INTERNATIONAL SCHOOL
EASTERN SEABOARD

Student Parent Handbook

2026–2027

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WELCOME TO ISE

Welcome to the International School Eastern Seaboard (ISE).

At ISE, we are proud to be a close-knit international community where every student is known, supported, and challenged. From our Reggio Emilia-inspired Preschool program to our American curriculum and IB Diploma Programme, we provide a personalized learning experience that nurtures curiosity, develops academic excellence, and prepares students for future success.

This handbook is intended to provide students and families with a clear understanding of school expectations, procedures, and programs. While it cannot address every possible situation, it serves as a guide to help support a positive partnership between home and school. The school reserves the right to interpret, revise, or adapt policies and procedures when necessary to support student wellbeing, safety, and learning.

While no handbook can cover every situation, we encourage all members of our community to act with respect, integrity, and good judgment—and to communicate openly when questions arise.

We look forward to a meaningful and successful year together!

How to Use This Handbook

This handbook is organized into key sections to help families easily find the information they need.

- Learning at ISE explains curriculum and academic expectations
- Divisional Guidelines provide age-specific information
- Policies & Expectations outline responsibilities and procedures
- Student Life & Wellbeing highlight the holistic experience at ISE

Families are encouraged to:

- Review this handbook at the beginning of the year
- Refer to it when questions arise
- Contact the school if further clarification is needed

SECTION 1
OUR IDENTITY

Vision
A caring international community dedicated to student success.

Mission
ISE prepares international students for future success and lifelong learning by developing:

- Critical and creative thinking
- Effective communication skills
- A strong sense of global responsibility

within a supportive and inclusive environment.

Core Values
At ISE, we value:

Respect

We treat all members of our community with kindness, empathy, and understanding.

Integrity

We act honestly and take responsibility for our actions.

Growth

We embrace challenges and view learning as a lifelong process.

Community

We contribute positively and support one another.

Global Mindedness

We appreciate diverse perspectives and act as responsible global citizens.

What We Believe About Learning

At ISE, we believe that every student is capable of growth, achievement, and success when provided with appropriate support, challenge, and opportunities to learn. We believe that learning is most effective when it is:

Student-Centered Students learn best when they are actively engaged, encouraged to ask questions, explore ideas, and take ownership of their learning.	**Meaningful and Relevant** Learning should connect to students' lives, interests, experiences, and the world around them, helping them understand the purpose and value of what they learn.
Challenging and Supportive Students thrive when they are challenged to reach their potential while being supported by caring teachers, families, and peers.	**Collaborative** Learning is strengthened through communication, cooperation, and the sharing of diverse perspectives within a respectful community.
Reflective Students become stronger learners when they reflect on their progress, learn from mistakes, celebrate growth, and set goals for continued improvement.	**Lifelong** Learning extends beyond the classroom. We aim to develop curious, adaptable, and resilient individuals who are prepared to continue learning throughout their lives.

At ISE, our goal is not only to help students achieve academic success, but also to develop confident, compassionate, and globally minded individuals who are prepared to make a positive contribution to their communities and the wider world.

The ISE Graduate

At ISE, our goal is not only to help students achieve academic success, but also to prepare them to thrive in an ever-changing world. Through our Reggio Emilia-inspired Preschool program, American curriculum, and IB Diploma Programme, we aim to develop learners who are confident, compassionate, and prepared for future success.

An ISE graduate is:

A Responsible Global Citizen
Respectful of diverse perspectives, aware of global issues, and committed to making a positive contribution to local and global communities.

A Critical Thinker
Able to analyze information, solve problems, evaluate perspectives, and make informed decisions.

A Person of Integrity
Demonstrates honesty, responsibility, empathy, and ethical decision-making in both academic and personal pursuits.

An Effective Communicator
Able to express ideas clearly, listen actively, collaborate with others, and communicate across cultures and contexts.

A Lifelong Learner
Curious, reflective, and motivated to continue learning, growing, and adapting throughout life.

These qualities are developed through ISE's commitment to individualized learning, adventurous learning, and providing success and value for every student.

What Makes ISE Unique

At ISE, our approach to education is guided by three core pillars that define our identity and shape the student experience:

Individualized Approach

We recognize that every student is unique. Through small class sizes and strong teacher-student relationships, we provide personalized support that allows each learner to grow academically, socially, and emotionally at their own pace.

Adventurous Learning

We believe learning should be engaging, meaningful, and dynamic. Students are encouraged to explore, take risks, and think creatively through a wide range of opportunities in academics, the arts, athletics, and service learning.

Success and Value

ISE is committed to helping students achieve success both in school and beyond. Through a balanced American curriculum and the IB Diploma Programme, students are equipped with the skills, knowledge, and global perspective needed for future pathways while receiving strong value in their educational experience.

