for the environment
- Recycles, reduces waste and saves energy

### **IS Responsible for keeping the values of the school**

(Reviewed in the 2015-2016 school year)

## International Baccalaureate Programs

(See also [www.ibo.org](http://www.ibo.org))

ISR is authorized to offer three of the IB programs. The school can proudly call itself an IB World School, offering a coherent continuum of education from Kindergarten to Grade 12. The IB is more than its educational programs and certificates. At the heart of the programs is a mission to create a better and more peaceful world through education.

## **The IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **The IB Learner Profile**

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The learner profile unites us all with a common focus: on the whole person, as a lifelong learner. It applies to us all – student, teacher, parent or administrator – for we are all continually learning.

All learning and instruction are developed around fostering these traits. IB learners are internationally minded individuals that strive to create a better world through understanding the world's global interconnectedness and humanity.

As IB Learners we strive to be:

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

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

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

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

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

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

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

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

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

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

# **Conduct Expectations**

## **General Expectations**

ISR is a school community comprising many different nationalities and backgrounds. It is a central rule that students at all times show acceptance, tolerance and respect for the race, religion and nationality of other students and people in the school.

Students are expected to conduct themselves in accordance with the school Code of Conduct, on field trips, at school events and activities, and travelling to and from school. Students are expected, at all times, to exercise courtesy and refrain from using obscene language or creating any sort of disturbance to others. The school will not condone or tolerate behavior either during or outside school hours that is damaging to the school community or that jeopardizes the reputation of ISR.

Physical contact that may result in another person being hurt or feeling uncomfortable is not allowed in the school. Any form of bullying is not acceptable. If you are aware of students who are having difficulty relating to these standards, please contact the school so that we can take action and work with those involved.

It is our belief that the students and staff of the ISR have the right to a safe and friendly environment that fosters respect for each other and is free of verbal and physical aggression.

The following behaviors are unacceptable at school or on any school trips or events:

- Physical aggression/fighting
- Dangerous behavior
- Having harmful objects and substances (including knives, weapons and drugs)
- Being under the influence of drugs and/or alcohol
- Interfering with or taking something without the owner's consent
- Damaging school property or other property (Any damage will be paid for by those responsible.)
- One or more students threatening or coercing a student to do something he/she does not wish to do
- Bullying (including teasing and cyber-bullying)
- Swearing, rude/vulgar language or gestures
- Verbal, visual or physical harassment by an individual or a group
- Defiant behavior towards an adult
- Ignoring, walking away, or using a rude tone of voice
- Disturbing the learning environment
- Actions or words which prevent students from learning to a significant degree

## **Behavior in Buses and Taxis**

In the interests of safety, students are expected to behave safely and sensibly in buses and taxis. They should remain seated at all times, wear a safety belt where possible, and not interfere with the driver or other passengers, either by action or inappropriate language. Students should respect the instructions given by adults on the bus. No food, sweets or drinks

should be consumed in buses or taxis. Students must not damage the bus or taxi in any way. Students may lose the right to travel with the bus and/or taxi for school activities.

## **Consequences/Disciplinary Action**

When inappropriate or unacceptable behavior does occur, students must expect to face the consequences of their actions. The purpose of the disciplinary procedure is threefold:

- To make the student aware of the fact that they are responsible for their behavior.
- To serve as a deterrent thereby protecting students from the negative actions of others.
- To help the child make a genuine effort to modify his/her behavior.

Consequences and Disciplinary Actions include:

- Informal student conference with teacher and/or counselor
- Time-out
- Temporary withdrawal of privileges or additional work
- Formal student conferences with teacher
- Reflection on behavior forms completed with homeroom teacher or counsellor
- Individual behavior monitoring sheets to be completed in all classes
- Parent contact by phone or email
- Parent/teacher conference
- Formal student conference with Coordinator/Director
- Parent/Teacher/Coordinator/Director conference
- Removal of privileges
- Detention
- Temporary suspension
- Expulsion
- Notification of authorities where appropriate

Although every effort is made to apply the disciplinary procedure in a uniform manner, the nature of the disciplinary action must, to some extent, be co-determined by the kind of child/children involved, the severity of the behavior and the previous behavior of the child/children.

Note: Students and their families will be liable for any financial damages caused by inappropriate behavior at the school.

Parents, we ask that you give your active and positive support to these standards of conduct and to the general philosophy of the school. In order for us to maintain a safe and orderly environment for all students, it is critical that you give your support to the school and behavior expectations and consequences.

## **Student Dress and Appearance**

The school is a professional learning environment and we expect students to dress appropriately for this learning context. Clothing should be appropriate, non-distracting, non-revealing, neat, clean and free of offensive graphics and language. Slogans and logos on clothing and jewelry may not include vulgarity or references to drugs or alcohol or other inappropriate matters. Parents should expect that children may do messy project work, and that clothes may get glue, paint or other stains on them. Clothing must also be appropriate for

outdoors and weather conditions. Students in the PYP should bring indoor footwear – these can stay at school. If you are unsure of how to dress your child, please contact your child's teacher.

## **Parent-School Communications**

### **Handbook**

Parents should read this handbook carefully and discuss with their child/ren appropriate sections. Copies will be sent to all families at the beginning of the year or when new families begin during the year. A copy of the handbook is also available on the school web site [www.isr.ch](http://www.isr.ch).

### **News from School/Weekly Newsletter/Special Newsletter**

On most Fridays, the school will send home by email a weekly newsletter and any other notices or forms which need to be sent home. In the weekly newsletters teachers will give a review of the previous week and/or an overview of the following week. Generally, no newsletter is produced in the week when the Friday is not a normal school day. Parents may also submit articles to the newsletter – please submit the article by email to [office@isr.ch](mailto:office@isr.ch) by Wednesday of the week you want the article to appear.

### **Managebac**

From Grade 7 to Grade 12 Managebac is used to communicate with students and inform parents about academics, including homework and grades.

### **Contacting the Office or a Teacher**

Information which needs to be given to the office or a teacher should be sent on a separate note and given to the secretary or the teacher. Please remember to date the note to avoid confusion. It is also possible to email the office [office@isr.ch](mailto:office@isr.ch) or telephone the secretary 081 7506300 and a message can be forwarded to the teacher if needed.

Please do not contact the teachers at home to discuss school issues. In an emergency, the director may be contacted outside school hours (0041764121201).

### **Contacting Students/Parents During the Day**

If you need to contact your child during the day, please do so through the office rather than contacting them directly on mobile phones. If a child needs to contact a parent during the day they should also do this through the office. Mobile phones should not be used at school during the school day by PYP students. MYP and DP students may use their phones in the student lounges/locker areas during breaks.

### **Emergency Contacts**

Emergency telephone numbers must be given to the office. Please notify the school if there are any changes to your home, work or mobile telephone numbers and also if there is a change of address.

## **Family Directory**

All families will be given a family directory with names and addresses of those families who give permission to be included in the directory by filling in the appropriate form when registering or re-registering. This will be updated periodically. If any information changes or is incorrect, please contact the secretary.

## **Address Change**

Please inform the school promptly if you are moving to a new address or have a new telephone number or email address.

## **Contact in an Emergency Situation**

In an emergency situation, the school will contact parents by email and if appropriate, by text messages to mobile phones. The school will also have a telephone network and this may be one of the means by which urgent information may be communicated quickly to parents. A staff member will contact parents – it will not be necessary for parents to contact other parents. This form of communication applies only to extraordinary circumstances. The primary form of communication from the school will be written. Please keep the school informed of any changes that may affect the Telephone Network.

## **Back to School Evening**

At the beginning of the school year there will be a "Back to School Evening". At this time, the homeroom teacher and other teachers will introduce themselves and show the classroom. The teachers will be available for general questions. Students are expected to attend. This is an ideal opportunity for parents to become acquainted with their child's teacher and the school and to meet other parents. A member of the board will also try to attend this event and be available for questions.

## **Parent - Student - Teacher Conferences**

Individual Parent-Student-Teacher conferences will be held twice yearly in October or November and March, April or May. For the PYP the second conference will be student led. Students are expected to attend these conferences with their parents. Parents are welcome to meet with teachers at any other times if they have concerns or questions about their child. In general, an appointment should be made for such meetings. To make appointments outside of scheduled conferences, please send a note or email to the teacher or alternatively, leave a message with the office and you will be called/emailed back.

