



ISSR

Parents'

handbook

PYP, MYP & DP

Academic year

2019-2020

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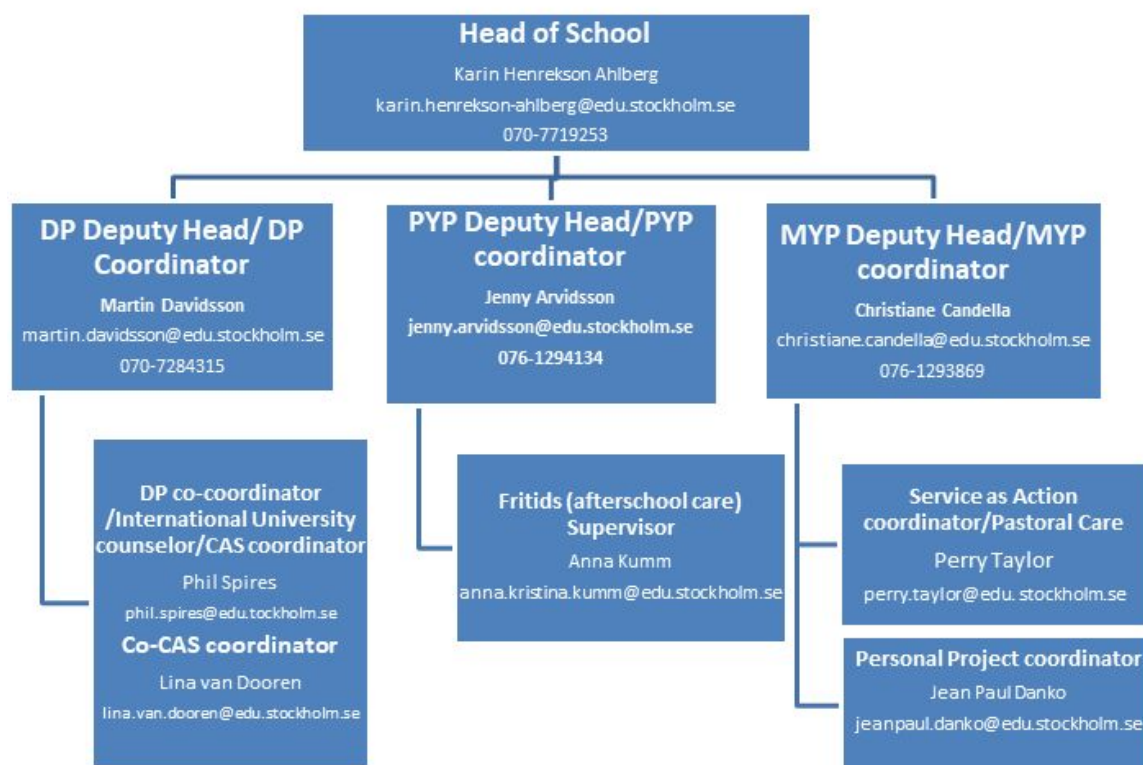
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CONTACT US

School Leadership



School registrar/Admissions Officer
Susanna Vall
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076-129 2912

Primary Years Programme Teachers

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

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MYP/ DP Teachers

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ISSR support staff



Student Care Team

The student care team is led by the respective program deputy head.

**Learning Support Coordinator
PYP/MYP/DP**

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School Counselor

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**DP co-coordinator/International
University Admissions advisor**

Phil Spires

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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, IBCP, which provides an alternative route to graduation for the upper secondary student.

IB Learner Profile

At the core of the IB programmes 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.
Principled	act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.
Open-minded	understand and appreciating their own cultures and personal histories and are open to perspectives, values and traditions of the other individuals and communities.
Caring	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.
Risk-taker	approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.
Balanced	understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	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.

Laws and ordinances that govern ISSR

ISSR is governed by the IB General Regulations, as well as, part of the Swedish School Law.

International Schools in Sweden are not regulated as a part of the national Swedish educational system and instead are regulated by ordinances that clarify their role within the Swedish educational context.

General Regulations: Primary Years Programme (Ibo, 2014)

General Regulations: Middle Years Programme- first assessment 2016 (Ibo, 2016)

General Regulations: Diploma Programme (Ibo, 2016)

PYP/MYP are governed by Swedish School laws Skollagen (2010:800) chapter 1; paragraphs 4 and 10. Chapters 6 and 24.

