



Stockholms  
stad

**ISSR**

**Parents' handbook**

**PYP, MYP & DP**

Academic year

2018-2019

# Table of contents

<b>Contact information</b> .....	<b>5-10</b>
<b>Mission statements</b> .....	<b>11</b>
<b>IB continuum</b> .....	<b>12</b>
<b>General information for all programs</b> .....	<b>12</b>
Class placement PYPK-MYP5 .....	13
Transiting between school forms (PYP/MYP/DP & Swedish system) .....	13
Meals at ISSR.....	14
Lost and found.....	14
Valuables.....	14
Complaint procedures.....	14
<b>Student services</b>	
English as an Additional Language (EAL) program PYP & MYP.....	15
Nurse/doctor.....	16
Guidance counselor.....	16
Career/university counseling.....	16
Library/media specialist.....	16
<b>Primary Years Program</b>	
Learner Profile.....	19
What we study.....	20
How we study.....	20
How we evaluate/assess.....	22
PYP School Routines	

School hours.....	23
Absences .....	23
Food/meals at ISSR.....	23
School supplies.....	24
Clothing.....	25
Physical Education (P. E.) clothing.....	25
Classroom supplies.....	26
Technological devices.....	26
Applying for mother tongue instruction.....	26
FRITIDS and FRITIDS CLUB (before/after school care program).....	27

### **Middle Years Program**

<b>Learner Profile</b> .....	31
What we study.....	32
How we study.....	32
Approaches to Learning (ATLs).....	32
How we evaluate/ assess.....	33
Reporting.....	34
Personal Project.....	35

### **MYP School Routines**

Absences.....	35
Meals at ISSR.....	36
Lockers.....	36
Physical Education (P. E.) clothing.....	36
School supplies.....	36
Technological devices.....	37
Applying for mother tongue instruction.....	38
ISSR sports association .....	38

## **Diploma Programme**

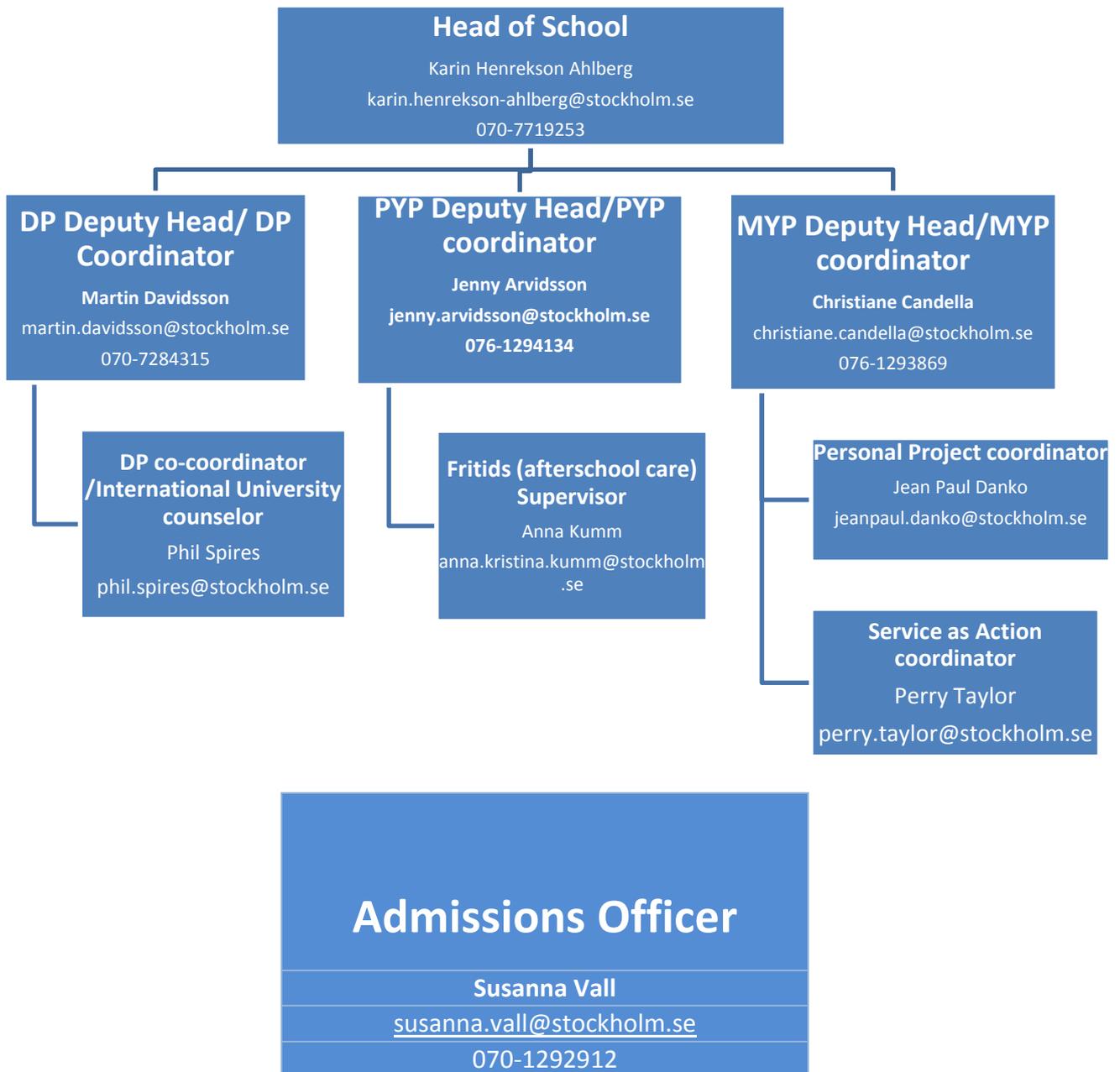
<b>Learner Profile.....</b>	<b>40</b>
What we study.....	40
Core Curriculum.....	41
Community, Activity and Service.....	41
External Assessment.....	42

### **School Routines**

School hours.....	42
Absences.....	42
Course changes.....	42
Meals at ISSR.....	42
Lockers.....	42
SL Cards.....	43
School supplies.....	43
Valuables.....	43
School-issued computer.....	43
Study Subsidy CSN.....	43
Textbooks.....	43
ISSR Sports Association .....	43

# CONTACT US

## School Leadership



# Primary Years Programme Teachers

**Note:** Please contact teachers via e-mail. You should always receive a reply within one working day.

<p><b>Kay Richardson-Lindelöf</b>  <i>PYP K homeroom teacher</i>            E-mail: <a href="mailto:kay.richardson-lindelof@stockholm.se">kay.richardson-lindelof@stockholm.se</a></p>	<p><b>Kathryn Grossi</b>  <i>PYP1 homeroom teacher</i>            E-mail: <a href="mailto:kathryn.grossi@stockholm.se">kathryn.grossi@stockholm.se</a></p>
<p><b>Allison Delp</b>  <i>PYP 2 homeroom teacher</i>  <a href="mailto:allison.delp@stockholm.se">allison.delp@stockholm.se</a></p>	<p><b>Claude Girerd</b>  <i>PYP3A homeroom teacher</i>            E-mail: <a href="mailto:claud.girerd@stockholm.se">claud.girerd@stockholm.se</a></p>
<p><b>Sofia Seferli-Frantzi</b>  <i>PYP3B homeroom teacher</i>            Email: <a href="mailto:sofia.seferli-frantzi@stockholm.se">sofia.seferli-frantzi@stockholm.se</a></p>	<p><b>Chris Murr</b>  <i>PYP4A homeroom teacher</i>            E-mail: <a href="mailto:chris.murr@stockholm.se">chris.murr@stockholm.se</a></p>
<p><b>Niki Christofi</b>  <i>PYP 4B homeroom teacher</i>            Email: <a href="mailto:niki.christofi@stockholm.se">niki.christofi@stockholm.se</a></p>	<p><b>Miina Saarna</b>  <i>PYP 5A homeroom teacher</i>            Email: <a href="mailto:miina.saarna@stockholm.se">miina.saarna@stockholm.se</a></p>
<p><b>Justina Sundström</b>  <i>PYP 5B homeroom teacher</i>            E-mail:  <a href="mailto:justina.soewarso.sundstrom@stockholm.se">justina.soewarso.sundstrom@stockholm.se</a></p>	<p><b>Anette Mårtensson</b>  <i>PYP Swedish</i>            E-mail: <a href="mailto:anette.martensson@stockholm.se">anette.martensson@stockholm.se</a></p>
<p><b>Wesley Eskonen</b>  <i>PYP English as an Additional Language</i>            E-mail:            brent.<a href="mailto:wesley.mills.eskonen@stockholm.se">wesley.mills.eskonen@stockholm.se</a></p>	<p><b>Saima Asif</b>  <i>Learning Support</i>            E-mail: <a href="mailto:saima.asif@stockholm.se">saima.asif@stockholm.se</a></p>
<p><b>Clayton Neill</b>  <i>Physical Education PYPK-3, PYP5, MYP 1-2</i>            E-mail: <a href="mailto:clayton.neill@stockholm.se">clayton.neill@stockholm.se</a></p>	<p><b>Jonathon Mckeever</b>  <i>Physical Education PYP4</i>            E-mail: <a href="mailto:jonathon.mckeever@stockholm.se">jonathon.mckeever@stockholm.se</a></p>
<p><b>Lina Van Doreen</b>  <i>Music</i>            E-mail: <a href="mailto:lina.van.doreen@stockholm.se">lina.van.doreen@stockholm.se</a></p>	<p><b>Martin Hamilton</b>  <i>Librarian</i>            E-mail: <a href="mailto:martin.hamilton@stockholm.se">martin.hamilton@stockholm.se</a></p>