## **Student Reports**

Report cards will be put on-line in individual student google folders and parents will be able to access these. (See Appendix for instructions for access to the google folder.) No hard copy will be given unless requested. Report cards will be issued at the end of the first semester and the end of the second semester. For each subject, at each grade level, there will be a written, personalized comment from the individual subject teachers.

In the MYP and DP progress reports will also be issued in the middle of the semester, prior to the parent-student-teacher conferences. In the MYP and DP each student will have a google folder where major assessed work will be put. Parents will have access to the google folders. In the PYP each student will produce a portfolio of work during the year. At the end of each unit, feedback on student performance during the unit will be given via the Unit Overview. Some work will also be put in student google folders, which parents can access. (See Appendix for instructions for access to the google folder.)

## **ISR Grading system for use with the Middle Years Program and the Diploma Program**

Grade 7:	Excellent
Grade 6:	Very Good
Grade 5:	Good
Grade 4:	Satisfactory
Grade 3:	Mediocre
Grade 2:	Limited
Grade 1:	Very Limited

NG (no grade): This grade is used when a student has not been in class long enough for a grade to be awarded.

I (incomplete): This grade is an indicator that assignments or tests have not all been completed or the course has not been completed for some reason. This grade may be changed if assignments are handed in or tests completed within a time established in consultation with the teacher.

Note: More information about the grading system in the MYP and DP will be provided in the program booklets which will be available at the beginning of the school year. For each subject, at each grade level, there will be a written, personalized comment from the individual subject teachers.

## **Parent Teacher Association (PTA)**

All parents are welcome to join the PTA. Meetings are held throughout the year to discuss parent concerns and parental involvement in school events and activities. Dates and details of meetings will be published in the Newsletter.

## **Parent Queries/Concerns**

Parents are encouraged to contact the school whenever a question or an issue of concern arises. Please contact the teacher most directly involved. If problems remain unresolved they should be referred to the appropriate IB coordinator or then to the director. If you still feel that problems remain unsolved or that your concerns have not been dealt with, you have the possibility to address the board, either in writing or in a telephone conversation with Mr. Heiner Graf, the board chair (Tel: 081 354 9992). These concerns will be recorded and discussed with the board. The board will deal with the problem as soon as possible and at the latest within 3 months. An answer from the board will be given in writing. In most cases problems are solved (or prevented) by seeing your child's teacher, the appropriate IB coordinator or the director as early as possible.

## **Parent Absences**

Please notify us if parents are away and the child is being taken care of by someone else. At times the behavior of a child is different when parents are away and it helps us to deal with this if we are aware of the situation. Please also notify us of contact details of the person caring for the child.

## **Suggestion Box**

A suggestion box is kept in the reception area. We welcome all ideas and comments from parents and students about all aspects at ISR. Please note that you are always welcome to discuss these ideas or comments directly with the director, the coordinators, the director or the staff.

## **Notice Boards**

The reception TV is located in the entrance area. This is used for displaying photos of school activities, announcements, messages and advertisements. If you wish to place something with the community, please send it to the secretary.

## **Volunteers/Help with Events**

Volunteers are welcome in the school. Volunteers can help with the organization of special events and social activities, and provide orientation opportunities for new families. Volunteers can also provide additional assistance in the classrooms, with displays, with special events, in the library, with student supervision in physical education and swimming, with computers and around the office. If you would like to volunteer in the school, please contact the office. During the year, specific tasks/events that need help will be in the weekly newsletter or discussed at Parent Teacher Association (PTA) meetings. Meeting times for the PTA will be published in the weekly newsletter. Any volunteers that have direct contact with students in

classrooms will be required to complete a child protection check as is the case for adults that work with our students. Please contact the office if you wish to volunteer for school-based activity.

## **Arrival and Departure**

### **Kindergarten 1, 2 and 3**

Kindergarten 1, 2 and 3 begin at 9:00 am and someone will be available to watch the children in this program from 8:30 am. Parents of young children should supervise their children in the playground until 8.30 when students will be collected by an assistant, who will bring the student to the classroom. At the beginning of term, some students may be a little more reticent to leave their parents than others. We are sensitive to this and will work with you to make the transition a positive experience.

Kindergarten 1 and 2 end at 12:30pm (half day) or 3:30pm (full time). Kindergarten 3 ends at 3:30pm. It is optional for students in kindergarten 3 to leave at 12:30 on Wednesdays.

An additional child-care service for children in Kindergarten 1, 2 and 3 can be provided from 8:00 to 8:30, and for part time students in Kindergarten 1 and 2 over the lunch time. Additional charges will be made for this additional child-care service. (Please see the office for details of costs.) If parents would like to come before 8:30 and remain with their child in the school, a space will be provided for this which is not where those in the child-care service are - please ask the Kindergarten teacher where you can be.

Parents should ensure children are picked up promptly at the end of the school day. Please arrange with another parent or adult to take care of your child if you are going to be late. If a child is not picked up promptly at the end of the day, additional charges will be made for child care. When you would like your child to go with someone else at the end of the day, please ensure you inform the school.

### **Arriving at School – Grades 1 to 12**

School for grades 1 to 12 begins at 9:10 am and teachers will be in the building from 8:40 am. Students in grades 1 to 12 generally should not arrive at school before 8:40 am. The children will be informed by their class teachers where to store bags, coats, etc. Students should arrive at school no later than five minutes before the starting times. Late entries disrupt the beginning of the day and should be avoided. Students who arrive after 9:10 must first report to the office before going to the classroom.

### **Departing from School – Grades 1 to 12**

The school day for Grades 1 to 12 ends at 3:40pm and teachers will be in the building until 4:00pm. Should there be any change in your child's transport home, please make sure that you contact the office and advise the secretary of the changes. Students should not normally remain in the building at the end of the school day unless arrangements are made with the office. All students should leave the school grounds by 4:00pm, except if they are involved in an

after-school activity. No supervision is provided by the school for children at the end of the day.

## **Private Taxi Service**

Some parents use a private taxi service for transport to and from the school. This is a limited service and not available to all areas where students may live. If you would like details of this service, please contact the office.

## **Parking**

Parking spaces are available outside the school. Please ensure you enter the car park and drive through it in the correct direction, which is indicated. As there are often children in the car park, it is important that a very slow speed is used in the car park at all times. For safety reasons we would prefer that you reverse park into the parking spaces. If the school parking spaces are full, please use appropriate parking places in the streets. Parking is also available at the car park beside the Werdenberg Lake. Do not park in the area for the bus or anywhere near the front gate. Do not double-park as the streets around the school are very tight. Do not park in the parking spaces reserved for the nearby apartment buildings. Please help us to maintain a safe environment for children when you are driving in the neighborhood of the school – particularly at the beginning and end of the school day.

## **Pathway in Car Park**

Pathways are provided in front of the parking spaces in the car park. For safety reasons, please ensure these pathways are used as much as possible by adults and children, rather than walking through the middle of the car park.

## **Visitors**

All visitors to the school (with the exception of parents and legal guardians) are required to report to the front desk, where they will receive a Visitor's Badge, to be displayed at all times. Parents in the school during lesson or lunch/break times must sign in at the front desk and sign out when leaving the school. This is needed in case there is a fire. Visiting adults, including parents, are asked not to make unannounced visits to classes. If you need to visit a class or speak with a student, you must report to the office first – do not go directly to classrooms. Parents may wait in the reception area.

## **School Routines**

### **School Office Hours**

The school office is open from 8:15 until 4:20 Monday through Friday.

### **Class Schedule**

A weekly timetable for your child will be sent by the teacher at the beginning of the year. Older students will be given a copy of their timetable. The schedule will show the times of specialist periods as appropriate (e.g. physical education).

## **Morning Bulletin**

A morning bulletin will be shown during homeroom registration at the beginning of each day. This will provide information about events and activities.

## **Lunch and Snack**

Parents should provide snacks, drinks and lunch for their children to have at school. During this COVID period we will not be offering a lunch ordering system. All student must bring their own food from home and food/drinks must not be shared.

Please provide healthy snacks and lunches; no candy, chocolate, cookies, chips or highly sugared or caffeinated drinks. Do not send your child with candy to be shared with others during the school day. We strongly recommend water for drinks, and vegetables, fruits, grains, whole grain breads, cheese and meats for snacks. Food should be prepared so that only a reasonable amount of assistance is required. It is helpful for the snack to be packed separately. Please try to avoid glass containers and especially messy or difficult to handle food. Please label all containers that are sent in. Students are responsible for taking containers home at the end of the day.

Lunch boxes that are not taken home will be placed in the lost property box for a limited time and will then be disposed of.