Why Families Choose ISE

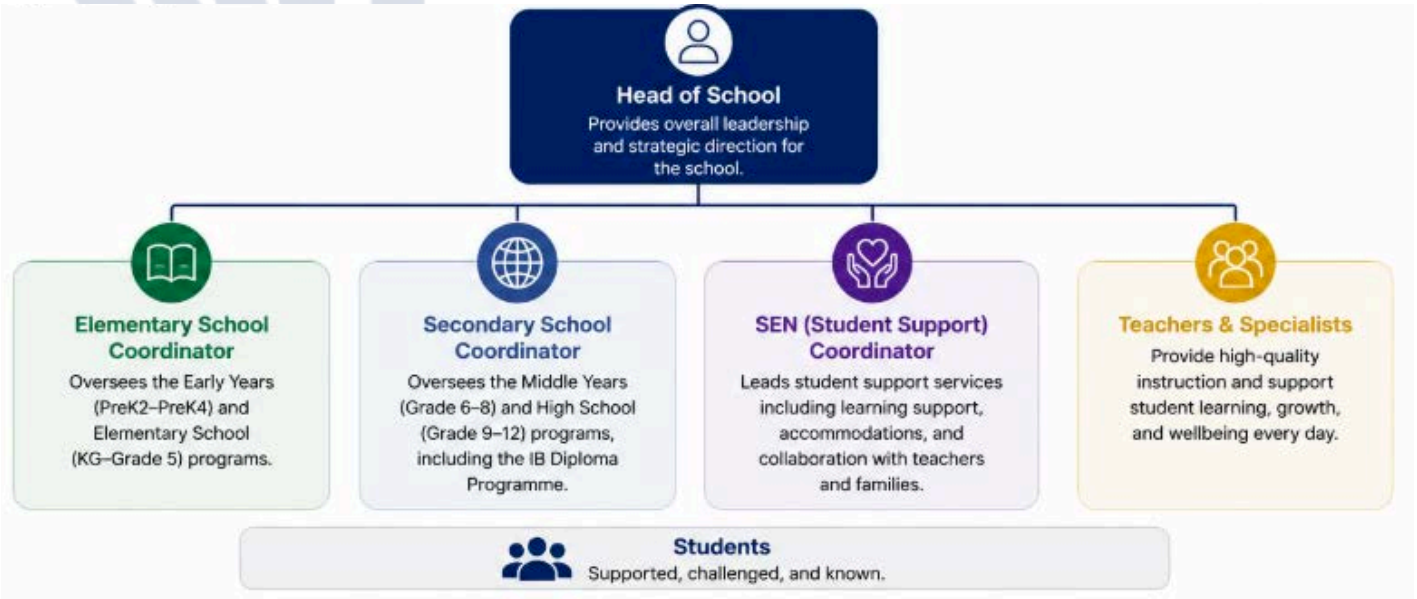
- Small class sizes allowing individualized instruction
- Strong relationships between students, teachers, and families
- A balance of American curriculum and IB Diploma Programme
- Emphasis on multilingualism and cultural awareness
- Opportunities in academics, arts, athletics, and service

School Leadership Structure

ISE is committed to maintaining clear lines of communication and support for students and families.

The school's organizational structure is designed to ensure that students receive appropriate academic, social-emotional, and operational support while maintaining effective communication between home and school.

Questions and concerns should generally be directed to the staff member most closely connected to the issue before being addressed through the school's established communication channels.



Who Can Help?

We encourage families to reach out to the person most closely connected to their question or concern.

Question or Concern	First Point of Contact
Classroom Learning	Teacher
Academic Progress	Teacher
Wellbeing or Friendship Concerns	Homeroom Teacher
Learning Support Needs	SEN Coordinator
Division-Specific Concerns	Divisional Coordinator
School-Wide Concerns	Head of School

SECTION 2
LEARNING AT ISE

1. Philosophy of Learning

At the International School Eastern Seaboard (ISE), learning is student-centered, inquiry-driven, and grounded in the belief that every child is capable of success when provided with the appropriate support and challenge.

We believe that effective learning:

- Is active and engaging, requiring students to think critically and creatively
- Is personalized, recognizing that students learn in different ways and at different paces
- Encourages curiosity, exploration, and reflection
- Develops both academic knowledge and essential life skills
- Prepares students to be independent learners and responsible global citizens

Teachers at ISE design learning experiences that:

- Build on students' prior knowledge
- Encourage questioning and investigation
- Promote collaboration and communication
- Provide opportunities for meaningful feedback and growth

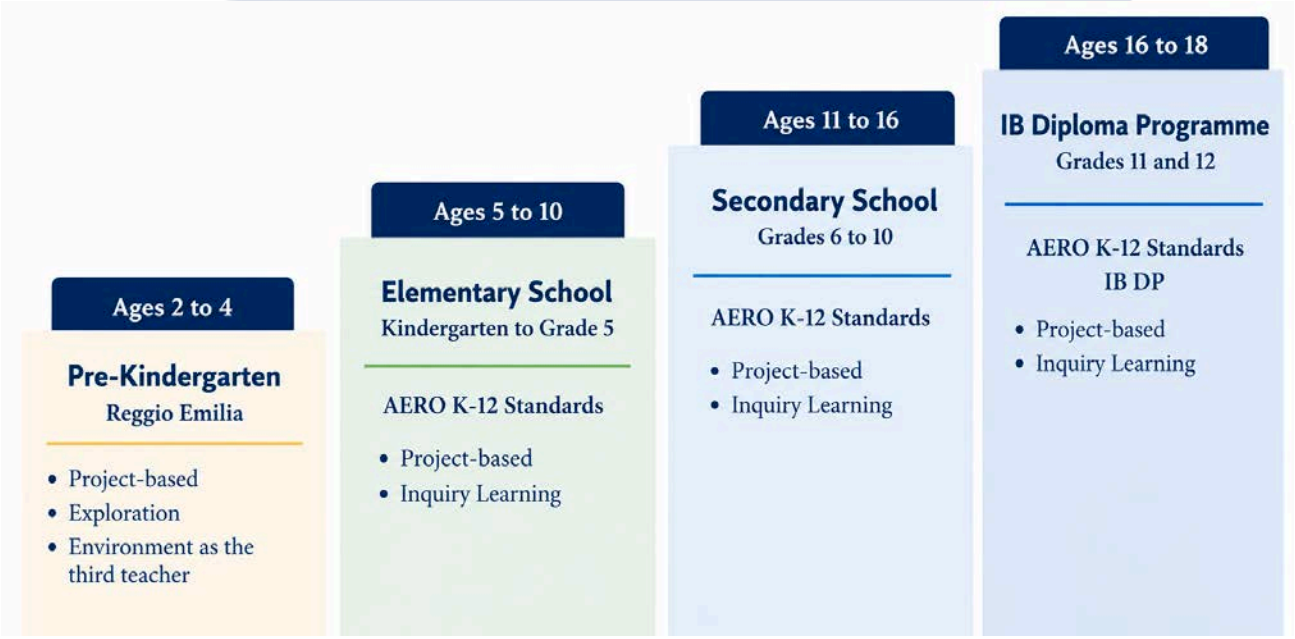
2. Curriculum Framework

ISE follows the AERO (American Education Reaches Out) standards as the foundation of its curriculum. These standards are research-based and widely used in international schools to ensure consistency, rigor, and alignment with global educational expectations.