# Fritids (After School Care) Staff/ Learning Assistants

Phone : 0739 212 234

<p><b>Anna Kristina Kumm</b>  <i>After School Care Team Leader</i>            E-mail: <a href="mailto:anna.kristina.kumm@stockholm.se">anna.kristina.kumm@stockholm.se</a></p>	<p><b>Jason Knight</b>  <i>After School Care Staff/ Learning Assistant</i>            E-mail: <a href="mailto:jason.knight@stockholm.se">jason.knight@stockholm.se</a></p>
<p><b>Katrina Bignold (parental leave fall 2018)</b>  <i>After School Care Staff/ Learning Assistant</i>            E-mail: <a href="mailto:katrina.bignold@stockholm.se">katrina.bignold@stockholm.se</a></p>	<p><b>Daniel Ellery</b>  <i>After School Care Staff/ Learning Assistant</i>            E-mail: <a href="mailto:daniel.ellery@stockholm.se">daniel.ellery@stockholm.se</a></p>
<p><b>Andrew Maier</b>  <i>After School Care Staff/ Learning Assistant</i>            E-mail: <a href="mailto:andrew.maier@stockholm.se">andrew.maier@stockholm.se</a></p>	<p><b>Amy Doyle</b>  <i>After School Care Staff/ Learning Assistant</i>            E-mail: <a href="mailto:amy.doyle@stockholm.se">amy.doyle@stockholm.se</a></p>
<p><b>Norma Carranza</b>  <i>After School Care Staff/ Learning Assistant</i>            E-mail: <a href="mailto:norma.carranza@stockholm.se">norma.carranza@stockholm.se</a></p>	<p><b>Sacha Titmuss</b>  <i>After School Care Staff/ Learning Assistant</i>            E-mail: <a href="mailto:sacha.titmuss@stockholm.se">sacha.titmuss@stockholm.se</a></p>
<p><b>Bryannah Schot</b>  <i>After School Care Staff/ Learning Assistant</i>            E-mail: <a href="mailto:bryannah.schot@stockholm.se">bryannah.schot@stockholm.se</a></p>	<p><b>Ana Oliviera Casella</b>  <i>Learning Assistant</i>            E-mail: <a href="mailto:ana.de.oliveira.casella@stockholm.se">ana.de.oliveira.casella@stockholm.se</a></p>

# MYP/ DP Teachers

<p><b>Erik Berridge</b> MYP 3 <i>Individuals and Societies &amp; DP Global Politics</i> Email: <a href="mailto:erik.berridge@stockholm.se">erik.berridge@stockholm.se</a></p>	<p><b>Anna Silberberg</b> MYP4A advisor/ <i>Individuals and Societies</i> Email: <a href="mailto:anna.silberberg@stockholm.se">anna.silberberg@stockholm.se</a></p>
<p><b>Christina Klein</b> DP2 advisor/MYP Language Acquisition: <i>French &amp; DP Swedish ab initio</i> E-mail: <a href="mailto:christina.klein@stockholm.se">christina.klein@stockholm.se</a></p>	<p><b>Andrea Aguirre</b> MYP2B advisor / <i>Language Acquisition: Spanish &amp; Swedish</i> Email: <a href="mailto:andrea.aguirre@stockholm.se">andrea.aguirre@stockholm.se</a></p>
<p><b>Lisa Tangtongthavee</b> MYP1A advisor <i>Language and Literature: English</i> Email: <a href="mailto:lisa.tang@stockholm.se">lisa.tang@stockholm.se</a></p>	<p><b>Charlotta Järborg</b> MYP1A advisor/<i>Language Acquisition: English</i> E-mail: <a href="mailto:charlotta.jarborg@stockholm.se">charlotta.jarborg@stockholm.se</a></p>
<p><b>Zoe Du</b> MYP 3A advisor MYP 4 <i>Language Acquisition: English</i> Email: <a href="mailto:xiaolu.du@stockholm.se">xiaolu.du@stockholm.se</a></p>	<p><b>Nicole Foote</b> MYP 3B advisor/ <i>MYP Sciences</i> Email: <a href="mailto:nicole.foote@stockholm.se">nicole.foote@stockholm.se</a></p>
<p><b>Kristof Biot</b> MYP 3B advisor/ <i>Language Acquisition French</i> Email: <a href="mailto:kristof.biot@stockholm.se">kristof.biot@stockholm.se</a></p>	<p><b>Afnan Hashemizadeh</b> MYP2A advisor/ <i>MYP Mathematics, DP Math Studies</i> Email: <a href="mailto:afnan.Hashemizadeh@stockholm.se">afnan.Hashemizadeh@stockholm.se</a></p>
<p><b>Anna-Maria Malm (Mia)</b> MYP 4A advisor/MYP <i>Mathematics &amp; DP Mathematics SL</i> Email: <a href="mailto:anna-maria.malm@stockholm.se">anna-maria.malm@stockholm.se</a></p>	<p><b>Jonathon Mckeever</b> MYP3A advisor/ <i>Physical and Health Education</i> E-mail: <a href="mailto:jonathon.mckeever@stockholm.se">jonathon.mckeever@stockholm.se</a></p>
<p><b>Lopamudra Satpathy</b> MYP 4A advisor/ <i>MYP Sciences &amp; DP Biology</i> Email: <a href="mailto:lopamudra.satpathy@stockholm.se">lopamudra.satpathy@stockholm.se</a></p>	<p><b>Tristessa Åberg</b> MYP 1B advisor/ <i>MYP Design</i> Email: <a href="mailto:tristessa.aberg@stockholm.se">tristessa.aberg@stockholm.se</a></p>
<p><b>Karl Peterson</b> MYP4B advisor/<i>Language and Literature: English &amp; DP TOK</i> E-mail: <a href="mailto:karl.peterson@stockholm.se">karl.peterson@stockholm.se</a></p>	<p><b>Sofia Cunelius</b> <i>(maternity leave, temp substitute)</i> MYP 4B/<i>Language Acquisition: Swedish &amp; DP Swedish A</i> E-mail: <a href="mailto:abresha.bobi@stockholm.se">abresha.bobi@stockholm.se</a></p>
<p><b>Clayton Neill</b> MYP 1A advisor/PYP &amp; <i>MYP Physical and Health Education</i> E-mail: <a href="mailto:clayton.neill@stockholm.se">clayton.neill@stockholm.se</a></p>	<p><b>Cecilia Ekerot</b> MYP4B advisor/ <i>Language Acquisition: Swedish &amp; DP Swedish B</i> Email: <a href="mailto:Cecilia.ekerot@stockholm.se">Cecilia.ekerot@stockholm.se</a></p>

<p><b>Helen Ding</b>  MYP &amp; DP Visual Arts  Email: <a href="mailto:helen.ding@stockholm.se">helen.ding@stockholm.se</a></p>	<p><b>Matthew Ward</b>  10C advisor/MYP Language and Literature &amp; DP English A  Email: <a href="mailto:matthew.ward@stockholm.se">matthew.ward@stockholm.se</a></p>
<p><b>Justin Rasmussen</b>  DP2 advisor/MYP science &amp; DP Chemistry  Email: <a href="mailto:justin.rasmussen@stockholm.se">justin.rasmussen@stockholm.se</a></p>	<p><b>Helen Qusted</b>  DP1 advisor/MYP Science, DP Environmental Systems and Societies &amp; DP Biology  Email: <a href="mailto:Helen.quested@stockholm.se">Helen.quested@stockholm.se</a></p>
<p><b>Lars Enflo</b>  DP2 advisor/DP Economics, History, Global Politics &amp; MUN  e-mail: <a href="mailto:lars.enflo@stockholm.se">lars.enflo@stockholm.se</a></p>	<p><b>Lauren Montgomery</b>  10B advisor/MYP science, DP Biology &amp; Chemistry  e-mail: <a href="mailto:mats.fogedal@stockholm.se">mats.fogedal@stockholm.se</a></p>
<p><b>Mikael Hansén Goobar</b>  DP1 advisor/DP English A, Swedish A, Swedish B &amp; TOK  e-mail: <a href="mailto:mikael.hansen-goobar@stockholm.se">mikael.hansen-goobar@stockholm.se</a></p>	<p><b>Maria Hedman</b>  DP1 advisor/MYP &amp; DP Mathematics  e-mail: <a href="mailto:maria.hedman@stockholm.se">maria.hedman@stockholm.se</a></p>
<p><b>Wendy McRae</b>  10B advisor/DP Physics &amp; Mathematics  Email: <a href="mailto:wendy.mcrae@stockholm.se">wendy.mcrae@stockholm.se</a></p>	<p><b>Ilke Curku</b>  DP1 advisor/MYP Swedish Language acquisition, DP English B &amp; History  e-mail: <a href="mailto:ilke.curku@stockholm.se">ilke.curku@stockholm.se</a></p>
<p><b>Charlotte Fasth</b>  DP1 advisor/DP Psychology &amp; Mathematics  Email: <a href="mailto:charlotte.fasth@stockholm.se">charlotte.fasth@stockholm.se</a></p>	<p><b>Tom Malmnäs</b>  10A advisor/Swedish, History &amp; Language A, School-supported self-taught  Email: <a href="mailto:tom.malmnas@stockholm.se">tom.malmnas@stockholm.se</a></p>
<p><b>Lina Van Dooren</b>  MYP 2A advisor/ Music  Email: <a href="mailto:lisna.van.dooren@stockholm.se">lisna.van.dooren@stockholm.se</a></p>	<p><b>Julia Tsygan</b>  DP1 advisor/DP Mathematics &amp; First Teacher  E-mail: <a href="mailto:julia.tsygan@stockholm.se">julia.tsygan@stockholm.se</a></p>
<p><b>Jean-Paul Darko</b>  10C advisor/MYP science &amp; DP Biology  <a href="mailto:Jean-paul.darko@stockholm.se">Jean-paul.darko@stockholm.se</a></p>	<p><b>Annmarie Rozgoni Risberg</b>  DP1 advisor/DP Spanish &amp; MYP 3/4 Spanish  <a href="mailto:Annmarie.rozgoni.risberg@stockholm.se">Annmarie.rozgoni.risberg@stockholm.se</a></p>
<p><b>Perry Taylor</b>  MYP 2B advisor/student assistant/Service as Action coordinator  <a href="mailto:Perry.taylor@stockholm.se">Perry.taylor@stockholm.se</a></p>	<p><b>Alexander Flynn</b>  <i>(paternity leave, temp substitute)</i>  MYP 4A advisor/ MYP Sciences &amp; DP Biology  Email: <a href="mailto:alexander.flynn@stockholm.se">alexander.flynn@stockholm.se</a></p>