## **Absences**

It is important to call the school before 9:00am if your child is going to be absent from school due to illness. Absences due to illness will be noted as excused absences.

If you wish to take your child out for a reason other than illness, please email a request for this to the director at [office@isr.ch](mailto:office@isr.ch). Similarly to the local schools in St. Gallen Canton, students may be taken out of school for personal reasons for two half-days or one full day per year. Under extenuating circumstances students may be excused from school for additional days; however, absences due to holidays, extended weekends or such events will be unexcused absences. We ask that you arrange holidays according to our school calendar.

Students should see the teachers about work they miss during an absence and should attempt to make up any work they can. It is impossible to make up all work that is covered during the normal school day as much of it depends on interactions with the teacher and the rest of the class. We would appreciate it if parents avoid unnecessary absences (including part days) as these are often disruptive and disturbing to the child, to the other children in the class, to the parents of other children and to the teachers.

The current school calendar is available on the school website <http://www.isr.ch/school-calendar/>. The school calendar for the following year is published in the middle of the school year and will also be available on the school website. Students are expected to adhere to the school calendar and holidays and visits etc. should be arranged to coincide with the calendar. Please note that we would also appreciate it if students are not taken out early just prior to a holiday.

Please note: Students missing more than 20 days of schooling in one school year will not automatically be promoted to the next grade. Promotion of these students will be discussed by the teachers and the director. Diploma students may also be ineligible to register for the IB Diploma exams or receive a high school diploma if attendance is an issue.

## **Late to School**

Students who are late for school should first report to the front office before going to the classroom.

## **Leaving School Early**

If a parent wishes a child to leave early for a specific reason (e.g. a medical appointment), they should notify the school in advance. Students leaving school before the end of the school day must inform the appropriate coordinator or the director. The secretary should also be informed and the student must sign out at the front desk.

## **Re-Registrations**

In the second semester of the school year re-registration forms will be sent out for the following school year.

## **Leaving Students**

When a student is leaving ISR, a student leaving form should be obtained from the secretary and returned to the school as soon as possible.

## **Health and Welfare**

The school will follow the advice of a Swiss doctor or Swiss authorities where there are health concerns.

## **Medical Records**

The school keeps records on each child's medical history and doctor, and their parents' emergency telephone number(s). Parents must notify the school whenever this information changes.

## **Illness and Attendance**

If your child is sick, please keep your child at home. Please notify the school immediately about any contagious disease your child has contracted or if your child has head lice. Please ask the doctor for advice on when the child can return to school. If your child is on medication or has had a difficult night, please inform the teacher as this may influence his/her behavior at school. If it is necessary for a child to take medication during the day, the medication with clear written instructions must be handed to the school secretary (or the classroom teacher if the secretary is not available) on arrival at the school. We prefer not to have to administer medication during the day if possible. Please note that you may be asked to produce a doctor's certificate to verify that your child is unable to attend school. You may request homework assignments through

the school office if the absence is likely to last more than one day. Individual teachers may also be contacted by email about missed work.

If your child falls ill during the school day, parents will be contacted and arrangements will be made.

## **Head Lice**

At times, there have been cases of head lice in the school. The school will notify parents of the grades that are affected. Parents are also asked to notify the school immediately if their child has head lice. It is important to check your child's head and to treat for lice as soon as possible if there are any lice/eggs.

Here is some helpful information:

### Lice Symptoms – Head lice

- Found behind the ears and near the hairline at the neck—but can be difficult to see (They can change color to match the hair.)
- Nits look like whitish shells found on the hair strand near the scalp. They are firmly attached to the hair shaft and cannot be flicked off easily.
- May have scalp itching, redness, and crusting or no symptoms at all.
- Can result in skin infections, especially if the bites are repeatedly scratched
- Infection can lead to swollen nodes that form lumps behind the ears and on the neck.

### Self-Care at Home

- Search for head lice when hair is wet. Use a fine-toothed comb (or a louse comb), clear tape (to stick on hair to pick up nits), a magnifying glass, and a strong light.
- Wet combing should be done every 2-3 days over a 2-week period, with small sections of hair, working out from the scalp. Some call this "bug busting," and it can be very effective.
- If lice are found, treat with an anti-lice agent and repeat in 7-10 days to kill newly hatched nits.
- Check all household members and treat only if lice or nits are seen.
- If a child is younger than 2 years, comb to remove lice and nits but do not use anti-lice agents.
- Hair conditioners may coat or cover the lice, so they should not be used before applying anti-lice agents.
- Wash all bed linens and clothing that have been in contact with the infested person in the past 2 days. Use hot water and the hot cycle in the dryer. Some recommend that water be at least 140°F or 60°C to effectively kill the lice and nits.
- All non-washable items such as stuffed animals should be placed in plastic bags for 2 weeks then opened outdoors. Dry cleaning may be an alternative.
- Disinfect combs and brushes in hot water or alcohol. Soak for more than 5 minutes in very hot water (greater than 131°F or 55°C).
- Vacuum floors and furniture, especially couches and areas used by children. Throw away the vacuum bag immediately.
- Herbal therapy and oil treatments have not been proven to work.
- Do not use gasoline, kerosene, or oils. Burns have occurred.
- Do not shave the person's head. This drastic measure is not necessary.

- If lice are seen in a school-aged child, notify the school office or teacher in order to limit the spread
- Preventive treatments with anti-lice agents are NOT recommended and can lead to illness and persistent itching.

### **Chicken Pox**

If you think your child has Chicken Pox, please contact a doctor. We have been advised the following by a local Swiss doctor:

- The school can decide if and when children should be sent home
- If wounds are crusty, it is not contagious anymore (from about day 7)
- If wounds are filled with fluid, it is contagious

### **Health Services**

The school has a small supply of first aid supplies and is able to treat minor injuries or health problems. In more serious situations we will contact parents and emergency services/a doctor if appropriate. If a child needs to be taken to the hospital, we will arrange for this if a parent is not able to take the child. Illness or injury should be brought to the attention of the school office as soon as possible. When your child is genuinely ill or has been injured, please inform the office and keep him/her at home if appropriate. We do not have staff to carry children if they are not mobile, so if your child is not able to move independently, appropriate arrangements would have to be made. Please note that parents should obtain accident and health insurance for their children since ISR does not provide it.

## **Emergencies**

### **General Procedures**

The school provides care to students to the best of its ability at all times. In the case of a serious crisis or emergency, the school will contact the emergency support services as a first priority and contact the parents as soon as possible thereafter. In the case of a less serious situation, medical or otherwise, the school will make every attempt to contact parents first. Parents are responsible for ensuring the school has up-to-date information on emergency telephone numbers and their child's doctor. If the school is unable to make contact with parents, it will act in loco parentis and decide an appropriate course of action.

### **Emergency School Closure**

In cases of an emergency school closure or delayed opening of the school because of inclement weather or other causes, the school will notify parents and arrangements will be made as appropriate. The information will be communicated by email and a text message may also be sent. We may also use the Telephone Network and then a staff member will contact you.

### **Fire Alarms**

Periodically the school conducts fire drills. If you are in the school and you hear the fire alarm, please make your way calmly and quietly to our assembly point between the car park and the sports field and follow the directions of staff. In the main building, please do not open the glass door from the stairwell into the reception area, but go out through the door in the cellar. If you

are on the ground floor of the main building you should go out one of the doors there – do not open the door to the stairs and go down to the cellar.

### **Lockdown**

The school will practice a Lockdown once a year. If you are in the school, follow the directions of the people you are with. Emergency Documents booklets can be found in each room and will give instructions for what to do.

## **Academic Program**

### **International Baccalaureate (IB) Continuum**

ISR recognizes the value of offering the continuum of IB programs throughout the school as a way of providing a high quality international education at all levels. The school is authorized to offer the IB Primary Years Program (PYP), the Middle Years Program (MYP) and the Diploma Program (DP). A program booklet for each program will be available and will provide information regarding the respective programs. These booklets will be available in the library and on the ISR website. Further information regarding any of the programs can be obtained from the appropriate coordinator and/or from the web site of the International Baccalaureate Organization ([www.ibo.org](http://www.ibo.org)). Throughout the year parents are also kept informed about the program via the weekly newsletter. Parent workshops/meetings are also offered by the coordinators during the year – times for these will be advertised in the newsletter.

The school follows the guidelines of the IB programs and prepares the students for these programs and not necessarily for the programs offered in the local schools or other national school systems. With respect to the teaching of languages, grammar is taught but it is not the main focus in the teaching of languages. An appreciation of the language and language usage, the culture and the life in countries where the language is spoken are also important.