Key Features of the ISE Curriculum

- Standards-based: Learning objectives are clearly defined and aligned with international benchmarks
- Inquiry-based: Students explore concepts through questioning, investigation, and reflection
- Skills-focused: Emphasis on critical thinking, communication, collaboration, and problem-solving
- Flexible and adaptive: Instruction is differentiated to meet individual student needs

3. Curriculum Pathways by Division



4. Preschool (PreKindergarten 2 – PreK 4)

The Preschool program at ISE is inspired by the Reggio Emilia approach, which views children as capable, curious, and active participants in their own learning.

Key Principles

- Learning through play and exploration
- The environment as the "third teacher"
- Strong emphasis on relationships and community
- Documentation of learning processes

Learning Focus Areas

- Social-emotional development
- Language and communication
- Early literacy and numeracy
- Creativity and expression
- Physical development

Teachers observe and respond to students' interests, designing experiences that promote inquiry and discovery. Parents are considered partners in the learning process.

5. Elementary School (Kindergarten - Grade 5)

The Elementary program builds foundational academic skills while fostering curiosity, independence, and a love of learning.

Core Areas of Learning

- English Language Arts
- Mathematics
- Science
- Social Studies
- World Languages
- Computer Science/ICT
- Arts (Visual Arts, Music)
- Physical Education

Approach to Learning

- Inquiry-based units of study
- Integration across subject areas
- Emphasis on conceptual understanding rather than memorization
- Development of communication and collaboration skills

Students are encouraged to:

- Ask questions and explore ideas
- Make connections between subjects
- Reflect on their learning

6. Secondary School (Grades 6–12)

The Secondary School program provides a structured academic framework while continuing to emphasize inquiry and skill development.

Key Features

- Subject-specific instruction
- Increasing academic rigor
- Development of independent learning skills
- Preparation for IB Diploma Programme

Subjects Offered

- English Language Arts
- Mathematics
- Sciences
- Social Studies
- World Languages
- Arts and Physical Education
- Computer Science/ICT

Students develop:

- Research and analytical skills
- Time management and organization
- Academic responsibility

7. Grades 11–12

ISE offers two pathways:

IB Diploma Programme (IBDP)

A rigorous, internationally recognized program that emphasizes:

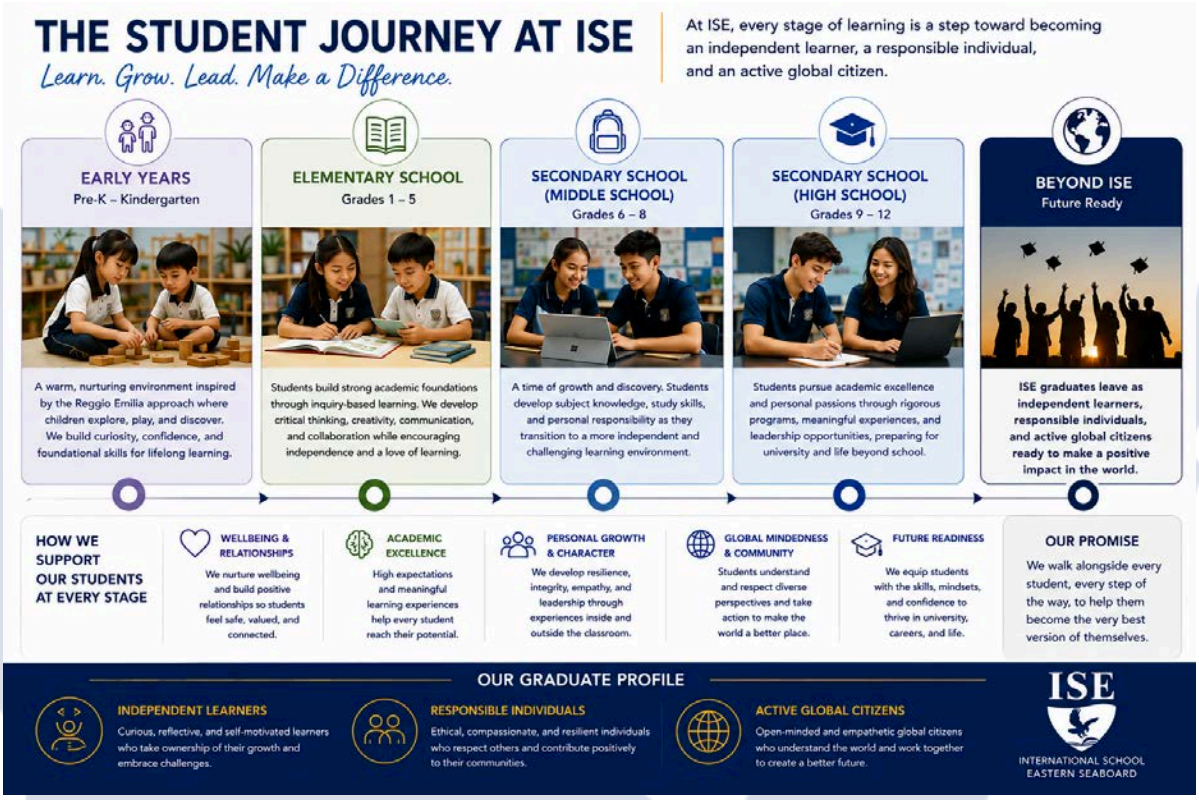
- Critical thinking
- Interdisciplinary learning
- Research and writing skills
- Global perspectives

Core components include:

- Theory of Knowledge (TOK)
- Extended Essay (EE)
- Creativity, Activity, Service (CAS)

American High School Diploma

Students may pursue a standards-based diploma aligned with AERO expectations, ensuring readiness for university pathways.