## ISSR support staff

### Katharina Granslätt

Administrative Manager  
katharina.granslett@  
stockholm.se

### Vacancy

IT & janitorial

*Katharina manages all issues connected to the building including maintenance, lunch room and IT.*

### Phil Spires

CAS & Sports Association  
coordinator  
phil.spires@stockholm.se

### Lina Van dooren

CAS Coordinator  
lina.vandooren@stockholm.se

### Tristessa Åberg

ICT integration specialist  
tristessa.berg@stockholm.se

### Martin Hamilton

Librarian  
martin.hamilton@stockholm.se

*Tristessa manages ISAMS & ManageBac as well as IT integration in the school.*

# Student Care Team

<p><b>Learning Support PYP</b> <i>Saima Asif</i> Email: <a href="mailto:saima.asif@stockholm.se">saima.asif@stockholm.se</a></p>
<p><b>Learning Support MYP/ DP</b> <i>Laura Runceanu</i> Email: <a href="mailto:Laura.runceanu@stockholm.se">Laura.runceanu@stockholm.se</a></p>
<p><b>School Nurse PYP/MYP/DP</b> <i>Simone Grienspan Törnkvall</i> Email: <a href="mailto:simone.grienspan@stockholm.se">simone.grienspan@stockholm.se</a></p>
<p><b>School Counselor</b> Caisa-Stina Sporrang Email: <a href="mailto:caisa-stina.sporrong@stockholm.se">caisa-stina.sporrong@stockholm.se</a></p>
<p><b>DP co-coordinator/International University Admissions advisor</b> <i>Phil Spires</i> Email: <a href="mailto:phil.spires@stockholm.se">phil.spires@stockholm.se</a></p>

## **ISSR mission statement**

We are committed to the IB Mission Statement and the IB Learner Profile.

The community of ISSR seeks to inspire by our own actions, bringing social and academic skills to life. We support a caring and open-minded environment where students are challenged to develop individually and collectively as learners. Together, we value cultural diversity as we prepare students to become tomorrow's global citizens.

## **IBO's 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.

## **IB continuum**

The International Baccalaureate consists of four comprehensive programs designed to educate children around the world into globally conscious members of society. The notion of an international curriculum framework was conceived in the 1960's initially with the Diploma Programme, which aimed to prepare academically oriented students for university regardless of where they were studying in the world. The Middle Years Program followed suit after much collaboration amongst international teacher around the world who worked actively to design a programme to adequately prepare students for the rigors of the Diploma Programme. After the development of the MYP and its success as a precursor to the DP the IB returned to the drawing board to bring the spiral completely downwards to the youngest of students with the Primary Years Programme catering to children as young as three years of age. In recent years a fourth programme has arisen, IBCC, which provides an alternative route to graduation for the upper secondary student.

# General school Guidelines

## Class Placement PYPK-MYP5

At ISSR students are organized each year into new classes. This is done so that all students feel that they are joining something new and are on an even playing field on day one of the school year.

The ISSR teaching staff organizes the new classes from PYPK-MYP5. This works extremely well given that ISSR caters to a transient community and the annual turnover is approximately 30%. The transient nature of the student body makes it even more important to ensure that every student feels welcome and a part of a *new* class each year. Many students have expressed that they only feel "new" for a few days. They settle into their routines and school, in part because classes don't have old social norms and character due to the fact they are organized new each year.

At the end of the school year all teachers who have worked with a class sit down and reorganize the classes with the incoming students in mind. We do not place students into the classes according to wishes or friendship groups because our focus is to create the most conducive environment for learning. Our priority is to organize the classes to have a balanced academic, social and language profile.

It is very important that home and school support students in this transition and understand that this school format is different from previous ones, but that the shifting classes is part of the essence of ISSR.

Please talk to your child(ren) at home and help them understand that going through the transition is normal and that they will settle in after a few days.

## Transitioning between programs

ISSR's student body is a transitory one. Due to the nature of the intake\* and Swedish law PYP and MYP students do not complete the entire continuum at ISSR. However, students do often transition between one program to another.

**In PYP to MYP**, students automatically transition between the programs. An parent information meeting is held and then students participate in a shadow day. Students move into the MYP after summer break.

**In MYP 4**, compulsory schooling officially ends and an intake into Swedish gymnasium (secondary schooling) occurs. All 9<sup>th</sup> grade students in Sweden, including MYP4 students at ISSR, have to actively apply to a gymnasium program.

In order to be eligible for studies in Swedish gymnasium that offers a college preparatory curriculum a student must have passing grades in Swedish, English and Mathematics and nine other subjects.

At ISSR, all students attending MYP 5 and the DP years are required to have passing grades in all subjects\*\* in MYP 4/grade 9 in order to be admitted to ISSR's MYP5/grade 10 year.

For external applications to ISSR applicants sit an entrance exam in English and Math and submit their school transcripts during the application process. Students must have passing grades in all subjects to be considered. There are fewer places available than applicants so the admissions office goes through applications and determines which applicants are offered spots based on their previous school grades and entrance test results.

In the case of ISSRs MYP 4 students, final reports are evaluated by the admissions team and students will passing grades in all subjects automatically transition between MYP 4 and MYP 5.

<https://www.gyantagningen.se/english/in-english/eligible-for-upper-secondary-school.html>

*\*PYPK-MYP 4 students are admitted based on specific criteria specified in Swedish law. Please see the school's website under admissions for more detailed information.*

*\*\*In Sweden, a passing grade in Swedish/Swedish as an Additional Language is not a requirement for admissions into the IB Diploma Program.*

## Meals at ISSR

Lunch is provided by for each student at ISSR each school day. If a child has special dietary needs the family should fill in a required form and hand in to homeroom teacher/ mentor. ISSR can cater for medical or religious dietary requirements including vegetarian, lactose intolerance, gluten intolerance, allergies, etc.

Students are not permitted to bring their own food to the school's lunch room for health and safety reasons. Students can bring a fruit or sandwich to eat if they have a long day.

**Café:** The café is reserved for DP and MYP students. If PYP students would like eat a snack during the day they should plan to bring a fruit or vegetable with them.

## Lost and found

All property should be clearly marked with the student's first and last name. A telephone number is also quite helpful in relocating the owner of objects that get left around school.

- The lost and found boxes are labeled and located in the entrance to school beside the receptionist. All objects that are found outside of the classrooms are brought here unless there is a clear name on the article.

- Valuable objects such as keys, SL cards, cell phones and computers are left with the receptionist and are kept locked for safety. Contact the receptionist or another administrative staff member to access.

*We will keep all lost and found objects until one week after the term when they will be donated to a local charity.*

## Valuables

ISSR is not responsible for the misplacing or loss of valuable items while on campus. MYP and DP students are issued a locker at the beginning of each school year. It is the students' responsibility to keep the locker in working order and provide a lock. It is not suggested that valuable objects be kept inside the lockers, especially before or after school hours.

PYP students are given a cubby hole area outside of their classrooms for coats and extra clothes and shoes.

*Please see specific programs for suggested use of technological devices.*

## Complaint procedures

Opinions and complaints shall be directed to the Deputy Head of the program which the complaint applies. If the complaint applies to the school in general, several programs or you feel you haven't received an adequate response please contact the Head of School directly.