### **English as an Additional Language (EAL)**

ISR provides some additional support for students who enter the school with limited or no English. Where intensive EAL support is necessary, additional support may be needed and additional costs may be incurred. This will be addressed individually. EAL support may be withdrawal from normal lessons and the students taught in a small group by an EAL teacher for 1 to 3 lessons per week or an EAL teacher may go into the normal classroom and work with the homeroom teacher supporting the EAL students as appropriate. All classroom teachers will also offer support to EAL students and will modify tasks or expectations where appropriate. The learning of an additional language takes a considerable amount of time. It may not be possible to complete all tasks in the classroom or in the homework, but EAL students are encouraged to attempt what they can. During the early stages of EAL, homework will be minimal but will increase over time. The children are strongly encouraged to read simple reading materials in English on a regular basis. As their reading and writing skills develop, they will be able to accomplish more of the classroom and homework assignments and more would be expected of the student. If at any time a parent is aware that their child is feeling very frustrated or stressed about the learning of English, please contact the homeroom teacher to discuss this.

## **English and Mother Tongue Languages**

Since the common language of the school is English, while at school the students are encouraged and expected to use English where possible. ISR also considers it important for students to maintain a high level of competence in their own language. Currently we only have mother tongue lessons in English and German. Where possible and practical, German classes from Grade 1 are split into 2 separate groups - native and advanced speakers and non-native intermediate and beginner speakers. French is taught as a foreign language only – from grade 5 to grade 10 (optional in Grades 9 and 10). Parents are encouraged to provide support at home for the learning and maintenance of mother tongue languages. This can be done by providing books, movies and magazines appropriate to the age level. Some countries also offer on-line courses which students can follow.

At the diploma level, for those students whose mother tongue is not English or German, it is possible for students to study their mother tongue as a language A course at the standard level. Details of this can be obtained from the IB Diploma Program Coordinator.

## **Homework**

The aims of our homework program are to:

- Develop motivation
- Develop children's initiative and sense of responsibility
- Help children see that formal learning can take place outside the school
- Reinforce skills, concepts, knowledge and attitudes taught in the classroom.

We strongly encourage you to provide a suitable study space at home for your child. This space should be quiet and well lit. The student should be seated at a table and have all working materials readily available.

Students in the Middle School and the Diploma program will be given homework on a daily basis. Students in grades 5 to 12 are expected to purchase their own diary and are expected to use this to record homework assignments. Details of homework are also posted on Managebac on-line (details will be given by the teachers about how to access this by the teachers); however, it is the students' responsibility to also record any homework given in class. We recommend that you regularly assist your child with cleaning out his/her school bag and organizing school materials at home if necessary.

Homework may be given over the weekend. Except for in the DP, homework will generally not be given over holidays, unless the time given to complete the homework extends beyond the holiday and students would be able to complete the homework outside holiday time.

When a child is unable to complete the set homework, please send a note to the teacher with the reason. If a child is not spending the recommended time on homework (either too much time or too little time), please notify the teacher to make them aware of the situation.

### **Recommended Time for Homework**

Grades 1 – 2

Approximately 1 – 1½ hours per week - 15 minutes reading time per night.

Grades 3 – 4

Approximately 1 - 2 hours per week - 20 minutes reading time per night.

Grades 5 – 6

Approximately 2 – 3 hours per week - 20 minutes reading time per night.

Grades 7 - 8

Approximately 1 – 2 hours per night.

Grades 9 – 10

Approximately 1 – 2½ hours per night.

Grades 11 - 12

Approximately 3 – 4 hours per night - including on the weekend (Time recommended by the International Baccalaureate Organization.)

## **Examinations**

Grades 7 - 11 have exams in November/December and May/June. Grade 12 have mock exams in February/March and final external IB exams in May. The examination period will last a number of days and students can expect to have a number of exams on any one day. A student who misses an internal ISR exam is responsible for arranging a make-up as soon as possible.

## **High Ability/Special Needs Students**

ISR has a special needs teacher in the school. The special needs teacher will at times withdraw students for individual support and will also support the teachers who teach high ability or special needs students. To some extent we are able to cater to the needs of high ability and special needs students; however, this is nevertheless quite limited.

Individual tasks for different students are set where possible and appropriate. Such tasks may be modified to suit the needs of particular children. At times, additional tasks may also be set where this is suitable. Each child is encouraged to reach his/her potential.

If a student requires additional support beyond normal provision, parents will be contacted. Additional support at extra cost to the parents may be required if the child is to remain in the school.

It may not be possible to take or keep students who need a substantial amount of individual attention.

At ISR we do not just concentrate only on the acquisition of knowledge but also on the development of the whole child. In general, students will stay with others of their own age group. In exceptional cases and after discussions with the teachers and parents it may be decided to retain or promote a child to another class if it is believed to be in the best interests of the child.

## **General School Information**

## **Class Supplies**

The school provides textbooks and workbooks. The student should provide the following materials:

- Indoor shoes for PYP students (These must be sturdy with non-slip soles. It is essential that shoes are worn at all times inside the building.)
- Outdoor shoes (These must be sturdy and easy fastening. The smaller children change their shoes many times a day.)
- Water bottle
- Large bag to hold lunch box/es, library books and homework
- Set of water-based colored felt-tip pens
- Set of colored pencils
- Pencils/pens
- Eraser
- Sharpener
- Ruler
- Pencil Case
- Physical education clothes – see below
- Non-native English speakers should have their own copy of an English/mother-tongue dictionary
- Homework diary (for students in grades 5 – 12)
- Headphones for PYP and MYP students.

Students in the Middle Years Program (MYP) and the Diploma Program (DP) are also required to have the following:

- Mathematical tools – protractor and compass
- Calculator

For grades 7 and 8 a scientific calculator is required.

Students in grades 9 to 12 require a graphics calculator. (Note: Only certain graphics calculators are allowed for the IB exams and the school will advise students on what they need. Approved calculators are available for purchase through the school office.)

Laptop – students in Grades 9 to 12 require their own laptop. A laptop will be provided for students in Grades 7 and 8 during the school day.

Please note: Books can often be quite heavy to carry – please ensure that the student’s book bag is appropriate for carrying heavy books and that students are not carrying unnecessary books. Students should leave their bags outside classrooms in the appropriate places. Lockers are provided for all students in grades 5 to 12.

Please ensure that all clothing, shoes and personal articles are labeled. Articles which are not kept in the appropriate place in the school will be put into the lost property box which can be found in the shoe room in the cellar in the main building.

A note will be sent home or a message put in the newsletter if a need for further supplies arises during the year.

Students may drink water during lessons. The water must be kept in a closed container so spillage is reduced. Note: No other drinks, including flavored waters or tea, are allowed during lessons.

## **Physical Education (PE)**

Parents are expected to provide their son/daughter with the following:

Sports shorts (preferably plain colored), T-shirt (a school t-shirt or a plain t-shirt in school colours or white), socks (or leotard) and non-marking gym shoes. Please ensure clothing is not too skimpy and is appropriate for school physical education lessons. The shoes may only be worn for indoor PE (to protect the gymnasium floor) and should not have an exceptionally high-profile sole. Students may also wear sport pants or tracksuits during PE. In good weather use is made of the outdoor facilities and therefore PE shoes for outside use will be required. Sweatshirts may be necessary. Students will be notified as to when they will need to bring outdoor shoes for outside lessons. For swimming lessons, suitable swimwear and towel is required. Children with longer hair need to tie the hair back. All items of clothing and personal belongings should be clearly marked with the student's name. Jewelry should not be worn during sports lessons.

All PE clothing should be placed in a bag. Every week children are expected to take their PE clothes home to be washed. Students will need to return this gear to school for the following lesson.

If a child is unable to participate in PE at any time for health reasons, parents must send a letter informing the class or PE teacher. These students will attend the class and sit on the side or be given an alternative activity or task by the PE teacher.

## **Field Trips**

Field trips are taken to supplement a specific unit of study or to enhance the school program and provide opportunities for valuable educational and social experiences. There will be various trips organized throughout the school year. Parents will be informed of these events – either through the newsletter or by a letter. Where possible all classes from Grade 1 up will take part in at least one overnight field trip during the year. Students in grades 5 – 10 usually take an extended field trip of 3 to 5 days. The cost of field trips is included in the tuition fees.