8. Teaching and Learning Practices

Inquiry-Based Learning

Students are encouraged to:

- Ask meaningful questions
- Investigate real-world problems
- Develop their own understanding

Differentiated Instruction

Teachers adapt instruction to meet the diverse needs of students by:

- Modifying content, process, or product
- Providing additional support or challenge
- Using flexible grouping

Student Agency

Students are encouraged to take ownership of their learning by:

- Setting goals
- Reflecting on progress
- Making choices in their learning

Collaborative Learning

Students work together to:

- Share ideas
- Solve problems
- Build communication skills

9. Assessment and Reporting

Assessment at ISE is designed to support student learning, provide meaningful feedback, and guide future instruction. It allows teachers, students, and parents to understand progress, celebrate growth, and identify next steps.

Types of Assessment

Formative Assessment	Summative Assessment
Ongoing and used to support learning during the instructional process. It may include: • Observations • Class discussions • Practice tasks and quizzes • Draft work and feedback cycles	Evaluates student learning at the end of a unit or period of study. It may include: • Projects • Presentations • Tests and exams • Written assignments
Formative assessment helps teachers adjust instruction and provides students with opportunities to improve.	Summative assessments measure students' understanding of key concepts and standards.

Reporting Platforms

ISE uses developmentally appropriate platforms to communicate student learning and progress:

Elementary School (Pre-K–Grade 5): Seesaw

Seesaw is used as a digital portfolio and communication tool where:

- Students share their learning through photos, videos, and reflections
- Teachers provide ongoing feedback and updates
- Parents can view real-time examples of their child's work and progress

Seesaw supports strong home-school connections by making learning visible and accessible.

Secondary School (Grades 6–12): ManageBac

ManageBac is used as the primary learning management system where:

- Grades and assessment results are recorded
- Attendance is tracked
- Report cards are published
- Teachers communicate academic progress and feedback

Students and parents are expected to regularly check ManageBac to stay informed about progress and responsibilities.

Reporting and Communication

ISE believes that clear, consistent, and proactive communication between school and home is essential for student success.

Parents Can Expect

- Regular updates through Seesaw (Elementary School) or ManageBac (Secondary School)
- Scheduled report cards issued twice each year:
  - End of Semester 1
  - End of Semester 2
- Parent-Teacher Conferences held twice each year:
  - October
  - March
- Ongoing communication with teachers regarding student progress, achievements, concerns, and support needs

- Timely communication regarding significant academic, behavioral, attendance, or wellbeing concerns

The school encourages open communication and collaborative partnerships between home and school to support student learning and growth.

Grading Philosophy

ISE utilizes a standards-based, best-fit approach to grading. Grades are intended to reflect a student's demonstrated level of proficiency in relation to identified learning standards and course expectations.

When determining grades, teachers consider:

- Evidence of student learning collected over time
- Demonstrated understanding of identified standards and learning objectives
- Patterns of achievement and growth
- Multiple assessment opportunities and sources of evidence
- Professional judgment regarding a student's overall level of achievement

Grades are not based solely on a mathematical average of assignments, nor are they determined by a single assessment.

A best-fit grade represents the level of achievement that most accurately reflects a student's demonstrated understanding and performance over time.

Assessment and Student Growth

Assessment at ISE is designed to support learning, growth, and continuous improvement.
Students receive regular feedback designed to help them:

- Understand their current level of achievement
- Identify strengths and areas for growth
- Reflect on their learning
- Set goals for improvement
- Take ownership of their learning journey

While effort, engagement, participation, and positive learning habits are valued and encouraged, academic grades primarily reflect demonstrated achievement in relation to learning standards. Assessment is not solely about final results; it is also about growth, reflection, feedback, and continuous improvement.

Student Responsibility

Students are encouraged to:

- Take ownership of their learning
- Reflect on feedback
- Monitor their progress through Seesaw or ManageBac
- Communicate with teachers when support is needed

10. Homework and Independent Learning

At ISE, homework is an important extension of classroom learning. It is designed to provide meaningful opportunities for students to practice skills, deepen understanding, and develop independence.
Homework should always be purposeful, relevant, and aligned with the school curriculum.

Purpose of Homework

A well-designed homework program at ISE aims to:

- Meet the developmental and individual needs of each student
- Reinforce and extend classroom learning experiences

- Support students in taking responsibility for their own learning
- Develop self-discipline, time management, and organizational skills
- Foster positive attitudes toward independent study and lifelong learning
- Encourage parent involvement in the learning process
- Promote ongoing communication between teachers, students, and families
- Prepare students for future learning

Homework also plays an important role in developing metacognitive skills, encouraging students to reflect on their learning and identify areas for growth.

Guiding Principles

Homework at ISE is guided by the following reflective questions:

- What do I need to practice to feel more confident in my learning?
- What topics am I interested in exploring further?
- What preparation is needed for tomorrow's learning?
- What questions or ideas do I have based on today's lesson?

Teachers may design homework that encourages students to think critically, reflect, and take ownership of their learning.

What Homework Should Not Be

Homework at ISE:

- Is not used as punishment
- Should not place unreasonable demands on students or families
- Should be balanced and manageable, taking into account students' overall workload

Elementary School (Kindergarten–Grade 5)

In Elementary School, homework is designed to support foundational skills and foster positive learning habits.

Homework may be assigned for the following purposes:

- To develop independence and responsibility
- To make up for missed learning due to absence
- To gather materials or information for projects
- To reinforce key skills
- To extend reading and learning experiences
- To complete classwork when necessary
- To strengthen home-school communication

Reading Expectations (Elementary School)

Developing strong reading habits is an important part of a child's academic success and lifelong learning journey.

All Elementary School students are expected to engage in daily reading at home. Reading may be completed independently, with a family member, or through being read to, depending on the student's age and reading level. Reading may take place in English or the student's home language.

Recommended daily reading targets are:

- Kindergarten: 10–15 minutes
- Grade 1: 15 minutes
- Grade 2: 20 minutes
- Grade 3: 20–25 minutes

- Grade 4: 25–30 minutes
- Grade 5: 30 minutes

Students may be asked to maintain reading logs or other forms of reading documentation as determined by their teacher.

The goal of independent reading is to develop fluency, comprehension, vocabulary, curiosity, and a lifelong love of reading.

Parent Support

Parents are encouraged to:

- Establish consistent daily reading routines.
- Support the completion of reading logs when applicable.
- Read with and discuss books with their child.
- Encourage reading for both enjoyment and learning.
- Help establish positive homework and study habits.
- Foster a balanced approach to academics, extracurricular activities, and wellbeing.