**Deputy head DP:** Martin Davidsson, [martin.davidsson@stockholm.se](mailto:martin.davidsson@stockholm.se)

**Deputy Head MYP:** Christiane Candella, [Christiane.candella@stockholm.se](mailto:Christiane.candella@stockholm.se)

**Deputy head PYP:** Jenny Arvidsson, [jenny.arvidsson@stockholm.se](mailto:jenny.arvidsson@stockholm.se)

**Head of School:** Karin Henrekson Ahlberg, [karin.henrekson-ahlberg@stockholm.se](mailto:karin.henrekson-ahlberg@stockholm.se)

If the school administration's response is not adequate, contact the Superintendent of ISSR's school district, Hans Kristian Widberg, 070-7719516 or via email at

[hans-kristian.widberg.@stockholm.se](mailto:hans-kristian.widberg.@stockholm.se).

# Student Services

## English as an Additional Language (EAL) program

The English as an Additional Language (EAL) program is available from ages 6-15 (PYP 1-MYP 4) for students who are in need of English support. The format to the program is a combination of *pull-out* and *push-in* instruction.

## **EAL and the PYP**

EAL in the PYP is scheduled as a pull-out class in two different levels, EAL beginners and EAL intermediate and also as push-in support. Students are assigned to a group after a placement test. Students attend lessons with the EAL teacher on a scheduled basis to target specific language goals at the level of the student. This small-classroom situation provides a safe learning environment for students to practice speaking skills, ask questions and receive individualized instruction.

## **EAL and the MYP**

EAL students in the MYP will be evaluated for their ability to read, write, speak and understand academic English when they arrive at ISSR. Based on that testing a determination of English level of the student is determined and the students will be assigned to English Language and Literature or English Language Acquisition.

## **EAL student, phase 1-2**

Students who are evaluated to be at a phase 1-2 and even sometimes phase 3 EAL student are taken out of Modern Language (French/Spanish) and given 150 minutes more of English instruction each week. This course is called EAL Enrichment. This allows them to focus more on learning English and gain support in their other subjects.

## **Nurse/doctor**

A trained/licensed nurse is available on campus for routine needs of the student/teaching body. In addition, appointments can be made with the nurse and/or other members of the student care team to address physical/social/psychological concerns of children. The school nurse works proactively and with promotion of student health. During the school day, students can contact the nurse for medical advice regarding minor injuries, but it is important to note that this is not their primary responsibility. The role of the nurse is to keep a record of the health profile of all students, to conduct interviews on a voluntary basis with all students about their health and the maintain the vaccination program and records of all students at ISSR. Students are encouraged to consult the school nurse when they are concerned about their own health or the health of a friend. A school doctor is available when needed.

If parents/ guardians should have any health questions related to the school situation, the nurse is available. The nurse is bound by a confidentiality clause concerning all sensitive student health issues.

## **Vaccinations**

Vaccinations are carried out in Sweden by the schools during primary school education (grades K-9) where children attend. All students will be offered to follow the Swedish vaccination program. Parents will be asked if they would like to follow the Swedish vaccination program. If parents accept, all vaccinations will take place at ISSR for as long as the student is registered at the school and the vaccinations will be registered in the Swedish National Vaccination Directory. If parents opt to continue with another national vaccination program, the vaccinations can be done at a Vaccination clinic or during trips back home.

## **Health checks/ Health talks**

When a student begins at ISSR, the parents are asked to fill out a health questionnaire. Health checks are carried out systematically in Sweden at specific grade levels. Parents are asked to attend a meeting with the nurse/doctor at regular intervals. In addition, children are screened for visual and hearing impairment as well. Additional information will be provided accordingly. It's always possible for the parents to attend a meeting with the nurse/ doctor.

## **Guidance counseling**

Counseling services are available on campus as needed. Please speak to your child's class teacher/ advisor if you would like to schedule a meeting with the school counselor. In addition, a meeting can be initiated directly with the school counselor with students and/or parents.

## **Career/university counseling**

### **High school and university selection**

Career and educational counseling is available on campus to help students select an appropriate high school or university both within Sweden and internationally. Please speak to your child's mentor if you would like to speak to a career counselor about your child's future plans.

### **ISSR's temporary residence policy for PYP & MYP students**

ISSR has a clearly stated mission to provide and international education in the PYP & MYP only for temporary residents in Stockholm. If a family's stay has become a permanent one, a meeting will be requested with the family to determine the most suitable option for the children.

## **Library**

The library/media center will be opening a few weeks into the school year. There is one librarian on site who can help students with research and finding books appropriate to their interests and reading levels. The hours of operation are listed outside of the door. All students must complete a library contract signed by their parents (if under 18 years of age) in order to begin borrowing books.

## Homework Club and make-up session

Homework club is available to all MYP 1-5 students for support in their studies. Whether a student is having difficulty on one assignment, just wants proof-reading on an essay or is still learning English, all students are welcome weekly to the homework club sessions. On Wednesdays students can make up missed tests in the case that they were away for an excused absence.

<b>Day/time</b>	<b>Location</b>
Tuesday: 13:30-15:00	D308
Wednesday: 15:10-16:30	D307 & D308

# Primary Years Programme (PYP)

*Ages 5-11*



## IB Learner Profile

At the core of the PYP is the *Learner Profile*. These characteristics were identified by the developers of all 4 International Baccalaureate programmes and provide a common core to the IB continuum. Students and teachers often refer to these attributes and strive actively on a daily basis to:

<b>Inquirers</b>	develop a natural curiosity about the world. Acquire the necessary skills necessary to conduct inquiry and research and show independence in learning.
<b>Knowledgeable</b>	explore concepts, ideas and issues that have local and global significance. Acquiring in-depth knowledge and develop understanding across a broad and balanced range of subjects.
<b>Thinkers</b>	exercise initiative in applying thinking skills critically and creatively to recognize approaches to complex problems, and make reasoned decisions.
<b>Communicators</b>	understand and expressing ideas confidently and creatively in more than one language and in a variety of modes of communication.
<b>Principled</b>	act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.
<b>Open-minded</b>	understand and appreciating their own cultures and personal histories and are open to perspectives, values and traditions of the other individuals and communities.
<b>Caring</b>	show empathy, compassion and respect towards the needs and feelings of others. Having a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-taker</b>	approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.
<b>Balanced</b>	understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	give thoughtful consideration to their own learning and experience. They are able to access and understand their strengths and limitations in order to support their learning and personal development.

## What we study?

Within the Primary Years Program (PYP) students study a variety of subjects including language, mathematics, social science, natural science, the arts, personal, social and physical education. Of which most subjects are taught within the *Unit of Inquiry* (UOI).

A **Unit of Inquiry (UOI)** is a unit of study, usually 4-6 weeks in length, where students and teachers explore into a central idea and investigate their current understanding and expand their understanding and knowledge in the subject.

Each year level studies six *Units of Inquiry* (UOI) each year which touch on a variety of topics identified as having global significance and illustrating the commonalities of human existence. These **transdisciplinary themes** are overarching themes which apply in the current school, but are just as likely to be applicable in another school on the other side of the globe. Below, you will find a list of the transdisciplinary themes studied for all children in the PYP.

**Transdisciplinary themes**

- Who we are
- Where we are in place and time
- How we organize ourselves
- How we express ourselves
- How the world works
- Sharing the Planet

Each unit of inquiry is an in-depth study of a given topic under one of the above themes. Students and their teacher explore their current understanding surrounding a specific **central idea**.

Sample Unit of Inquiry (UOI)

<b>Transdisciplinary theme: How we express ourselves</b>
Central idea: Advertising influences how we think and the choices we make
Lines of inquiry: <ul style="list-style-type: none"><li>• The purpose of advertising</li><li>• The types, styles and locations of advertisements</li><li>• The devices used to make advertising effective and to influence our choices</li></ul>

The *central idea* is a single affirmative sentence that drives the *unit of inquiry*. Both children and parents should be aware and actively working on their understanding and wonderings around the *central idea* while a *unit of inquiry* is underway. In addition, the *unit of inquiry* includes 3-4 **lines of inquiry** which are phrases used to focus or narrow the *central idea* in order to identify which direction the *unit of inquiry* will be directed.

## Content Knowledge

The acquisition of knowledge is important within the PYP. However, the PYP model doesn't allow for a just teaching a body of knowledge alone but should accompany concepts and skill development, among other things, alongside the explored information in the classroom. The Unit of Inquiry (UOI) is the central focus for teaching and learning in the PYP classroom. As a result, most language instruction, personal social and physical education, and all social and natural science instruction happen within the context of the UOI. Where applicable and relevant other subjects are woven into the UOIs as well. Mathematics, for example, tends to be both incorporated into a unit and taught independent of the UOI.

The curriculum is aligned with the IBPYP scope and sequence documents for each subject area and the Swedish national curriculum. The subjects taught are language, mathematics, social studies, science, personal and physical education, visual art, music and Swedish.

**Program of Inquiry:** a comprehensive table of all the *units of inquiry* for each of the 6 *transdisciplinary themes*. Each year level studies the same 6 transdisciplinary themes with a unique focus for each year level.