Note: In Grade 11 and 12 field trips other than those in the local region, will only be taken if they are directly related to the IB Diploma Program. At the beginning of the school year an overnight trip to a local location is taken for the IB Diploma retreat. Another overnight trip may be organized during Grade 11 and 12, e.g. to Geneva to visit CERN.

Local field trip permission forms for field trips in the local area and which take place within normal school hours are signed with the application/re-registration papers and such trips may be taken without notification to parents. Permission slips will need to be signed and returned to the class teacher for field trips which extend beyond normal school hours or which go outside Switzerland or the local region. Parents should note that the school does not carry accident and

health insurance for students and parents should arrange this privately. Health cards should be sent with your children for extended field trips outside Switzerland.

Field trips are part of the curriculum, therefore, it is expected that all children will attend. If there is a reason why a child cannot attend, the parent should inform the school in writing of the reasons for the child's absence. It may not be possible to provide supervision at school if a child cannot attend a field trip. A refund for the cost of the field trip will not be given if a child misses a school field trip.

Participants in school field trips are representatives of the school at all times. As such they are expected to abide by all school rules, to follow appropriate standards of behavior and appearance and to demonstrate concern for the well-being of others. Students who cause serious concerns because they have violated a major school or trip rule (e.g. theft, drinking, vandalism, drugs, mixed company in rooms, continuous general uncooperativeness etc.) may be dismissed from a trip and sent home (following consultation with the director and a call to the parents). Any additional costs incurred in such cases will need to be covered by the parents. Students who are involved in disciplinary incidents on a trip may be barred from future trips. Students who fail to attend school upon their return due to 'being too tired' may be barred from future trips.

In the case of an accident on a school trip chaperones are expected to take all measures necessary to ensure prompt and appropriate treatment of the student(s) involved. In addition, the parents of the student(s) and the Director are informed as soon as the situation permits.

Field trips related to the International Award and Model United Nations are not included in the tuition fees and any costs incurred on trips related to the International Award or Model United Nations will need to be paid for separately in addition to the normal school fees. Students who fail to attend school immediately after a trip related to the International Award will generally not be given the Award.

## **After School Activities**

During the school year, the school will run 3 sessions of after school activities. Activities will run for 8 weeks and will be for 1 hour each week (or 4 weeks for activities which are for 2 hours each week). Details of the activities with forms for sign up will be put into the weekly newsletter. Changes to the after school activities, for example cancellations, will be listed in the weekly newsletter or individual parents will be notified by the responsible teacher or by the office by telephone.

## **Telephones**

In emergencies, the school telephone is available for student use with permission from a teacher. Mobile telephones may be brought to school but should not be used at school without the permission of a teacher and should generally be turned off during the day. Phones should not be used during any lessons unless a teacher allows it. During lessons, students will be asked to place phones face down on the desk or keep them locked in their lockers. Students cannot use mobile phones on campus during breaks. On field trips, students may only be able to use phones at assigned times. Phones may be not allowed at school for students who do not use them as requested. The school is not responsible for any lost or stolen telephones.

## **Laptops**

Students are responsible for their own laptops when they bring them to school. These should be locked in a locker when not with the student. The school is not responsible for any damaged, lost or stolen laptop.

## **Other Portable Devices**

Other portable devices should not be used while at school during breaks and should only be taken to lessons if the teacher allows it. The school is not responsible for any lost or stolen portable device.

## **Photocopying**

Parents and students may do photocopying for CHF 0.20 per A4 page for black and white and CHF 0.50 per A4 page for color. Please see the secretary if you wish to photocopy.

## **Lost and Stolen Property**

A lost and found box is maintained in the school and can be found in the shoe room found in the cellar. Articles which are not kept in the appropriate places will be placed in the lost and found box. The school is not responsible for student and visitor property, which goes missing. Students should refrain from bringing valuable property to school and should name personal articles (including clothing). Please ensure bicycles and scooters are locked up.

## **Off Campus Privileges**

Students in grades 7 to 12 may leave the campus during lunchtime provided they have permission from their parents and provided they sign in and out with the school office. Grade 7 and 8 can only leave campus on specified days. A permission form will be issued at the start of each school year. The school is not responsible for students while they are off campus. It is important for us to know where students are, especially if there is a fire we need to know who is on campus. Hence, it is very important that students sign in and out personally at the front desk when they go off campus during the day. Students are also expected to behave appropriately off campus. Examples of inappropriate behavior are causing a disruption while off campus, riding in a car where no permission is given, returning late to school and not coming back to school at all.

Failure to sign in and out, returning late or behaving in an inappropriate way while off campus may result in this privilege being removed.

MYP and DP consequences for not following the expectations of the off-campus privilege are:

1st Incident	Not allowed to leave campus for 5 school days
2nd Incident	Not allowed to leave campus for 10 school days
3rd Incident	Not allowed to leave campus for 20 school days
4th Incident	Not allowed to leave campus for the rest of the school year.

This is a year long policy and does not start over at the beginning of each semester.

Grade 11 and 12 students must stay at school for the entire school day 9:10 – 3:40, excluding off-campus privilege times.

If your child intends to ride in a car or on a motorbike of another student, or your child transports another child student in their vehicle, ISR must have written permission from both the parents of the passenger and driver.

## **Lockers**

Lockers are school property and are assigned by the school office at the beginning of the year to students in grades 5 to 12. A spare key will be kept with the secretary. Students may use only the locker to which they have been assigned; they are expected to treat it properly by keeping it free from rubbish and free from stickers, graffiti, scratches, or other damages. The locker door should generally be kept closed and locked. Lockers may be locked by staff if the door is left ajar. Open food or drinks may not be kept in the locker. Lockers should be cleaned out on a regular basis and kept tidy. If a key is lost there will be a charge of CHF 25 made for replacement. Keys should be returned at the end of the year.

Our priority is to keep students safe at all times. We reserve the right to search any aspect of school grounds at any time, including student lockers.

## **Security Cameras**

Security cameras are installed on the school premises, inside and outside the building, so that areas can be monitored.

## **Student Identity Cards**

Student Identity cards will be issued to students in grades 7 to 12. If any other students need a student identity card, please see the secretary.

## **Bicycles/Scooters/Skateboards/Shoes with wheels**

Bicycle stands are available for those students who cycle to school. These are situated outside the school gate. Bicycles and scooters should always be left locked. Students may not ride bicycles or other wheeled objects on the school grounds and should not use any other student's bicycle or scooter without permission.

## **Insurance**

As Swiss law requires parents to carry accident and health insurance for all children the school does not provide any. Therefore, the school assumes parents have fulfilled this obligation and in the event of an accident the costs will be covered by the family's insurance company or the parents. In addition, the school recommends that each parent carry an additional personal liability policy (for each of their children) and travel insurance. Such policies can be purchased from your insurer.

## **Library**

The ISR has a fully automated library which is available for research, reading pleasure and reference. The library welcomes suggestions for books or resources from parents, students and staff, including books in languages other than English. Parents may also borrow books from the library. Donations to the library are always welcome – particularly for books in languages other than English. The school would like to build up its collection of books in languages other than English. Parents are encouraged to help us by purchasing books (up to CHF50) in other languages and the school will reimburse the costs for these against receipts. Please see the librarian if you wish to do this. There are many on-line resources available in many languages, including fiction and non-fiction, and if you would like advice on how to find appropriate resources for your child, please contact the librarian. Students who lose or damage books will need to pay for the cost of replacement.

## **Photos and Videos of School Events**

Photos and videos of school events should not be distributed or put onto the Internet without the written permission of those in the photo or video and, in the case of those who are not adults, the written permission of the parents.

## **Birthdays/Parties**

To avoid hurt feelings, please do not distribute party invitations at school unless the entire class is invited to the party.

## **Animals on Campus**

No animals are permitted on campus.

## **Policy on students selling goods and services**

Students who wish to sell their own goods and services must obtain permission from the Director. These can only be sold under the sail at the times and days as confirmed by the Director. During the "Grow you CHF5" project, times for selling will be extended.