Regular reading at home is one of the most effective ways parents can support their child's academic growth and overall success.

Secondary School (Grades 6–12)

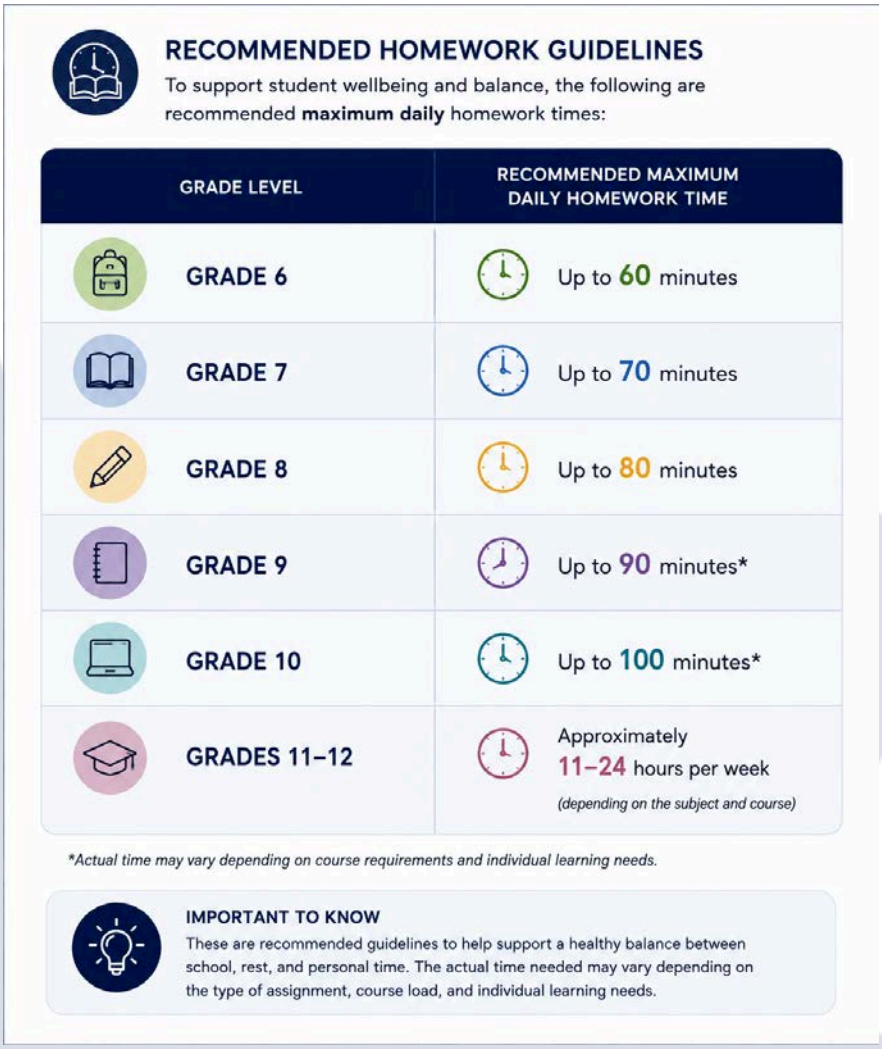
In Secondary School, homework becomes an essential part of academic development and preparation for future study.

Homework may include:

- Practice assignments
- Review of concepts learned in class
- Preparation for quizzes or assessments
- Research and project-based work
- Long-term assignments requiring planning over time

Extended projects are expected to be completed in stages, encouraging students to develop time management and organizational skills.

Homework should remain meaningful and connected to classroom learning. Teachers collaborate to ensure that students are not overloaded and that workload remains balanced across subjects.



Late Work and Missing Assignments

Students are expected to submit work on time and take responsibility for meeting deadlines.
If work is submitted late:

- The teacher will meet with the student to understand the situation
- A plan will be developed to support completion of the work
- Parents may be involved when necessary

The goal is to support student growth, responsibility, and accountability, rather than to impose punitive consequences.

11. Academic Integrity

At ISE, academic integrity is a fundamental principle that underpins all teaching, learning, and assessment. It reflects a commitment to honesty, fairness, and respect for the work and ideas of others.
Academic integrity is not simply about avoiding misconduct—it is a guiding principle that empowers students to take responsibility for their learning and to take pride in their own work.

What is Academic Integrity?

Academic integrity refers to a set of values and skills that promote personal responsibility and ethical behavior in teaching, learning, and assessment. It is central to the philosophy of the IB and is closely aligned with the IB Learner Profile, particularly the attribute of being principled.

Students are expected to:

- Act honestly and responsibly
- Submit authentic work based on their own ideas and understanding
- Acknowledge the contributions of others
- Make ethical decisions in all aspects of their learning

Academic integrity is influenced by many factors, including:

- Peer expectations
- Cultural perspectives
- Parental support
- Teacher guidance

At ISE, we aim to build a culture where students understand not only *what* academic integrity is, but *why it matters*.

What is Academic Dishonesty?

Academic dishonesty occurs when a student attempts to gain an unfair academic advantage by presenting work that is not their own or by engaging in unethical practices.
All forms of academic dishonesty fall under the IB term malpractice, which refers to any behavior that results in, or may result in, an unfair advantage for a student.