**Language Scope and Sequence:** A systematic explanation of the areas of study for language development including reading, writing, understanding and communicating language. This document is organized in areas of development and in phases, which acknowledges that children are constantly evolving and can be at any number of levels at any given period of their lives. It is important to note that the phases do not correspond to grade levels. The four sub categories for language development:

Oral language-listening and speaking  
Visual language-viewing and presenting  
Written language-reading  
Written language-writing

**Mathematics Scope and Sequence:** Similar to the language scope and sequence, the math scope and sequence document outlines the sub areas of development within mathematics. There are sub categories which children progress through and each sub category has 4 phases that the child will move through progressively as they move through the PYP. It is important to **note that the phases do not correspond to grade levels.**

The five sub categories of math understanding:

Data handling  
Measurement  
Shape and space  
Pattern and function  
Number

## How we study?

### Essential elements

Continuing with the idea that knowledge is only one part of the development of a child, the PYP has compiled the *essential elements* which are used in the classroom to aim towards a balance in the program of study. Below you will find the five essential elements which are used throughout a PYP classroom:

### Knowledge, Concepts, Skills, Attitudes and Action

Each *essential element* contributes to the social and cognitive development of a child. These essential elements create the foundation of the PYP and set it apart from other thematic approaches to learning. Since we have already spoken about the knowledge aspect of the PYP in the previous section this section will only address the remaining four essential elements.

### Concept-driven curriculum

The PYP has a commitment to concept based teaching and learning and this affects the classroom environment in such that there are specific concepts which are used to target our teaching and provide a context for the topics we are addressing in class. Below is the list of the key concepts identified by PYP as of major importance for a solid *transdisciplinary theme*:

#### Key Concepts

Form	connection	responsibility
Function	change	reflection
Causation	perspective	

In each *unit of inquiry* the teacher as part of his/her planning will have decided upon a key concept which best supports the current theme and will use this concept to form questions and investigations for the students to work through during their UOI. The most common use of key concepts is through questions. Below you can see some sample questions for a given theme:

Central idea	Key concept	Question(s)
All living things go through a process of change	Change, connection	How are the changes that two animals go through <i>alike (connection)</i> ? How does an animal (ex. butterfly) <i>change</i> during its lifetime?

## Skill-development

Another intrinsic component of the PYP is the development of skills within context. By this we mean that students should be developing useful skills within the subject areas that they are learning about. This is important because it allows children to transfer the learning from one context to another understanding the skills connected to a given discipline.

If they are learning about literature, then they should be learning the skills and procedures involved in the career of writers. Whatever the subject may be, the students will be exploring the skills involved in a given discipline and practicing those skills within the context of the *unit of inquiry*. Below is the list of skills determined essential for the well-rounded development of a PYP student:

Thinking	Social	Communication	Self-management	Research
Acquisition of knowledge	Accepting responsibility	Listening	Gross motor skills	Formulating questions
Comprehension	Respecting others	Speaking	Fine motor skills	Observing
Application	Cooperating	Reading	Organization	Planning
Analysis	Resolving conflict	Writing	Time management	Collecting data
Synthesis	Group decision-making	Viewing	Safety	Recording data
Evaluation	Adopting a variety of group roles	Presenting	Healthy lifestyle	Organizing data
Dialectical thinking		Non-verbal communication	Codes of behavior	Interpreting data
Metacognition			Informed choices	Presenting research findings

## Attitudes

The incorporation of the attitudes into the essential elements of the curriculum was made because the PYP takes the responsibility for educating the whole child. Below is the list of attitudes that are woven into the teaching environment of a PYP classroom:

Appreciation	creativity	independence
Commitment	curiosity	integrity
Confidence	empathy	respect
cooperation	enthusiasm	tolerance

## Action

Within the PYP, there is a strong belief that successful learning will stimulate responsible and thoughtful action. As a result action was incorporated into the core of the program. Students are encouraged to take action on their own, but also opportunities for action are also fostered in the classroom. It can be difficult to catch students in many of the actions they are taking, especially when the happening outside of the school. In this way, we strongly encourage parents to know what the current and past *unit of inquiry* is and to report back to the teachers when students take initiative and do things connected to their learning outside of the classroom.

## How we evaluate/assess?

### Formative assessment

Formative assessments are evaluations of student understanding *along the path of learning*. By this it is meant that students are evaluated in small ways throughout their learning of a given topic/theme. These evaluations inform the teacher how learning has evolved and what misconceptions still might exist about a given topic. Formative assessments come in many forms some of which are listed below:

Journal entry	quiz	mini-conference
Observation	short response	project

### Summative assessment

This happens at the end of a cycle of learning (e.g. End of *unit of inquiry*, end of math unit). At this point the students' understanding of the central ideas and themes of the unit are assessed and recorded.

**Exhibition** in the last year of the PYP, all students all over the world complete an exhibition which is an in-depth student driven inquiry focused on one of six *transdisciplinary themes*. Students are guided through this process by the teacher, but the journey is led by the students.

**Portfolios** are a compilation of work decided up by the student and teacher which illustrate the learning process during the child's time in the PYP. The portfolio follows a child throughout their time in the PYP and serves as a starting point for student-led conferences.

Students can choose pieces to be in their portfolio for a variety of reasons including: a job well-done, improvement, example of a learner profile attribute, and many other reasons.

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

Twice a year students and parents are invited to come to school and join the teacher in a student-parent-teacher conference. This is an opportunity for students to demonstrate what they have learned and achievements they have made during the last period of study. In addition, students will set goals with their teacher identifying areas that the student and the teacher see as places for more focus.

## **Reporting**

Students in the PYP receive written reports three times a year. The first progress report is focused on settling-in, the transdisciplinary skills and goal-setting connected to the IB Learner Profile. In December and in June, written reports are also prepared to document student progress in units of inquiry and stand-alone subjects. The reports also document progress in relation to the learner profile attributes, attitudes, skill development, knowledge and action.

# **PYP Specific School Routines**

## **School hours**

**PYP** school hours are from 8:30-14:30, Monday through Friday. The classroom doors open at 8:20.

**Please note:** PYP students may not be left unattended in the school building outside school hours. This applies to mornings before school starts and after 14:30.

## **Absence from school**

### **Reporting an absence**

If your child is sick or will not be attending school a parent/guardian should report the absence on Managebac no later than 8:00, otherwise they will be marked absent and an email will be sent home.

### **Vacation requests**

It is strongly discouraged to take children out of school to travel. Families make take children out of school for up to 2 school days due to travel/vacation plans. Beyond the allotted 2 days only special events (decennial birthdays, weddings, and funerals) will be approved by the administration. Traveling without approval from the administration is at the responsibility of the parents.

## Meals at ISSR

Eating properly is essential for productive learning, and physical and mental growth. ISSR provides a free well-balanced meal to each student every school day. Parents are asked to send a snack each day with their child(dren) and occasionally to provide a packed lunch due to a field trip off campus. As a result we ask parents to adhere to a healthy and balanced approach when sending food with your children to school.

*We ask that no chips, soft drinks, juices, yogurts or candy, candy bars be sent with children for any reason to school. ISSR, and all Stockholm schools are nut-free so no nuts of any kind are permitted on campus at any time.*

## Lunch

Children receive a healthy and well-rounded meal served each day in our lunch room. Special meals are available upon request. There is always a vegetarian option in addition to the regular meal. Once a week all students eat vegetarian food. PYP students eat lunch with their teachers and sit together with their classes in the lunch room.

## Snack

Parents are encouraged to send only a fruit or vegetable for a snack with your children each day. It is encouraged for students to have a water bottle in school.

## Celebrations

Special events at school may include food and/or snacks.

Birthdays are not celebrated with food or presents in school.

Should you wish to invite your child's friends to a party, please send invitations outside of school or make sure that all students in the class receive an invitation.

## School Supplies

### Indoor clothing/supplies

The PYP classrooms are a shoe-free zone. As a result a PYP students need to have indoor shoes that are clearly marked with your child's name. It is also highly suggested to bring a water bottle to school and to have a backpack for transporting items to and from school.

## Outdoor clothing

In Sweden there is a famous adage,

*“Det finns inget dåligt väder, bara dålig kläder”*

(There is no such thing as bad weather, only bad clothing.)

At ISSR we believe this is the case and children go outdoors each and every day to stretch their legs, get fresh air and clear their heads for their studies. As a result:

The PYP students are outside at least once a day and can often be out for many hours if they are in the Fritids/Fritids Club programmes. As a result ISSR requests that children have the proper clothing to be able to feel comfortable in all weather conditions in Sweden. Below you will find a chart of seasonal clothing that should be on campus each day. Please mark all items clearly with your child's first and last name and a telephone number to help us relocate the owner of the objects that get left around the school.

<b>Fall</b> (Aug-Oct)	<b>Winter</b> (Nov-Mar)	<b>Spring</b> (April-June)
<ul style="list-style-type: none"> <li>• Outdoor shoes</li> <li>• Rain boots</li> <li>• Shell/rain jacket</li> <li>• Fleece jacket</li> <li>• Waterproof pants</li> <li>• Light gloves</li> <li>• Light hat</li> </ul>	<ul style="list-style-type: none"> <li>• Winter boots</li> <li>• Winter jacket</li> <li>• Winter <b>waterproof</b> pants</li> <li>• <b>Waterproof</b> gloves</li> <li>• Warm insulated hat</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor shoes</li> <li>• Shell/rain jacket</li> <li>• fleece</li> <li>• Welllys (rain boots)</li> <li>• Waterproof pants</li> <li>• Light gloves</li> <li>• Light hat</li> </ul>

## Physical Education (P.E.) clothing

All students (PYP, MYP and PDP) are required to participate in Physical Education classes. On the days of the child's designated P.E. lesson the follow supplies should be sent to school to allow them to fully participate in P.E. lessons. PYPK and 1 do not change and will only need gym shoes for P.E. lessons.

t-shirt	sweatshirt/zip up jacket	Towel*
Shorts/sport pants	gym shoes (inside use only)	Soap*

*\*All students shower after each P.E. lesson, except PYPK and 1.*

## Classroom Supplies

Classroom supplies/equipment for students is provided by the school. This includes, but is not limited to pencils, notebooks, colored paper, portfolio binder, color pencils and markers, etc. Your child's classroom teacher however may request that you send in a class specific item or ask for donations if a class is doing a special project.