# ISR Calendar

Thursday, August 13: Teachers begin

Wednesday, August 19: New students visit

Thursday, August 20: School begins

Saturday, October 3 – Sunday, October 18: October Break

Monday, October 19: Classes begin

Saturday, November 14 – Monday, November 17: Holiday

Friday, December 18: In-service day (no school)

Friday, December 18 – Wednesday, January 6: Christmas Break

Thursday, January 7: Classes begin

Friday, January 22: End Semester 1 (87 days)

Monday, January 25: Begin Semester 2 (88 days)

Saturday, February 13 – Monday, February 22: Winter Break

Monday, February 22: In-service day (no school)

Tuesday, February 23: Classes begin

Friday, April 2 – Sunday, April 18: Spring Break

Thursday/Friday, May 13/14: Ascension (no school)

Monday, May 24: Whit Monday (no school)

Friday, June 4: In-service day (no school)

Friday, June 25: Last day of school

175 days for students

185 days for teachers

## Useful Phone Numbers and Addresses

Police	117
Fire	118
Emergency Ambulance	144
Rescue Helicopter REGA	1414
Information	111
The Helping Hand (for parents)	143
Poisoning Emergencies	145
Telephone help for Youth	147
Mintegra – social services in foreign languages, center for integration	081 756 5147
Information about Swiss Authorities	071 243 7777
Child and Youth Emergencies	<a href="http://www.ch.ch">www.ch.ch</a>
Teenager Assistance in Grabs Hospital (Gynecology)	081 772 5470 <a href="http://www.spitalgrabs.ch">www.spitalgrabs.ch</a>
School Psychology Services	071 858 7108 <a href="http://www.schulpsychologie-sg.ch">www.schulpsychologie-sg.ch</a>
School Psychology Services Bahnhofplatz 7, 9000 St. Gallen	071 224 5436
Children and Youth Psychiatric Service Grossfeldstr. 19, 7320 Sargans	081 720 0320
Parent Advice Werdenberg Family Advice Service Frongartenstr. 16, 9000 St. Gallen	081 771 4044 071 228 0980
Social Services Werdenberg Wiedenstr. 15, 9470 Buchs	081 750 0840
Regional Advice Center for Addiction <a href="http://www.suchthilfe-rorschach.ch">www.suchthilfe-rorschach.ch</a>	071 841 9604
Cantonal Center for Addiction Prevention Vocational and Career Guidance Werdenberg	071 226 9160 <a href="http://www.zepira.info">www.zepira.info</a> 081 750 5620

**24 hour Child Protection Center hotline for parents 071 243 78 78. (Immediate counseling for parents of small children in crisis situations, in case of excessive demands when dealing with their children.)**

**24 hour Child and Youth Emergency number 071 243 77 77 (Telephone advice for children and adolescents around the clock.)**

## **Appendix 1 Accessing the ISR Google Folder**

1. In order to access the folder, please log on to your ISR Google Family Account.
2. Be sure you have logged out of your own personal Gmail account.
3. Once logged on to the ISR Google family account, on the upper right hand side of the page you will see a box of 9 very small squares. Click on it.
4. A menu will drop down, click on the Drive icon.
5. On the left hand side you will see 'Shared with me' Click on that.
6. On the main screen, there will be a list of all the documents and folders that have been shared with you by the school (or me). On the upper right (just below the 9 small squares), the option exists for 'Grid View' or 'List View'.
7. Find the folder with your child's name. The folder will be the first name followed by an initial. This is the folder that contains all of the subfolders and relevant documents. You can ignore the other single documents, because they are actually within the folder already.
8. Right click on your child's folder. A menu will drop down. Select 'Add to My Drive'. Do this for all your children if you have more than one child at ISR.
9. Once this is done, on the left hand side you will see 'My Drive'. Click on that.
10. In 'My Drive' you will see the main folder for each of your children. When you click on the folder itself there will be subfolders which include Units, Subjects and (importantly) Reports.
11. In the Reports folder you will find the Semester Reports for all programs and Mid-Semester Reports for MYP and DP students. When reports are published, coordinators will send an email notification. If you wish to comment on the report, please reply to the respective coordinator.

If you have any problems with access, please contact Steve Bavaro or Gus Alcalá:  
Steve.bavaro@isr.ch  
Gus.alcala@isr.ch

**Appendix 2 - Languages at ISR**  
**ISR Language Policy**  
**(Modified for Parents)**



**Inspiring international-mindedness, academic and personal  
excellence and responsible engagement**



**Reviewed November 2016**

**(Abbreviated version for parents – full version is available from the office.)**

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# **International School Rheintal Language Policy**

## **ISR Language Philosophy**

As language is fundamental to all learning, all teachers at ISR are actively involved in teaching language and are trained accordingly. ISR provides a high quality education in English, while encouraging mother tongue development. German is promoted as the school's second language and French is taught as a foreign language, (recognising that it is a language of the host country). In order to enrich personal growth and enhance international understanding, students should express knowledge and ideas confidently and creatively in more than one language and in a variety of modes of communication. ISR creates a supportive and inclusive environment where students can successfully develop their multiple language proficiencies. ISR nurtures and appreciates a diversity of languages as a way of knowing and means of expression for lifelong learners.

## **IB Perspective**

The IB offers three high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world through the development of intercultural understanding and international-mindedness. IB programmes offer a variety of opportunities for the development of multilingualism, recognizing that:

- Multilingual classrooms are increasingly the norm
- The language profiles of IB students are diverse
- Sometimes one language may be more dominant than another in the same individual.

(IB, 2011)

## **School Language Profile**

The language of instruction at ISR is English, but many of our students are not native English speakers. The region we live in is German speaking and many of our students are fluent in German; others are just beginning to learn it or have only been learning it for a year or two. Some students speak High German or Swiss German fluently at home but may have been living in a country where German was not an official language and so until coming to ISR they may not have read or written extensively in German. A

number of our students do not have either English or German as their best language and speak one and sometimes even two other languages at home. With this complex language situation in our school population, language learning is an important part of our curriculum – with English being our priority.

## **Roles of Language**

In the case of the IB Programmes, the role of language is valued as central to developing critical thinking, which is essential for the cultivation of intercultural awareness, international-mindedness and global citizenship. (IB, 2011)

At ISR language refers to:

**English:** the language of instruction

**EAL:** English as an additional language

**German:** the language of the host country and immediate environment

**French:** taught as a foreign language

**Mother Tongue:** the language(s) most frequently spoken in the home

**Language A** a language which students have previous experience of using, referred to as Language and Literature in MYP and DP

**Language B** a language which a student has limited or no experience of using, referred to as Language Acquisition in MYP and DP

**ab initio language** used in the IB Diploma programme only – a language which a student has very limited or no experience of using

## **English, the Language of Instruction**

ISR students experience an enriched language immersion education in which English is the primary language of instruction and social interaction. All subjects (other than language classes) are delivered in English. A high level of English language proficiency in cognitive, academic language is a linguistic goal of the curriculum. English as an Additional Language (EAL) support is provided as necessary. Students entering the

Diploma Programme (DP), however, must already be proficient in English. (See Admissions section)

It is recognized that fluency in English is at least partly dependent on the amount of time and the variety of situations in which English is used. Therefore the expectation is that all students, faculty and administration will use English as the primary language of communication on campus, including for the purpose of social interaction. English is the language of inclusion at the school.

### **English as an Additional Language (EAL)**

ISR strives to create a supportive, non-threatening and inclusive environment where students can succeed in enhancing their English language proficiency. A support system is established to ensure success, in both academic and social contexts, for all students learning English. Non-native English speakers may need to put in extra effort and may require extra support in order to achieve their academic potential. New students and their families are integrated into the school quickly. All families are encouraged to share their languages and cultures with the school community.

The EAL programme provides support and periodic evaluation. The type of support students receive in the EAL programme is determined through regular collaboration between the EAL and classroom teachers. In the classroom, the EAL teacher may assist students individually or in small groups in order to fully explain the tasks at hand and to help conduct them. The EAL teacher may also lead or co-teach lessons with the classroom teacher. Classroom visits help the EAL teacher determine the immediate needs of the student while identifying specific strategies to work on to help the students learn best in their classrooms.

Some students in the EAL programme are withdrawn from their classes at times, depending on their needs. A holistic and balanced approach is used by integrating the strands of reading, writing, listening, and speaking. The students perform tasks and engage in activities to help them become familiar with basic vocabulary that is of everyday use to them.

Additional lessons may be recommended when a child does not seem to be making appropriate satisfactory progress in learning English. Individual tuition can be arranged by the school; there will be costs involved. This can be organized on an eight week rotating basis.

ISR recognizes that learning a second language is not the same as learning a native language. Most children develop their first language at approximately the same rate; few children do so in their second language. Therefore, parents need not be concerned if their child is not learning English as quickly as some other children.