Forms of Malpractice

Plagiarism is the representation—intentional or unintentional—of another person's ideas, words, or work without proper acknowledgment.	This includes: • Copying text directly without quotation marks • Paraphrasing without citing the source • Using ideas without giving credit Students must acknowledge all sources using a recognized referencing style (MLA at ISE).
Collusion occurs when a student supports malpractice by allowing their work to be copied or submitted by another student.	While collaboration is encouraged, students must ensure that: • Submitted work is their own • Group work does not result in identical submissions
Duplication of Work refers to submitting the same work for multiple assignments or requirements.	For example: • Submitting the same piece of work for different subjects or assessments
Fabrication of Data	This involves: • Creating or altering data for experiments or projects • Presenting false or invented information
Examination Misconduct	This includes: • Using unauthorized materials during assessments • Accessing information inappropriately (e.g., during bathroom breaks) • Failing to follow instructions of invigilators or staff • Sharing exam content within restricted timeframes
Other Examples of Academic Misconduct	Academic misconduct may also include: • Submitting someone else's work as your own • Paying or asking someone else to complete your work • Falsifying CAS or academic records • Using AI-generated content without proper acknowledgment • Failing to properly cite sources

Collaboration vs. Collusion

ISE encourages collaboration as part of the learning process. Students may:

- Share ideas
- Discuss concepts
- Work together in structured group tasks

However, collaboration becomes collusion when:

- Work is copied or shared inappropriately
- Students submit identical or nearly identical work

Students are expected to understand when independent work is required.

Acknowledging Sources

Students must acknowledge all sources of information, including:

- Books, articles, and websites
- Images, graphs, and data
- Ideas that are not their own

ISE uses MLA citation style for consistency.
Students are expected to:

- Cite sources within their work
- Include a bibliography where required

Failure to acknowledge sources may be considered plagiarism, even if unintentional.
ISE may use plagiarism detection tools, and students may be required to submit work electronically for review.

12. Use of Artificial Intelligence (AI)

ISE recognizes that AI tools, such as ChatGPT, are becoming part of modern learning. Students are encouraged to use AI responsibly and ethically. AI may be used to:

- Support research
- Generate ideas
- Explore topics

However, students must:

- Clearly acknowledge any AI-generated content
- Properly reference AI tools used
- Ensure that submitted work reflects their own understanding

Using AI without acknowledgement is considered academic misconduct. Students should also understand that:

- AI-generated content may be inaccurate or biased
- Over-reliance on AI can limit learning and critical thinking

Guidelines for Ethical Use of AI

Students are encouraged to:

- Use AI as a support tool, not a replacement for thinking
- Ask AI questions to guide research rather than generate full assignments
- Critically evaluate the accuracy and bias of AI-generated responses

Procedures for Suspected Academic Misconduct

ISE takes a supportive and educational approach to academic integrity while holding students accountable for their actions.

When academic misconduct is suspected:

1. The teacher will collect evidence and notify the appropriate supervisor (e.g. Diploma Coordinator or Head of Secondary)
2. The teacher will meet with the student to discuss the concern and allow the student to respond
3. A final decision will be made in consultation with school leadership

The standard for action is reasonable suspicion, and students may be asked to demonstrate that their work is authentic.

13. Consequences of Academic Misconduct

Consequences are determined based on:

- Severity of the offense
- Student's understanding of expectations
- Intent
- Previous incidents

Possible consequences may include:

- A formal warning
- Required workshop or lesson on academic integrity
- Redoing the assignment
- Receiving a zero for the work
- Parent notification or meeting
- Record of misconduct in the student file
- Notification of other teachers

In extreme cases:

- Suspension or expulsion
- Removal from the IB Diploma Programme

14. IB Diploma Programme Expectations

For IB students, academic integrity is strictly governed by IB regulations. Students are responsible for ensuring that:

- All submitted work is authentic
- All sources are properly acknowledged

Any suspected malpractice in IB assessments (including Internal Assessments, Extended Essay, CAS, TOK, or exams) will:

- Be reported to the IB
- Be investigated according to IB procedures

IB decisions and consequences will override school-level decisions where applicable.

15. Building a Culture of Integrity

At ISE, academic integrity is part of developing responsible, ethical learners.
Students are supported in:

- Learning how to research and cite properly
- Understanding expectations clearly
- Developing confidence in their own ideas

Our goal is to ensure that all students graduate as principled individuals who value honesty, take ownership of their work, and contribute positively to their communities.

16. Language Support (English as an Additional Language – EAL)

At ISE, we recognize that language is fundamental to academic success and meaningful participation in school life. Our English as an Additional Language (EAL) program is designed to support students in developing the language skills necessary to fully access the curriculum and thrive in an English-medium learning environment.

Purpose of the EAL Program

The EAL program supports students who are developing proficiency in English by:

- Building skills in reading, writing, listening, and speaking
- Supporting access to the mainstream curriculum
- Developing academic language alongside social communication skills
- Promoting confidence and independence in learning

Our goal is for all students to successfully transition into full participation in mainstream classes with the language skills needed for long-term academic success.

Identification and Placement

Students who require EAL support are identified through a combination of:

- Admissions records and prior school data
- Teacher observations
- Standardized English language assessments

ISE uses the WIDA MODEL (Measure of Developing English Language) assessment to determine students' English proficiency levels.

Assessment and Monitoring

EAL students are assessed regularly to monitor their progress and ensure appropriate support.

Initial and Ongoing Assessment

- Students are placed into EAL levels based on WIDA MODEL test results
- Ongoing formative and summative assessments are used throughout each semester
- Progress is monitored by the EAL Coordinator and classroom teachers

WIDA Testing Schedule

WIDA MODEL assessments are administered as follows:

Semester 1	Semester 2
August (if no recent test data available)	January (placement based on December results, if applicable)
December (end-of-semester reassessment)	May/June (end-of-year reassessment)

Students who have completed WIDA testing at the end of the previous academic year (May/June) will not be retested in August. Their most recent results will be used for initial placement.

EAL Instruction and Scheduling

Students receive EAL support based on their proficiency level and the recommendation of the EAL Coordinator.

EAL classes are scheduled in place of selected subjects, which may include:

- Language B
- Selected electives such as Art, Music, or Physical Education

All scheduling decisions are made with the goal of:

- Maximizing language development
- Minimizing disruption to core academic learning

English Proficiency Levels and Support Structure

ISE categorizes EAL students into three proficiency levels based on WIDA scores:

Level 1: Beginner (Entering – Emerging)	Level 2: Intermediate (Developing – Expanding)	Level 3: Advanced (Bridging – Reaching)
WIDA Score: 1–2	WIDA Score: 3–4	WIDA Score: 5–6
Support: Intensive language support	Support: Targeted language development	Support: Transitional support
Lessons per Week: Up to 6	Lessons per Week: Up to 4	Lessons per Week: 2
Students at this level require significant support to develop foundational English skills and to begin accessing the curriculum.	Lessons per Week: 4 Students are developing academic language and increasing independence but still require structured support.	Students are approaching full proficiency and are preparing to transition out of the EAL program.