PYP/MYP is governed by school ordinance (Förordning om internationella skolor SKOLSF 2015:801)

DP (including M10) is governed by school ordinance (Förordning om internationell gymnasial utbildning i Stockholm och Göteborg samt vid Sigtunaskolan Humanistiska Läroverket i Sigtuna SKOLSF 2002:7).

General school Guidelines

ISSR school policies

ISSR has a series of school policies that were written collaboratively with all ISSR stakeholders-staff, students and parents-to guide the school in its daily operation. The policies are available for the school community and ISSR encouraged parents and other interested stakeholders to review them to gain a better understanding of ISSR. The policies include:

[Assessment policy](#)

[Language policy](#)

[Inclusion policy](#)

[Academic Honesty](#)

ISSR Cell phone policy-see separate section in parent handbook for policy.

[MYP deadline and homework policy](#)

DP deadline policy-please contact DP coordinator for documentation.

Action Plan for harassing and degrading treatment- updating in process.

Class Placement PK-M10

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 PK-M10. 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. A parent information meeting is held and then students participate in a shadow day. Students move into the MYP after summer break.

In MYP to DP, students in M9 at ISSR have to actively apply to upper secondary schools (gymnasium) including ISSR. Admission to M10 or any other upper secondary schooling in

Stockholm is handled by Gymnasieantagning, the upper secondary schools admission office in the Stockholm Region.

In order to be admitted to ISSR's M10 year students in M9 must have passing grades in all subjects** .

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

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

**PK-M9 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 for all students at ISSR every 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 misplacing or the 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 use a lock at all times. It is not suggested to keep valuable objects like computers 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.

Computer use at ISSR

P4 to DP 2 have school-issued chrome books. P4 & P5 students keep their chrome books at school at all times, while M6-DP2 students are issued a device and charger when they begin at ISSR, which is returned upon withdrawal. Students and parents sign a computer usage contract and agree to use the computer responsibly and ethically and for educational purposes. Please see *Ta hand om din dator* (care of your digital device) document and the computer contract for more detailed information about rights, responsibilities and the ethics of school-issued devices. Any misuse of the computers will be dealt with by teachers, IT staff and administrators and in accordance with the department of education's regulations.

ManageBac parent user guide

Here you can find a step by step user guide. [ManageBac](#).

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).

Questions, suggestions or complaints

We are always happy to answer questions or receive suggestions for improvement.

If you have questions with regards to your child's teaching, always contact the teacher or advisor first. The e-mails are located both on the ManageBac or in the parent handbook.

Opinions or suggestions about the school programmes should be directed to the program Deputy Heads. Please write the word OPINION or SUGGESTION in the subject heading of the email so the email is handled according to the City of Stockholm opinions/complaint procedures.

Primary Years Programme: jenny.arvidsson@edu.stockholm.se

Middle Years Programme: Christiane.candella@edu.stockholm.se

Diploma Programme: martin.davidsson@edu.stockholm.se

Formal complaints should be connected to the laws that govern ISSR* and be directed to the Head of School. Please write COMPLAINT in the subject heading of the email so the complaint is handled according to the City of Stockholm complaint procedures.

Head of School: Karin Henrekson Ahlberg, karin.henrekson-ahlberg@edu.stockholm.se

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

hans-kristian.widberg.@edu.stockholm.se.

**please see subheading about laws that govern ISSR.*

When it is time to leave ISSR

Make sure to plan your leave well in advance. As a first step notify the ISSR admissions office when you are leaving. If you leave MYP also state in your email to the admissions office if you need any recommendation letter.

PYP:

Student transcripts

Parents/students are responsible for downloading all transcripts and reports from ManageBac before leaving ISSR. Student accounts are closed when students leave. If a family needs signatures/stamps on the school transcripts, printed transcripts should be left with the receptionist at least one week prior to when they are needed. If signature & stamps are needed on the final transcript published in June the transcripts should be left the day they are published and can be collected the Tuesday after the last day of school.

Recommendation letters and other transfer documents to new schools

ISSR will not issue any recommendations letters or transfer documents for PYP students leaving ISSR.

Entrance tests to new schools

ISSR can not accommodate for entrance tests to new schools.

MYP:

Student transcripts

Parents/students are responsible for downloading all transcripts and reports from ManageBac before leaving ISSR. Student accounts are closed when students leave. If a family needs signatures/stamps on the school transcripts, printed transcripts should be left with the receptionist at least one week prior to when they are needed. If signature & stamps are needed on the final transcript published in June the transcripts should be left the day they are published and can be collected the Tuesday after the last day of school.