We realize that students who join the school with very limited or no English cannot be expected to participate as fully as native speakers. The class and subject teachers modify their expectations for these EAL students and may also differentiate the students' tasks. Strategies may include using unit vocabulary lists, allowing use of electronic translators, giving sentence starters and modeling structure. As the EAL child gains fluency in English, the teacher's expectations rise to reflect the child's growing knowledge and use of English

### Assessment

At ISR, non-fluent English speakers are given a standardized assessment at the beginning of each academic year or upon initial entrance to the school. This test is used to help determine which students would benefit from EAL support and to measure individual student's progress learning English over time. The results of this assessment are shared with staff and parents and they are kept on file for each student.

The assessment, called the Woodcock-Muñoz Language Survey, consists of four sections, two of which measure students' oral language ability (vocabulary knowledge) and two that measure their reading-writing ability. An average of the age-normed scores from these four tests is taken to indicate the level of the student's broad English ability. This level ranges from 1 (Negligible) to 5 (Fluent). Once a student has reached a level of 4 or above, indicating English fluency, the assessment is no longer administered.

If a student receives extensive EAL support during the year, a description of progress in this area will be included in the bi-annual student reports.

### **German, the language of the host country**

ISR strives to make every student proficient in at least two languages. All ISR students will have the knowledge of and the ability to use, both English and German, but not all of them to the same extent. During students' time at the school, some will achieve functional proficiency in German while others will become truly bilingual. The acquisition of language must be seen as a continuum along which each individual

student progresses at his/her own speed. Since ISR is primarily an English-language school the German for advanced speakers programme does not correspond exactly to German taught in German-language schools. At ISR German is not augmented by teaching the whole curriculum in this language. Therefore our programme does not encompass the depth and breadth that exists in a German-language school.

The school offers additional German classes before or after school for one hour per week for advanced speakers in grades 1 to 10. These classes are not an official part of our program and focus primarily on Grammar. Attendance at these classes is voluntary; however, students who sign up for these classes should attend each time they are on throughout the whole year. It may be necessary to cancel lessons if the teachers have other commitments in the school at the time of the lessons, for example, a field trip.

ISR offers German from Kindergarten 1 through Grade 12. In the PYP, starting from Grade 1, students are divided into two classes by ability levels—beginner to intermediate and advanced to native speakers. Performing Arts in the PYP from Grades 1 to 6 is taught in both English and German, with parents having the option to decide the language of instruction for their child. German is offered as both Language A and Language B in the MYP; later it is offered as both a Group 1, Studies in Language and Literature, and Group 2, Language Acquisition, in the DP.

### **French, an additional language of the school**

ISR offers French language classes in addition to English, the language of instruction, and German, the second language of the school. French is offered for Grades 5-10 and is taught as a Language B. As such, our French courses are not for native speakers of French. Entering students may have varied backgrounds and be at foundation, standard or advanced levels. The aims and objectives of learning French as an additional language therefore differ from the aims and objectives of learning English and German. This means that, while we aim for each student to reach his or her highest level of literacy and proficiency in French, we do not necessarily aim for language proficiency in French. Native speakers of French have the option of taking French as a School Supported Self-Taught Language A in the DP.

Native French speakers cannot be catered for in the French classes. Native French speakers may need to work in the library or another assigned space during French classes.

In Grades 9 and 10 French is optional and students may choose to take Design instead. Students who start at the school in Grade 9 or 10 and who have limited or no French must take Design instead of French.

### **Mother tongue, the language(s) most frequently spoken at home**

The development of mother tongue language is crucial for maintaining cultural identity, personal growth and international understanding and is essential for the acquisition of additional languages.

ISR encourages parents to support the maintenance and development of the mother tongue and encourages students to use and advance their mother tongue. Native German speakers are particularly catered for at ISR, as German for native speakers is offered from Kindergarten 1 through Grade 12. **S**tudents whose mother tongue is not English or German have the option in the DP of taking their mother tongue as a School Supported Self-Taught Language A.

### **Practices**

In accordance with IB requirements the pedagogical approach to learning should:

- Be open and inclusive
- Affirm each learner's identity and autonomy
- Promote critical thinking.

(IB, 2011)

At ISR, language is seen as a trans-disciplinary element throughout the curriculum – meaningful, in context and purposeful. Language is used for information processing and creative problem solving. Language is primarily taught through classroom units of study. It is supported with structured lessons that provide the children with the skills and strategies necessary to challenge and develop their understanding of concepts. Below are specific language practices which may be used at ISR in the PYP, MYP and DP.

#### Listening and Speaking

- Students are given many opportunities to listen and speak in order to communicate effectively, and to establish and maintain relationships.

- Students are supported in their learning during the communication process by a variety of methods, such as scaffolding, language accompanying actions, building on to what other students say, and guided questioning.
- Students are taught to coherently structure ideas and arguments in a logical way and are supported with relevant examples.
- An awareness of the need for an effective choice of register suited to the audience in oral communication is fostered.

### Reading and Literature

- The school and classroom libraries are kept up to date with books catering for the units of inquiry.
- Literature is an integral part of the curriculum and is used as a means of understanding and exploring.
- Books, in both print and electronic format, are read for enjoyment and can also be discussed, analyzed, compared and contrasted.
- There is buddy reading between different age/grade groups. (PYP)
- There is regular timetabled DEAR (Drop Everything And Read) time in the PYP.
- Students learn how to understand, interpret and respond to the ideas, attitudes and feelings expressed in various texts.
- Students are encouraged to think critically about what they read; and to be able to make predictions and inferences based on information that is both explicit and implicit in a text.
- Reading is selected according to both ability and interest levels.
- There are both student-selected and teacher-directed reading materials.
- World classics are available for reading.
- Culturally diverse reading material is available.
- Students are shown how to understand and comment on the language, content, structure, meaning and significance of both familiar and previously unseen pieces of writing.
- Glossaries of Terms are made available to students.
- Students are encouraged to read outside the standard curriculum to improve their vocabulary and knowledge of technical jargon.

### Writing

- Writing is a significant activity in classes of all ages. The writing process involves creating an environment where students can acquire the skills necessary to produce written products for a variety of purposes (formal, informal, personal, reflective, informative, persuasive, poetic, or in the form of a story or dialogue).

- When learning to write, students are encouraged to focus on meaning at first rather than accuracy. They are given the opportunity to enjoy the writing process and students are encouraged to take risks in language learning.
- Students engage in spontaneous writing.
- The writing processes are taught and practiced.
- A range of independent spelling strategies are developed.
- Students are taught to coherently structure ideas and arguments in a logical way and are supported with relevant examples.
- Students are exposed to a variety of written genres.
- An awareness of the need for an effective choice of register suited to the audience in written communication is fostered.

#### Mother Tongue Development

- Parents are encouraged to foster Mother tongue language development – see support document for parents – Fostering Language Acquisition in Your Child.

## **Support Document for Parents**

### **Fostering Language Acquisition in Your Child**

Many parents are concerned about their children and the languages they are learning. We would like to give you some information and a few helpful hints concerning language acquisition.

It is easy for your child to learn more than one language. Research has shown that children are able to learn two (or more) languages at an early age as long as they are actively supported in both languages.

It is important to actively use a language with your child. This can be done through playing games, having conversations, singing songs, saying nursery rhymes, reading picture books and telling stories.

With your own child you should use the language which comes naturally for you, the language which you speak best. This is the language in which you know the most words and you also know how the sentences are constructed. This is very important for your child. Having a good foundation in their mother tongue will make it easier to learn other languages.

It takes many years until a child speaks a language really well – this is true for the first language, but also for all other languages a child might learn.

The family is very important for language development because children learn their first language within the family. If children feel at home in their first language and have a chance to use it as much as possible, learning other languages and learning in school will be easier.

### **How can you support the linguistic development of your child?**

#### **Talking and telling stories**

Language develops on a daily basis – for instance, when children listen to others and when they speak themselves. Language develops when children play or when they look at books, it develops at meal times or in conversations with people the children love. Daily conversations with your children are very important. Children learn best when they feel at home and when they are not afraid of making mistakes. It is not good for your child's linguistic development if you constantly correct 'wrong' expressions. There is a danger that children who get corrected all the time will no longer enjoy expressing themselves. Certain activities are particularly suited to develop your children's linguistic potential to the fullest – reading to your children, sharing books, singing songs or teaching nursery rhymes.

#### **Sharing books/reading materials with your child**

For the development of language in young children it is very important that parents look at picture books with their children, if possible every day. Research has shown that sharing

picture books with a child and talking about the pictures (in your own language) teaches the child many different things, which will help him/her in all other languages and in school. Older children also benefit from reading books on a regular basis, also if possible every day. Children should have access to age-appropriate reading material in a variety of genres – magazines, fiction, non-fiction, comics. On-line books and resources are available in many languages. Take advantage of this and look at these with your child.