## Valuables

It is strongly discouraged to bring valuable items to school. However, in the technological society we belong today it is often useful to have some items in a school setting when used in appropriate ways. Bringing valuable items such as computers and phones to school is, as always, at the owners own risk and ISSR takes no responsibility for lost or stolen property.

Below are ISSR's views on each piece of technology one might find at school.

- ✓ **Cell/mobile phones:** Unless specifically permitted for an assignment, cell phones should be turned off during school hours and kept out of sight during lessons as well as breaks. Teachers have the discretion to ask that a cell phone be put away.
- ✓ **Digital cameras:** Can be used on campus for educational purposes connected to a class assignment. Teachers have the discretion to ask that a (digital) camera be put away. It is prohibited from posting images of others on social media/internet without the direct permission of the person.
- ✓ **Laptops/Tablet /Ipad:** PYP classrooms have I pads for use for all classes. It is not necessary or recommended to bring devices from home.

## Applying for Mother Tongue Instruction

The IBO and ISSR recognize the importance of supporting children to develop their mother tongue. Mother tongue is defined as an active language spoken daily in the home

by parents and children. Children must be orally fluent according to age level in the language to receive mother tongue instruction.

Mother tongue instruction at ISSR follows the Swedish guidelines and mother tongue curriculum.

In the case that we have sufficient enrollment -approximately 5 students- and we can locate a teacher, mother tongue classes will be located on ISSR's premise. The mother tongue instruction is after schedule hours and between 40 min to one hour per week depending on age level of the students. If we cannot cater for the desired language on site, we can attempt to locate a school in the vicinity to provide mother tongue instruction.

Should you live outside the municipality of Stockholm, you need to contact your municipality and get their approval of paying home language instruction in the municipality of Stockholm for your child.

Note that families with UD cards are not eligible for mother tongue classes.

Returning families need to apply for mother tongue instruction for the coming school year in May every year. New families should return the application form to the school by August 31.

## **FRITIDS (After School Care) AT ISSR**

*Fritids* is open each day of the week both before and after school hours at the discretion of the family. *Fritids* opens at 7:30 and closes at 17:30.

*Fritids* is also available on school closures, fall break, winter break, sports break, spring break and school closure days. An afternoon snack is provided by *Fritids* each day and different activities are organized by the *Fritids* staff every day.

### **The Fritids Fee**

#### **PYP k, PYP 1, PYP 2, PYP 3 and PYP 4**

The fee structure for full-time enrolment is based on a percentage of the family income.

If your family income is 46 080 SEK a month or more, you pay the maximum fee.

- Youngest child: 2% of income, maximum SEK 922 / month
- Second youngest child: 1% of income, up to 461 / month.
- The next child: 1% of income, up to 461 / month
- From the fourth child: no fee

## **PYP 5**

- The fee for full time enrolment for students in **PYP 4 and PYP 5** is 800SEK per term.

### **How to join?**

If you wish to enroll your children into the *fritids* program we can give you the *fritids* registration forms and arrange a start date. You can either send Anna an email ([anna.kristina.kumm@stockholm.se](mailto:anna.kristina.kumm@stockholm.se)) or retrieve one from the *fritids* staff.

### **Who can join?**

You can join *fritids* if everybody in your family has a Swedish Identity number.  
You live in the Stockholm Municipality or you have confirmation from your municipality that you can join *fritids*.  
You are not part of a non EU embassy.

### **Activities in *Fritids***

We have many different activities that we offer which are based on sports, art, team-building, theatre, dance, and many more. A weekly schedule will be sent out on the Friday afternoon where parents can see the plan for the following week.  
When school is closed, *fritids* is open and available for signed up *fritids* students. We plan for full day activities where do excursions around Stockholm. This can include museums, parks, splash pools, bowling etc.

If you have questions about *Fritids* please contact Anna Kristina Kumm for more information.

[anna.kristina.kumm@stockholm.se](mailto:anna.kristina.kumm@stockholm.se)

**Middle Years Programme**  
**(MYP)**  
*ages 12-15*



## Learner Profile

At the core of the MYP is the *Learner Profile*. These characteristics were identified by the developers of all 4 International Baccalaureate programmes and provide a common core to the IB continuum. Students and teachers often refer to these attributes and strive actively on a daily basis to:

- Inquirers**            develop a natural curiosity about the world. Acquire the necessary skills necessary to conduct inquiry and research and show independence in learning.
- Knowledgeable**    explore concepts, ideas and issues that have local and global significance. Acquiring in-depth knowledge and develop understanding across a broad and balanced range of subjects.
- Thinkers**            exercise initiative in applying thinking skills critically and creatively to recognize approaches to complex problems, and make reasoned decisions.
- Communicators**    understand and expressing ideas confidently and creatively in more than one language and in a variety of modes of communication.

<b>Principled</b>	act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.
<b>Open-minded</b>	understand and appreciating their own cultures and personal histories and are open to perspectives, values and traditions of the other individuals and communities.
<b>Caring</b>	show empathy, compassion and respect towards the needs and feelings of others. Having a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-taker</b>	approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.
<b>Balanced</b>	understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	give thoughtful consideration to their own learning and experience. They are able to access and understand their strengths and limitations in order to support their learning and personal development.

## What we study?

### Curriculum

The program consists of eight subject groups integrated through six overarching areas called Global Contexts. The Global Contexts and subject groups provide a framework for learning within and across the subjects. Students are required to study Language and Literature (English), Language Acquisition (French or Spanish & Swedish), Individuals and Societies, Sciences, Mathematics, Arts (Music & Visual Arts), Physical education and Design in MYP 1-4. In MYP 5 students stop studying Music, Design and Physical Education. In the final year of the program (MYP 5), students also engage in a Personal Project, which allows them to demonstrate the understandings and skills they have developed throughout the program.

## How we study?

### Interdisciplinary teaching and learning

In contrast to the PYP where students work on cross or *transdisciplinary* units at least 50% of the time during their PYP studies, the MYP moves more towards a discipline

approach to teaching and learning without completely arriving at the nearly entirely discipline-focused approach of the DP. Teacher in the MYP are encouraged to design units, where applicable, that cross disciplines and address real-world topics in an interdisciplinary fashion. This happens more or less frequently depending on the topics in a given subject, but the goal is to explore the natural overlaps of subject areas and collaborate between subjects to enhance understanding of the interdisciplinary nature of many issues/concepts in the world. Several examples of interdisciplinary overlap are listed below:

**Physical Education and Science:** anatomy, health and fitness and workout regimens

**Individuals & Societies and Mathematics:** demography (study of populations), population shifts, immigration, emigration, birth and death rates, etc.

**Language & Literature and Music:** Stories/prose in music (symphonies, operas, lyrical music)

## Approaches to Learning

*Approaches to Learning (ATL)* is present in all of IB's programs of study stressing the importance of how we study and the development of skills throughout a student's study in an IB school. Within each unit of work in a subject, teachers consider how they are helping students develop skills such as organization, collaboration, communication, information literacy, reflection, or problem-solving.

Feedback in the form of student reflection and teacher comments often refer to the Approaches to Learning five skill categories which you will find below:

Approaches to Learning skill categories
Communication (communication)
Social (collaboration)
Self-Management (organization, affective, reflection)
Research (information literacy, media literacy)
Thinking (critical thinking, creative thinking, transfer)

## How we evaluate/assess

Teachers organize continuous assessment over the course of the program according to specified *assessment criteria* that correspond to the *objectives* of each subject group. Regular school assessment and reporting play a major role:

- in the students' and parents' understanding of the objectives and assessment criteria

- in the students' preparation for final assessment
- in the development of the curriculum according to the principles of the program.

Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the objectives for each subject group. These include:

- open-ended, problem-solving activities
- investigations
- organized debates
- hands-on experimentation
- analysis and reflection

In keeping with the ethos of approaches to learning, schools also make use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer- and self-assessment.

The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

## Criterion

Each subject-area has 4 criteria which sub-divide the subject. This subdivision identifies the major aspects of the subject area and how students are taught and assessed. Below you can see the criterion for Mathematics and Science:

Mathematics:	Science:
A – Knowing and understanding	A – Knowing and understanding
B – Investigating patterns	B – Inquiring and designing
C – Communicating	C – Processing and evaluating
D – Applying mathematics in real-life contexts	D – Reflecting on the impacts of science

Each criterion identifies an essential aspect of the discipline and as result the teacher will design instruction to both address and assess these criteria during the school year.

## Achievement levels

Each criterion has a potential 1-8 score attached to it. When being assessed, students will be told ahead of time the task, expectations and which criterion will be used for the task. Once the assignment has been graded they will receive a 1-8 score for each criteria being evaluated for that particular task. Most of teachers evaluate for 1-2 criteria per assignment.