Recommendation letters and other transfer documents to new schools

If you leave MYP state in your email to the admissions office if you need any recommendation letter. This needs to be done well in advance and only during the academic year. Do not approach teachers directly.

Entrance tests to new schools

ISSR can not accommodate for entrance tests to new schools.

DP:

Student transcripts

Parents/students are responsible for downloading all transcripts and reports from ManageBac before leaving ISSR. Student accounts are closed when students leave.

The final diploma in DP2 is issued by the IB and sent to ISSR in August. If students do not attend the Diploma Award Ceremony in late August the diploma will need to be picked up at ISSR. ISSR will not send diplomas by post.

Replacement diplomas must be ordered directly from the IB

https://rrs.ibo.org/replacement_orders/index.cfm

DP2 students have an IB identification. They can use this to obtain their

results from the IB.

Recommendation letters and other transfer documents to new schools

The University Counselor will provide advice and guidance throughout the three years M10-DP2.

It is recommended that students obtain reference letters from teachers well in advance and only during the academic year.

Once the student has graduated the school is unable to provide personal references.

Certificates for attendance are issued by the admissions officer at ISSR by request.

Entrance tests to new schools

ISSR cannot accommodate for entrance tests to new schools.

Student Services: academic and well-being

English as an Additional Language (EAL) program

The English as an Additional Language (EAL) program is available from ages 6-15 (P1-M9) 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 at 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. Students transition to another level of EAL or out of EAL at the discretion of teacher assessments.

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 on occasion phase 3 EAL students 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

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 to maintain the vaccination program and records of all students at ISSR. The school nurse works proactively and with promotion of student health. Following the Swedish health care program check-ups are scheduled. A school doctor is available when needed. If parents/ guardians should have any health questions related to the school situation, the nurse is available by appointment. 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 always 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, vaccinations can be done at a vaccination clinic or during trips back to a home country.

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

ISSR offers advice, guidance and support to all students in grades 10, 11, 12. However the school does not do the university applications for the students. ISSR expects the students to be well informed and have evidence of researching possible options before seeking personal support.

Early in the autumn/fall term students are provided with an account on the BridgeU platform. This platform empowers schools to prepare today's students for tomorrow's world. The comprehensive BridgeU university and careers guidance platform covers every aspect of the advice and guidance process. Presentations on its use and functionality are provided to the students early in the school year and students are expected to navigate, use the tutorials and complete as much information as possible in their student profile, then chose a few examples of universities or programmes to discuss with the University officer.

Parents and students are also invited to more general presentations related to university choices in Sweden and/or abroad.

This support is particularly beneficial for grade 10 as it could "inform" their subject choices for the DP. For students on the DP it is invaluable in assisting in sifting the mass of information and choices available. It also supports creating a coherent personal application profile that can be used for a variety of application procedures. Such as UCAS for the U.K , CommonApp for the US and many other Universities and institutions across the world.

There are also specific presentations and information for students on how to initiate applications, obtain predicted grades and request references. These are usually at class advisory times and should not be missed.

In addition, the school regularly hosts visiting universities from across the world, who present their institutions. Students are advised to attend these and ask well considered questions.

Students must use their *issrclassroom* email for BridgeU. BridgeU is also linked to Managebac.

For appointments with the university officer students send 3 alternative date/time options to phil.spire@edu.stockholm.se with a brief summary of what they are considering

(course/programme/degree, location and institution...and why?) ISSR starts training students on how to manage the application, selection and interviewing process of universities immediately.

There are continuous updates related to university and BridgU updates posted on Managebac. Also, senior DP2 students run drop in and advice sessions for BridgeU (times to be confirmed). The university notice board is by the lift on the library floor and hard copy university materials and brochures can be found at “Uni-corner” in the library.

Library

The library and teacher librarian are a resource for the whole school community. The main aims of the library are to promote literacy, support students in their research and to promote academic honesty.

Each PYP class visit the library once a week, to both swap books and to take part in a library lesson related to the unit they are studying. Students in the MYP and DP are welcome to visit at any time during the week, to study, read and to get advice regarding research. The ISSR librarian also collaborates with teachers on research projects and program specific projects (exhibition, personal project & extended essay). A weekly writing lab is open for drop in support where the librarian and an English language acquisition teachers are available to support students in their writing/researching needs.

There are a wide range of print titles and digital resources available to students. All digital resources are listed on the school library website, as well as useful practical information such as how to borrow books.