### **Watching films/listening to stories**

Watching films and speaking about them or listening to stories can be conducive to language learning. Older children may benefit from watching a film with the sub-titles.

Children who grow up speaking more than one language possess a treasure which will be a great advantage in their lives.

Modified from

How can your child learn 2 languages, German and our own language?

Text: Dr. Michaela Ulich

Translation: Karin Cramer

Staatsinstitut für Frühpädagogik – IFP München

## Appendix 3 Library Family Handbook



### **ISR Library Vision**

The ISR Library will provide the school community with an environment, and a diverse and high quality range of resources, which will support and underpin our pursuit of international-mindedness, academic and personal excellence and responsible engagement.

### **ISR Library Mission**

The ISR Library supports the school community in the achievement of our school mission by

- Encouraging an enjoyment of reading for pleasure, personal interest and research for lifelong learning
- Providing an equitable, accessible and stimulating environment for reading, research, collaboration and reflection
- Providing a range of print and digital resources, reflecting various perspectives
- Collaborating with staff, and supporting students in acquiring and applying research skills

### **Hours**

The school library is open daily from 9:10 until 15:40, including the students' morning and lunch breaks.

If you need help when a librarian is not available, leave a note on the library desk.

Parents requiring help or wishing to provide suggestions can also contact [office@isr.ch](mailto:office@isr.ch)

### **Library Staff**

For any matter relating to the school library, please contact Mrs. Rouse.

A team of assistants will be responsible for the library at various times, and this will be confirmed at the beginning of the academic year.

### **Library Spaces**

The library is housed in the Spectrum building on the main floor. It is divided into two sections – a PYP section and a MYP/DP section. A librarian will acquaint classes and new students with the layout of the library during lessons.

### **Use of Library Space**

During opening hours, students are very welcome to use the library space for any of the following activities.

- Browsing, searching for and reading materials
- Returning and borrowing materials
- School work
- Research
- Homework
- Using the computers or iPads for any of the above activities

Please note that the library may not be available for use when it is booked for a class. Please refer to the library timetable.

### **Library Conduct**

Students are expected to

- Use appropriate library manners and voice tone
- Use shelf markers
- Put returned books into the 'return box' under the library desk
- Be responsible for keeping the library in a tidy state
- Sign books out in the **red** book on the library desk, including the student's name, grade, book title and ISR barcode when a librarian is not available.
- Write their name on the sign in sheet if visiting the library during breaks.

**No food or drinks are allowed in the library. Only water in a sealed bottle may be brought in.**

### **Library Classes**

PYP homerooms have a set library session scheduled for each week with a librarian for the duration of the year. During this time students will have an opportunity to borrow and return books, be introduced to new materials and learn age appropriate library/research skills through the units of inquiry.

MYP teachers will arrange sessions for their classes to use the library or work with a librarian.

DP students are welcome to use the library for research or study periods. Please check the library timetable to see if the library is occupied by a class.

### **Library Cards**

PYP students will be given library cards when they enroll at ISR. They will keep these cards for their entire time in the PYP.

MYP and DP students will be issued new library/student-photo ID cards at the beginning of each new school year.

All students should bring their cards with them to make the checkout of books fast and efficient.

### **Borrowing of materials**

Students may borrow up to two books at a time (this does not include textbooks and books borrowed for specific classes). Over the autumn, winter and spring holidays, students can borrow three books.

Books can be borrowed for up to two weeks, after which they should be renewed or returned. Books may be renewed once. Magazines can be borrowed for one week, one magazine per student. A magazine counts towards the two-book limit.

### **Overdue Materials**

Students are asked to return books in a timely manner. There is no penalty for overdue books but books should be returned after the two-week loan period so that they are accessible to other school members. This also helps to avoid books becoming 'lost'.

### **Lost Materials**

Students are responsible for materials borrowed in their name. Replacement costs for lost or damaged materials depends on the type of material and can range in price from 5-50 CHF. Textbooks may have an added cost of 20-45 CHF to cover shipping charges. A charge of 30% will be added to cover administration costs. An invoice will be sent to the parents.

### **Digital Resources**

A stock of iPads is kept in the library, for students to use there. Please ask the librarian on duty to use one. Note that the iPads must stay in the library unless otherwise instructed by a teacher.

The school subscribes to a few online databases, which can be accessed by the school community, at home or at school. These are trustworthy and reliable sources of information from a range of media. Details of the databases can be found on page 5.

### **How do I sign out a book if a librarian is not there?**

On the library desk there is a red sign out book. Write in your name, grade, title of the book and the ISR barcode number from the sticker on the back of the book.  
(example ISR200001986)

### **Can parents borrow books?**

Yes. If parents wish to borrow books for themselves or additional books for their children they can request a patron account for themselves. Parents can then borrow up to 10 books for a period of two weeks.

### **Can I donate books to the library?**

Certainly! We welcome books suitable for the school library in any language.

### **Where are the DVDs?**

The tall red shelves house DVDs for MYP/DP students and teachers.  
The white bookcase by the main desk houses DVDs for PYP students.

### **Can I borrow a DVD?**

Yes. Students can borrow DVDs if they have permission from their parents/guardian. Permission can be given either verbally to a librarian or by writing a note. Permission only

needs to be given once, not per DVD. Then the student's name will be added to a list of students with permission to borrow DVDs.

Please note that we will not lend DVDs with an age rating above the age of the student.

### **How many DVDs can I borrow and for how long?**

Students can borrow 1 DVD at a time, for up to 2 weeks.

A Google Docs spreadsheet, showing other useful digital resources organized by curriculum area, is shared with staff and MYP/DP students.

### **Newsletter**

In the ISR weekly newsletter there is a "library section" to find out what's new in the library.

### **Online Catalogue**

To access the library collection online, go to the school website [www.isr.ch](http://www.isr.ch) and click on the "Information" tab and then the "Links" tab and then "ISR OPAC".

### **Frequently asked questions**

#### **How can I return my books?**

Books can be returned during library classes. They can also be returned at any other time, by leaving them in the green crate under the librarians' desk.

#### **What happens if a book is overdue?**

If a book is overdue, the librarian will remind the student to bring the book to the next class. If a book is overdue for more than a month, the librarian will send an email to the parents.

### **Supporting Mother Tongue Languages**

To help us expand our selection of books in other languages we invite parents visiting their home countries for the holidays, to buy children's, or young adults' books for the library up to the value of CHF 30, which will be reimbursed by the school if a receipt is given.

#### **Local Libraries**

In addition to the school library, there are other libraries in the local area that are good sources of books in a variety of languages.

Liechtensteinische Landesbibliothek has fiction for all ages in English, German, Italian, French and Spanish.

[www.landesbibliothek.li](http://www.landesbibliothek.li)

Bibliothek Buchs SG has a range of books in English, German, Italian, French and Spanish

<http://www.bibliothek-buchs-sg.ch>

For residents in Austria, the AK-Bibliothek in Feldkirch has a selection in English, German, French, Italian, Spanish and Turkish.

<http://vbg.arbeiterkammer.at/service/AKBibliotheken/AKBibliothekFeldkirch/index.html>

The librarians in the local libraries are open and helpful, and are happy to answer any enquiries!

### **Online library/digital books in various languages**

#### **For PYP**

<http://en.childrenslibrary.org/>

<http://www.childrensbooksforever.com/index.html>

#### **For MYP/DP**

<http://www.gutenberg.org/catalog/>

#### **For everyone**

<http://www.bookrix.com/books.html>

### **ISR DATABASE SUBSCRIPTIONS**

#### **Britannica Online School Edition**

Britannica Encyclopedia at three levels (to suit our three programs). Reliable and trusted content. Search articles, EBSCO journals and magazines, newspapers, recommended sites, primary sources and e-book content.

#### **Britannica ImageQuest**

Millions of rights-cleared images in one place.

Access to Britannica resources via the school website [www.isr.ch](http://www.isr.ch)

Click on 'Information' then click on 'Links' and select the appropriate link.

Enter isr and your surname, for example **isrsmith**

#### **PebbleGo**

Emergent-reader research solution for early PYP students.

[www.pebblego.com](http://www.pebblego.com) or via the school website [www.isr.ch](http://www.isr.ch)

Click on 'Information' then click on 'Links' and select the appropriate link.

Username: isr

Password: read