The final grade is based on 1-7 similar to the Diploma Program. There are grade boundaries which indicate how many points a student has achieved in the subject and a corresponding 1-7 score associated with that score. For example, a score of 26 in a subject is a grade 6, the second highest score in MYP. You can read more about this in a Powerpoints available on the ISSR website under Students/Parents and School Documents. There is also a parent training each fall which deals specifically with MYP assessment for parents to learn more and ask questions about the assessment structure of the MYP.

## Progress/final reports

Three times a year progress reports are released via ManageBac with the feedback from teachers concerning as aspects covered up to this time in the given subject. The report covers different areas depending on the progress report. A general breakdown is found below.

<b>Time of year</b>	<b>What is included?</b>
October	Learner Engagement (1-3) mark for each subject outlining how well the student is prepared for learning Student goals/reflection for the upcoming year Advisor comment on student progress and readiness for learning.
December	Subject marks (1-8) for each criteria and progress grade (1-7) Teacher comments for each subject Student at risk warnings/request for meeting in January Service as Action progress
April	Subject marks for each criteria (1-8) and progress grade (1-7) Advisor follow up comment on student progress Student at risk warning Student goal/reflection follow-up Service as Action progress
June	Final subject marks for each criteria and final grade Teacher comment for each subject Service as Action progress

The report will provide feedback on all subjects and the given criterion covered during the period under review. A maximum value will be listed with a points achieved next to the total possible so that students and parents can clearly decipher results. The winter end of term report is still a progress report. The final report in June is where final grades for a subject are issued.

## **Development conferences**

In conjunction with the fall, mid-term and spring mid-term progress reports students and parents will meet with their advisory teacher to discuss the report, identify areas of success and areas to work on in the future. This will also be a time to meet class teachers and ask specific questions about the course.

In January students who have been identified as a Student at Risk for a subject are called to meetings to discuss progress and how best to meet the goals for the subject to avoid failing.

## **Personal Project**

During the final year of the MYP (MYP 5) students undertake an in-depth exploration of the subject of their choosing and spend 7-9 months investigating, researching and creating a unique project with the help of a mentor. At the end of the process students, parents and the school community come together to celebrate the learning of the MYP 5 students.

# **MYP Specific School Routines**

## **Absences**

### **Reporting an absence**

If your child is sick or will not be attending school, a parent/guardian should report the absence onto ManageBac before 8:00.

### **Vacation requests**

It is strongly discouraged to take children out of school to travel. Families make take children out of school for up to 2 school days due to travel/vacation plans. Beyond the allotted 2 days only special events (emergencies, weddings and funerals of immediate family members) will be approved by the administration. Application for leave of absence forms can be found on the website under school documents. Traveling without approval from the administration is at the responsibility of the parents. No homework packets will be prepared and students will not be allowed to make up tests missed during the unapproved absence.

- For leave requests 1-2 days please submit directly to the advisor teacher.
- For leave requests 3 days or more please submit directly to the MYP Deputy Head for review and approval.

***Parents should submit the request for leave well in advance so that an answer can come BEFORE travel is scheduled to commence.***

## Meals at ISSR

Eating properly is essential for productive learning, and physical and mental growth. ISSR provides a free well-balanced meal to each student each and every school day. Parents are asked to send a snack each day with their child(dren) and occasionally to provide a packed lunch due to a field trip off campus. As a result we ask parents to adhere to a healthy and balanced approach when sending food with your children to school.

*We ask that no chips, soft drinks (Coke, Sprite, Red Bull, etc.), juices, yogurts or candy, candy bars be sent with children for any reason to school. And please remember that ISSSR and all Stockholm city schools are nut-free.*

### Lunch

Students receive a healthy and well-rounded meal served each day in our cafeteria for lunch. Special meals are available upon request. If you need to request a special diet please speak to the admissions officer to register. We ask that families refrain from sending food without speaking with the administration first.

### Snack

Parents are encouraged to send a fruit or vegetable for a snack with your children each day. MYP students are allowed to purchase snacks in the school café as of this year.

## Lockers

Children in the MYP are issued a locker to keep their personal items in during the school year. Children must provide their own lock to increase safety of objects kept in the locker. A combination lock is recommended. In the case that the student has a key lock it is strongly recommended that a key is left with the mentor teacher. Objects kept in school by the student are the responsibility of the student.

## Physical Education (P. E.) clothing

All students (PYP & MYP) are required to participate in Physical Education classes. On the days of the child's designated P.E. lesson the follow supplies should be sent to school to allow them to fully participate in P.E. lessons. The P.E. teacher will issue a list of necessary clothing depending on the activities and time of year to each class.

t-shirt	sweatshirt/zip up jacket	Towel
Shorts/sports pants	gym shoes (for inside only)	Soap

*\*\*All students shower after each P.E. lesson*

## School supplies

All school supplies are provided by the school including paper, pencils, scissors and colored paper. Families might want to explore sending a backpack with students to help them transport their belongings to and from school.

## ISSR Cell Phone Policy

ISSR encourages the responsible use of technology. Students are expected to be principled when using cell phones at school.

To ensure a more uniformed approach regarding cell phone usage around the school, there will be designated locations around the school called "Phone-Free Zones". These areas will be clearly identifiable for both students and staff. The schools aim is to manage the areas in school where students can use their mobile phones appropriately, in line with the school's mission. This policy also provides guidelines regarding mobile phone usage across the ISSR school community.

### Phone-Free Zones:

- All classrooms (during lessons)
- The dining hall

- The library
- Silent study room
- Staircases in main corridors

## General guidelines:

During lessons cell phones should be on silent and completely out of sight during the entire lesson unless the teacher specifies otherwise.

Teachers can always determine that cell phones are appropriate and needed during a specific lesson.

In all programs a teacher or member of staff has the authority to confiscate a student's cell phone and/or device at their discretion. For example, disruption to the classroom, their own learning or the learning of a classmate.

## Program-specific guidelines for MYP:

MYP students are expected to act in a mature and responsible way. In the case that a student does not adhere to the cell phone policy their phone will be confiscated and given to the MYP coordinator to be retrieved at the end of the school day.

## Applying for Mother Tongue Instruction

The IBO and ISSR recognize the importance of supporting children to develop their mother tongue. Mother tongue is defined as an active language spoken daily in the home by parents and children. Children must be orally fluent according to age level in the language to receive mother tongue instruction.

Mother tongue instruction at ISSR follows the Swedish guidelines and mother tongue curriculum.

In the case that we have sufficient enrollment -approximately 5 students- and we can locate a teacher, mother tongue classes will be located on ISSR's premise. The mother tongue instruction is after schedule hours and between 40 min to one hour per week depending on age level of the students. If we cannot cater for the desired language on site, we can attempt to locate a school in the vicinity to provide mother tongue instruction.

Note that families with UD cards are not eligible for mother tongue classes.

Returning families need to apply for mother tongue instruction for the coming school year by May. New families should return the application form to the school by August 31.

## MYP and DP Extra Curricular Sports (ISSR Sports Association)

ISSR is now moving into its seventh year running afterschool sports activities and competitive fixtures in the MYP and DP. Should you live outside the municipality of Stockholm, you need to contact your municipality and get their approval of paying home language instruction in the municipality of Stockholm for your child. We are a registered nonprofit organization (*ideel förening*) and an official school club (*skolidrottsförening*).

If a student chooses to take part in after school sports a subscription of 1000Kr for the whole school year is required. A sliding scale for siblings in the school is applied after the first registered child.

One child in school = 1000kr

Two children = 1000kr+750kr=1750kr

Three children= 1000kr+750kr+500kr=2250kr

Four children= 1000kr+750kr+500kr+250kr= 2500kr

These are standard fees and offer exceptional value at less than 30sek per school week and cover all of the sports clubs that we offer. Currently these are Football (MYP 1-DP2), Basketball (MYP1 – DP2), Other activities may start up during the year based on demand.

The subscription goes towards,

- Extra Coaches when needed. Senior and Junior soccer and basketball for boys and girls continues to develop, with excellent coaches for all teams at all levels.
- Booking of sports facilities in the winter season.
- Fees for referees.
- Team uniforms and playing kit, ,balls and other materials
- Membership in the Nordic Network sports league and entry fees in other school sports associations and competition as required.

At times these clubs may be subject to change to accommodate competitive fixtures and other school events.

### Payment Information

Pay with internet bank to our Nordea account.