Homework Club and make-up session

Homework club is available to all M6-M10 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.

Day/time	Location
Tuesday: 13:30-15:00	D306
Wednesday: 15:30-16:30	

Primary Years Programme (PYP)

Ages 5-11



What we study?

The written curriculum is based on the IB PYP scope and sequence documents and aligned with the Swedish national curriculum in most subject areas. ISSR aims for the curriculum to be engaging, relevant, challenging and significant. The main curriculum areas in the PYP are languages, mathematics, social studies, science, music, visual art and personal, social and physical education. The subjects are taught within a *Unit of Inquiry* (UOI) as well as outside of the UOI. The written curriculum for each subject area can be found here.

A **Unit of Inquiry (UOI)** is a unit of study, usually 4-6 weeks in length, where students and teachers inquire 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. The Programme of Inquiry is a comprehensive table of all the *units of inquiry* for each of the 6 *transdisciplinary themes*. You can find the ISSR PYP Program of Inquiry here.

- **Who we are**

- *An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures, rights and responsibilities; what it means to be human.*

- **Where we are and time and place**

- *An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.*

- **How we organize ourselves**

- *An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.*

- **How we express ourselves**

- *An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.*

- **How the world works**

- *An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.*

- **Sharing the planet**

- *An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.*

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.

How we study?

The [IB PYP](#) is a comprehensive framework providing schools with an inquiry-based teaching model with emphasis on the essential elements - knowledge, concepts, skills, attitudes and action.

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. Each *essential element* contributes to the social and cognitive development of a child. These elements create the foundation of the PYP and set it apart from other thematic approaches to learning.

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.

Key Concepts

- Form - What is it like?
- Function - How does it work?
- Causation - Why is it like it is?
- Change -How is it changing?
- Connection - How is it connected to other things?
- Perspective- What are the points of view?
- Responsibility - What is our responsibility?
- Reflection - How do we know?

In each *unit of inquiry* the teacher as part of his/her planning will have decided upon key concepts which best supports the current theme and will use these concepts to form questions and investigations for the students to work through during their UOI. The most common use of key concepts is through questions.

Approaches to Learning (ATLs)

Another intrinsic component of the PYP is the development of skills (approaches to learning) 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. The skills determined essential for the well-rounded development of a PYP student are: thinking skills, social skills, communication skills, self-management skills and research skills

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 it is happening outside of the school. Parents/ guardians are informed about current units of study in the Curriculum updates and homeroom weekly letters. In collaboration we can identify students taking action in and outside of school.

Inquiry

Inquiry is an approach to teaching that the IB is committed to. In the inquiry-based classroom, there is an emphasis on real-life situations, decision-making, problem-solving, research and action. Students are active collaborators and participants in this process. Students are actively taking part in constructing meaning and knowledge. In this process it is essential to draw on prior knowledge, provide provocations and allow time for reflection and consolidation of learning.

How we evaluate/assess?

The main objective of assessment in the PYP is to provide feedback on the learning process. It is an ongoing process to inform teaching and learning. Assessment in the PYP is internal and carried out by teachers. Teachers strive to find a balance between the acquisition of knowledge, the development of conceptual understanding and approaches to learning, the development of international mindedness and the opportunities to take responsible action. PYP teachers design assessments to assess the grade level subject-specific learning outcomes and the learning process. Students are active in the assessment process. PYP teachers use a variety of assessment strategies and tools to provide individual learners with opportunities to show their learning and understanding. Different types of assessments provide teachers with information to shape a holistic picture of student learning. The ISSR Assessment Policy outlines the assessment practices in more detail.

The Exhibition

The PYP Exhibition is a collaborative inquiry-project that takes place in the final year of PYP. It is a celebration and culmination of the PYP learning journey. Students inquiry into a real-world issue

or problem and synthesize the knowledge in a presentation. It is a unique way of showing and using all the essential elements of the PYP.

Portfolios are a compilation of work decided on by the student and teacher which illustrate the learning process during the school year. ISSR uses a digital portfolio called Seesaw.

Conferences

Twice a year (October and March) students and parents are invited to come to school and join the teachers 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 of development.

A student-led conference is held in May every year as a celebration of all the learning that has happened during the year.

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. All reports are published on Managebac.

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.

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

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. PK and P1 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.
- ✓ **Laptops/Tablet /Ipad:** PYP classrooms have I pads and Chrome books for use for all classes. It is not necessary or recommended to bring devices from home.