Transition Out of EAL Support

At the end of each semester:

- Students are reassessed using WIDA and other measures
- The EAL Coordinator reviews progress and determines next steps

Based on demonstrated proficiency:

- Students may reduce EAL support
- Students may exit the EAL program and return fully to mainstream classes

Decisions are made in consultation with:

- EAL Coordinator
- Classroom teachers
- School leadership

Communication with Parents

ISE values strong communication with families regarding student progress in language development.
Parents can expect:

- Regular updates on student progress
- Assessment results and proficiency levels
- Recommendations for continued support

Parents are encouraged to:

- Support language development at home (in English and/or the home language)
- Maintain communication with teachers and the EAL Coordinator

Program Fees

EAL support is a specialized program and may involve additional fees based on the level of support required.
Fees are determined by:

- Level of English proficiency
- Number of instructional sessions per week

(Refer to the school's tuition and fee schedule for current details.)

17. Our Commitment to Multilingualism

ISE values linguistic diversity and recognizes that maintaining a student's home language is an important part of their identity and cognitive development.

Students are encouraged to:

- Continue developing their home language
- Use their full linguistic repertoire to support learning

18. Learning Support (Student Support Services/SEN)

At the International School Eastern Seaboard (ISE), we are committed to providing an inclusive learning environment that supports the diverse needs of all students. We recognize that students learn in different ways and at different rates, and we aim to ensure that each student is given the opportunity to succeed.

Purpose of Learning Support

The Learning Support program is designed to assist students who may require additional academic, cognitive, or social-emotional support in order to access the curriculum effectively. The program aims to:

- Support students in achieving their academic potential
- Develop independence and confidence as learners
- Provide targeted strategies to overcome learning challenges
- Promote inclusion within the mainstream classroom

Identification of Student Needs

Students may be identified for learning support through:

- Admissions information and previous school records
- Teacher observations and classroom performance
- Parent input and communication
- Educational or psychological assessments (where applicable)

The school may recommend further evaluation if additional information is needed to better support the student.

Types of Support Provided

Support is individualized based on each student's needs and may include:

1. Individualized Learning Plans (ILPs)

Students may receive an Individualized Learning Plan (ILP) that outlines:

- Specific learning goals
- Targeted strategies and interventions
- Accommodations and modifications
- Progress monitoring methods

2. Classroom Accommodations

Students may receive accommodations within the classroom to support their learning, such as:

- Extended time for assignments or assessments
- Adjusted task expectations
- Preferential seating
- Use of assistive technology
- Visual supports and scaffolding

Accommodations are designed to support access to learning without altering the core expectations of the curriculum.

3. Small Group or Individual Support

Students may receive:

- Targeted instruction in small groups
- One-on-one support sessions (when appropriate)

This support may focus on:

- Literacy and numeracy development
- Study skills and organization
- Executive functioning skills

4. In-Class Support (Push-In Model)
Learning Support staff may work within the classroom to:

- Support students during lessons
- Collaborate with teachers
- Provide real-time assistance

This approach promotes inclusion and ensures students remain engaged in the classroom environment.

Collaboration and Communication

Effective support relies on strong collaboration between all stakeholders.

The Learning Support program involves:

- Classroom teachers
- Learning Support (SEN) Coordinator
- Parents and guardians
- School leadership
- External specialists (when applicable)

Regular communication ensures that:

- Students receive consistent support
- Progress is monitored and reviewed
- Adjustments are made when needed

Monitoring and Review

Student progress is regularly monitored through:

- Classroom assessments
- Teacher observations
- Learning Support sessions
- Ongoing communication with parents

Individualized plans are reviewed periodically to:

- Evaluate progress toward goals
- Adjust strategies and supports
- Determine the level of ongoing support required

Levels of Support

Support may vary depending on the level of need and available resources. ISE aims to provide:

- Mild Support: Classroom accommodations and differentiation
- Moderate Support: Targeted small group or individual intervention
- Intensive Support: More frequent or individualized assistance, possibly involving external specialists

Role of Parents

Parents play an essential role in supporting their child's learning.
Parents are encouraged to:

- Share relevant information about their child's learning needs
- Maintain open communication with the school
- Support learning strategies at home
- Participate in meetings and reviews

External Support Services
In some cases, the school may recommend or require additional support from external professionals, such as:

- Educational psychologists
- Speech and language therapists
- Occupational therapists

Program Limitations
While ISE is committed to inclusion, the school may not be able to support all levels of learning needs.
Placement decisions are made based on:

- The student's individual needs
- The school's available resources
- The ability to provide appropriate support within the classroom environment

In cases where the school cannot meet a student's needs, families may be guided toward alternative support options.

Our Commitment to Inclusion
ISE is dedicated to fostering a supportive and inclusive environment where all students feel valued and respected.
We aim to:

- Remove barriers to learning
- Promote equity and access
- Support each student's growth academically, socially, and emotionally

19. Technology in Learning
At ISE, technology is used intentionally to enhance teaching and learning. It supports students in developing the knowledge, skills, and competencies needed to succeed in an increasingly digital and interconnected world.

Technology is not used for its own sake—it is integrated thoughtfully to deepen learning, promote creativity, and support student engagement.

Purpose of Technology in Learning
Technology at ISE is used to:

- Support inquiry, research, and critical thinking
- Enhance creativity and communication
- Facilitate collaboration and feedback
- Provide access to a wide range of learning resources
- Support differentiation and personalized learning
- Develop digital literacy and independence

Students are guided to use technology as a tool to support and extend their learning, rather than as a distraction or substitute for thinking.