Name – International School of the Stockholm Region – IF

Plus giro number 7187 34-7

Amount – 1000kr

See scale for additional siblings

Please complete OCR with accurate details

OCR – Student(s) Name(s)

Age

Class details

Sport/ activity you wish to participate in (either currently available or wanted)

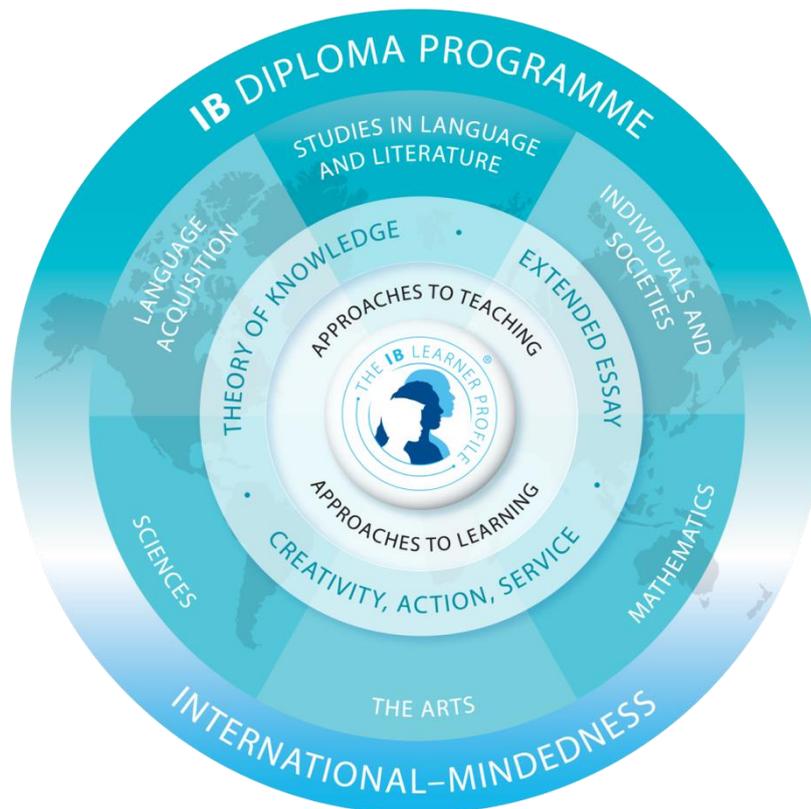
(You are welcome to add a note in the OCR. Once students have “signed up” we expect to see a commitment that reflects the MYP/DP and school values)

If you have any further questions please contact [phil.spire@stockholm.se](mailto:phil.spire@stockholm.se)

# **Diploma Programme**

## **(DP)**

*Ages 16-19*



## IB Learner Profile

At the core of the DP is the *Learner Profile*. These characteristics were identified by the developers of all 4 International Baccalaureate programmes and provide a common core to the IB continuum. Students and teachers often refer to these attributes and strive actively on a daily basis to:

- |                      |   |
|----------------------|---|
| <b>Inquirers</b>     | develop a natural curiosity about the world. Acquire the necessary skills necessary to conduct inquiry and research and show independence in learning.                            |
| <b>Knowledgeable</b> | explore concepts, ideas and issues that have local and global significance. Acquiring in-depth knowledge and develop understanding across a broad and balanced range of subjects. |
| <b>Thinkers</b>      | exercise initiative in applying thinking skills critically and creatively to recognize approaches to complex problems, and make reasoned decisions.                               |
| <b>Communicators</b> | understand and expressing ideas confidently and creatively in more than one language and in a variety of modes of communication.  |

<b>Principled</b>	act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.
<b>Open-minded</b>	understand and appreciating their own cultures and personal histories and are open to perspectives, values and traditions of the other individuals and communities.
<b>Caring</b>	show empathy, compassion and respect towards the needs and feelings of others. Having a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-taker</b>	approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.
<b>Balanced</b>	understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	give thoughtful consideration to their own learning and experience. They are able to access and understand their strengths and limitations in order to support their learning and personal development.

## How we study?

IB Diploma Programme students study six courses, 3 at higher level and 3 at standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 4. The subject groups are:

<b>Diploma Programme Subject offerings at ISSR 2015-2016</b>		
<b>Group 1</b>	Language A: Studies in Literature	English Swedish School supported self-taught
<b>Group 2</b>	Language B: Language Acquisition	English Swedish French Spanish
<b>Group 3</b>	Individuals and societies	Economics History Global Politics Psychology
<b>Group 4</b>	Experimental Sciences	Biology

		Chemistry Environmental Systems and Societies Physics
<b>Group 5</b>	Mathematics	Mathematics higher level Mathematics standard level Mathematical studies
<b>Group 6</b>	Arts	Visual arts Or one additional subject from groups 1-4

## The Core Curriculum

### Extended Essay (EE)

The extended essay is a requirement for students to engage in independent research through an in-depth study (4000 words) of a question relating to one of the subjects they are studying.

### Theory of Knowledge (TOK)

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

### Community, Activity and Service (CAS)

Creativity, action, service requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

### External Assessment

At the end of the two year Diploma Programme, students will sit an exam in each subject which is sent abroad to authorized DP subject examiners who evaluate the students work and assign a grade for the subject.

## DP School Routines

## School hours

School hours vary widely depending on the age and subject selection of the students. Please see the individual schedules for more details.

## Absences

Students report their absence using ManageBac. Note that students under 18 years of age cannot report their own absence; this is done by their parents/guardians.

## Meals at ISSR

Eating properly is essential for productive learning, and physical and mental growth. ISSR provides a free well-balanced meal to each student each and every school day. Students are not permitted to bring their own food into the lunch room for health and safety reasons.

## Lockers

Students in the DP are issued a locker to keep their personal items in during the school year. Students must provide their own lock to increase safety of objects kept in the locker. A combination lock is recommended.

## Travel (SL) cards

MYP 5 & DP students who live 6 kilometers or more from school are eligible for a travel (SL) card each term. Make sure to register the card on [www.sl.se](http://www.sl.se) so that lost cards can be replaced. Note that if students are under 16 only parents can register the card on [sl.se](http://sl.se).

## Textbooks and other school supplies

Students sign for all their textbooks. At the end of the course students return the textbooks. Students pay for lost or damaged books. Students are responsible for bringing other school supplies such as pens and pencils.

## Technological devices

Once students have a personal ID number (personnummer) they are issued a school computer to use while studying at ISSR. Students and parents/guardians sign a contract in connection to the issuing of the computer. The care of the computer is the responsibility of the student and family. Any damage or loss of computer beyond normal wear and tear is the responsibility of the student/family.

## Study grant/subsidy (studiebidrag) from CSN

Students receive a grant/subsidy (*studiebidrag*) from CSN 10 months a year from September-June. It is issued on the last working day of each month. Fulltime attendance is a requirement to get the Study grant and ISSR will report all unapproved absence to CSN. CSN can withdraw student grants (CSN service phone 0771- 27 60 00)

## ISSR Cell Phone Policy

ISSR encourages the responsible use of technology. Students are expected to be principled when using cell phones at school.

To ensure a more uniformed approach regarding cell phone usage around the school, there are designated locations around the school where students can use their phone. These areas will be clearly identifiable for both students and staff. The school's aim is to manage the areas in school where students can use their mobile phones appropriately, in line with the school's mission. This policy also provides guidelines regarding mobile phone usage across the ISSR school community.

### Phone-Free Zones:

- All classrooms (during lessons)
- The dining hall
- The library
- Silent study room
- Staircases in main corridors

### General guidelines:

During lessons cell phones should be on silent and completely out of sight during the entire lesson unless the teacher specifies otherwise.

Teachers can always determine that cell phones are appropriate and needed during a specific lesson.

In all programs a teacher or member of staff has the authority to confiscate a student's cell phone and/or device at their discretion. For example, disruption to the classroom, their own learning or the learning of a classmate (skollagen kap 5 §22-23)

### DP Specific guidelines:

High school students are expected to act in a mature and responsible way and set an example to all other students at ISSR. Students will be asked to put a cell phone away in the case that a student is not following the cell phone policy.

## MYP and DP Extra Curricular Sports

ISSR is now moving into its seventh year running afterschool sports activities and competitive fixtures in the MYP and DP. Should you live outside the municipality of Stockholm, you need to contact your municipality and get their approval of paying home language instruction in the municipality of Stockholm for your child. We are a registered nonprofit organization (*ideel förening*) and an official school club (*skolidrottsförening*).

If a student chooses to take part in after school sports a subscription of 1000Kr for the whole school year is required. A sliding scale for siblings in the school is applied after the first registered child.

One child in school = 1000kr

Two children = 1000kr+750kr=1750kr

Three children= 1000kr+750kr+500kr=2250kr

Four children= 1000kr+750kr+500kr+250kr= 2500kr

These are standard fees and offer exceptional value at less than 30sek per school week and cover all of the sports clubs that we offer. Currently these are Football (MYP 1-DP2), Basketball (MYP1 – DP2), Other activities may start up during the year based on demand.

The subscription goes towards,

- Extra Coaches when needed. Senior and Junior soccer and basketball for boys and girls continues to develop, with excellent coaches for all teams at all levels.
- Booking of sports facilities in the winter season.
- Fees for referees.
- Team uniforms and playing kit, ,balls and other materials
- Membership in the Nordic Network sports league and entry fees in other school sports associations and competition as required.

At times these clubs may be subject to change to accommodate competitive fixtures and other school events.

### Payment Information

Pay with internet bank to our Nordea account.

Name – International School of the Stockholm Region – IF

Plus giro number 7187 34-7

Amount – 1000kr

See scale for additional siblings

Please complete OCR with accurate details

OCR – Student(s) Name(s)

Age

Class details

Sport/ activity you wish to participate in (either currently available or wanted)

(You are welcome to add a note in the OCR. Once students have “signed up” we expect to see a commitment that reflects the MYP/DP and school values)

If you have any further questions please contact [phil.spire@stockholm.se](mailto:phil.spire@stockholm.se)