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

PK, P1, P2, P3 and P4

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

P5

- The fee for full time enrolment for students in **P4 and P5** 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@edu.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@edu.stockholm.se

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



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 M6-M9. In M10 students stop studying Music, Design and Physical Education. In the final year of the program (M10), 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. Teachers 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 therefore 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 often teachers evaluate for 1-2 criteria per assignment, but in some subjects like Design or Arts all criteria are a part of each assignment.

The final grade is based on 1-7 scale, similar to the Diploma Program. The four criteria with their 1-8 achievement levels combine to create a final grade out of 32. The grade boundaries indicate a corresponding 1-7 score associated with that composite score. For example, a score of 26 in a subject is a grade 6, the second highest score in MYP. Each year

the MYP coordinator holds a workshop on assessment in the MYP to learn more about assessment in 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.

Time of year	What is included?
October	Learner Engagement (1 or 2) 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 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.

Only students who have completed two summative assessments in each criterion are eligible for MYP grades. In some cases student arrive late in the school year and cannot meet this requirement. English Language Learners (ELL, English Language Acquisition phase 1-2) often do not receive a grade in some subjects because their language development hinders them from accessing the curriculum. In these cases students receive N/A in a criteria and the

final grade for the subject. N/A in this case should be interpreted as unable to grade the student. In the case that the student is not a ELL and did not arrive late to the school year, then the N/A should be interpreted as a non-passing grade for the subject.

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 (M10) students undertake an in-depth exploration of the subject of their choosing and spend six 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

Reporting absences from school

Unplanned absences

If your child has an unplanned absences due to illness or other unplanned, but necessary meeting (dentist appointment, visa appointment, etc.) and will not be attending school, a parent/guardian should report the absence onto ManageBac before 8:00. All absences should be reported by a parent or guardian.

Planned absences

It is strongly discouraged to take children out of school for travel during the academic. Families make take children out of school for up to 2 school days due to travel/vacation plans. Beyond the recommended 2 day max, 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 **here**. 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, labs or other missed assignments 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.

All vacation requests will be considered on a case by case basis. In order to allow for processing time and consideration by the school parents should submit the request for leave well in advance (several months) so that an answer can come BEFORE travel is scheduled to commence. Requests submitted within one week of travel cannot be processed and unless it is a family emergency will be denied.

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. Special meals are available upon request. Medical documentation is required for any dietary needs except for vegetarian request. If you need to request a special diet please speak to the admissions officer to register.

Parents can send a snack each day with their child(dren) to each between lessons or after school, but should not send lunches as they are not permitted in the lunchroom. Occasionally -once or twice a year- parents are asked 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**.*

Lockers

Children in the MYP are issued a locker to keep their personal items 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 student's advisor. 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
Shorts/ sports pants	gym shoes (Should have clean soles and only used inside)

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.

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 deputy head to be retrieved at the end of the school day. Please review the cell-phone policy and the computer contract for details regarding responsible and ethical use of digital devices while on ISSR's campus.

MYP and DP Extra Curricular Sports (ISSR Sports Association)

ISSR Sports club is now in its eighth year, running school sports activities and competitive fixtures in the MYP and DP.

There will be Internal House competitions and games against other schools. We enter teams into the regional school tournaments in addition to the Nordic network tournament. All students are welcome and our experienced coaches ensure practices are designed for all ability levels.

Participation is free and students can choose more than one sport. However, we do expect to see a commitment that reflects the MYP/DP and school values. Commitment and regular participation are vital for success in team sports. The Sports sessions will take place Tuesday afternoons. We offer Basketball, Football, Lacrosse, Track/running and volleyball.

Contact the coach for that sport

Supervisor Coach for that Sport

The coaches details and times /location for each age group will be posted at “sign up” in August

Diploma Programme (DP)

Ages 16-19



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:

Diploma Programme Subject offerings at ISSR 2015-2016		
Group 1	Language A: Studies in Literature	English Swedish School supported self-taught
Group 2	Language B: Language Acquisition	English Swedish French Spanish
Group 3	Individuals and societies	Economics History Global Politics Psychology
Group 4	Experimental Sciences	Biology Chemistry Environmental Systems and Societies Physics
Group 5	Mathematics	Mathematics higher level Mathematics standard level Mathematical studies
Group 6	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 so that lost cards can be replaced. Note that if students are under 16 only parents can register the card on 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

All ISSR students are issued a school computer to use while studying at ISSR. Students and parents/guardians must 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)

DP specific cell phone 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.