Technology as a Learning Tool
Students engage with a range of digital tools appropriate to their age and learning needs, including:

- Learning platforms such as Seesaw (Elementary) and ManageBac (Secondary)
- Research tools and digital libraries
- Presentation and content creation platforms
- Collaborative tools for group work
- Subject-specific software and applications

These tools enable students to:

- Organize their learning
- Create and present ideas in meaningful ways
- Engage actively with content and peers

Developing Digital Competencies

ISE supports students in developing essential digital skills, including:

- Research and information literacy
- Evaluating the reliability and bias of sources
- Ethical and responsible use of technology
- Digital communication and collaboration
- Organization and productivity using digital tools

These skills are developed progressively across grade levels to prepare students for future academic and professional environments.

Supporting Diverse Learners

Technology plays an important role in supporting a wide range of learners by:

- Providing alternative ways to access content
- Supporting language development for EAL students
- Offering tools for reading, writing, and organization
- Enabling differentiated instruction and scaffolding

Teachers select tools carefully to ensure they meet the needs of all learners.

Balance and Wellbeing

ISE recognizes the importance of maintaining a healthy balance between screen-based and non-screen-based learning.

Teachers aim to:

- Use technology purposefully and intentionally
- Balance digital activities with hands-on, collaborative, and discussion-based learning
- Support students in developing healthy screen habits

Students are encouraged to be mindful and responsible in their use of technology.

Use of Personal Devices

To maintain a focused and consistent learning environment, ISE has clear expectations regarding the use of personal devices on campus.

Elementary School (Pre-K–Grade 5)

Students do not use personal devices at school. Technology used in the classroom is provided and guided by teachers to ensure it is developmentally appropriate.

Grades 6–10 (Secondary School)

Students in Grades 6-10 are required to use laptops as their primary device for academic purposes. iPads, tablets and mobile phones are not permitted for classroom use unless explicitly authorized by a teacher for a specific, time bound learning activity (e.g. digital art, mathematical graphing, real-time data capture, slow-motion video analysis).

This expectation ensures that students:

- Develop essential academic skills such as extended writing, research, and organization
- Use platforms that support multitasking, file management, and productivity
- Avoid the limitations of tablets for sustained academic work
- Minimize distractions associated with non-academic applications

Laptops provide a more appropriate and effective tool for the demands of secondary-level learning and help prepare students for future academic expectations.

Grades 11–12 (Senior Students)

Students in Grades 11 and 12 may use personal devices only in designated areas and at appropriate times.
This reflects:

- Their increased independence and responsibility
- Preparation for university and real-world environments
- The need for flexible access to digital tools for advanced coursework

All use of personal devices must remain aligned with school expectations.

Student Responsibilities in Learning Contexts

When using technology at ISE, students are expected to:

- Use digital tools to support their learning
- Stay focused on assigned academic tasks
- Respect shared digital spaces and collaborative work
- Follow teacher guidance on appropriate use

Expectations for responsible and ethical use are further outlined in the school's Digital Citizenship and Acceptable Use Policy.

Preparing Students for the Future

ISE is committed to preparing students for a rapidly evolving world where digital competence is essential.
Through the purposeful integration of technology, students develop:

- Critical thinking and problem-solving skills
- Confidence in using digital tools
- Independence as learners
- The ability to navigate and contribute to digital environments responsibly

At ISE, education extends beyond academic achievement. Our goal is to prepare students with the knowledge, skills, and dispositions needed to succeed in a rapidly changing and interconnected world.
We aim to develop learners who are not only academically capable, but also adaptable, ethical, and globally minded.

Core Competencies for the Future

ISE prepares students for life beyond school by intentionally developing the following key competencies:

Critical Thinking

Students are encouraged to:

- Analyze information thoughtfully and independently
- Evaluate sources and perspectives
- Solve complex problems using logical reasoning
- Make informed decisions based on evidence

Through inquiry-based learning and real-world applications, students learn to think deeply and question meaningfully.

Communication Skills

Effective communication is essential for success in all areas of life.
Students develop the ability to:

- Express ideas clearly in both spoken and written forms
- Listen actively and respond thoughtfully
- Communicate across cultures and contexts
- Use a variety of media and platforms effectively

Communication is embedded across all subject areas and experiences at ISE.

Adaptability and Resilience
In a rapidly evolving world, students must be able to adapt to change and overcome challenges.

ISE supports students in:

- Developing flexibility in thinking and learning
- Managing challenges and setbacks
- Building perseverance and self-confidence
- Embracing new ideas and opportunities

Students are encouraged to take risks, reflect on their experiences, and grow from both success and failure.

Global Awareness
ISE fosters a strong sense of global citizenship by encouraging students to:

- Understand and appreciate diverse perspectives and cultures
- Reflect on global issues and their impact
- Act with empathy, respect, and responsibility
- Contribute positively to their communities

Through a multicultural environment and globally relevant curriculum, students learn to see themselves as part of a wider world.

Approaches to Learning
To support these competencies, ISE emphasizes the development of transferable skills across all grade levels, including:

- Thinking skills
- Communication skills
- Social and collaboration skills
- Self-management and organization
- Research and information literacy

These skills enable students to become independent, self-directed learners.

Learning Beyond the Classroom
ISE provides a range of opportunities for students to develop these competencies outside of traditional academic settings, including:

- Athletics and sports teams
- Arts and creative programs
- Student leadership opportunities
- Community service and service-learning initiatives
- School events and collaborative projects

These experiences help students apply their learning in meaningful and authentic contexts.

University and Career Readiness
ISE prepares students for success in higher education and future careers by:

- Offering rigorous academic pathways, including the IB Diploma Programme
- Supporting the development of research, writing, and analytical skills
- Providing guidance in goal setting and future planning
- Encouraging independence and responsibility in learning

Students graduate with the skills and confidence needed to transition successfully into university and beyond.

ISE Learner Outcomes

Students who graduate from ISE are expected to be:

Independent Learners

- Take ownership of their learning
- Set goals and reflect on their progress
- Demonstrate initiative and self-direction

Responsible Individuals

- Act with integrity and accountability
- Make ethical decisions
- Contribute positively to their communities

Active Global Citizens

- Demonstrate empathy and respect for others
- Engage with global issues thoughtfully
- Take action to make a positive difference

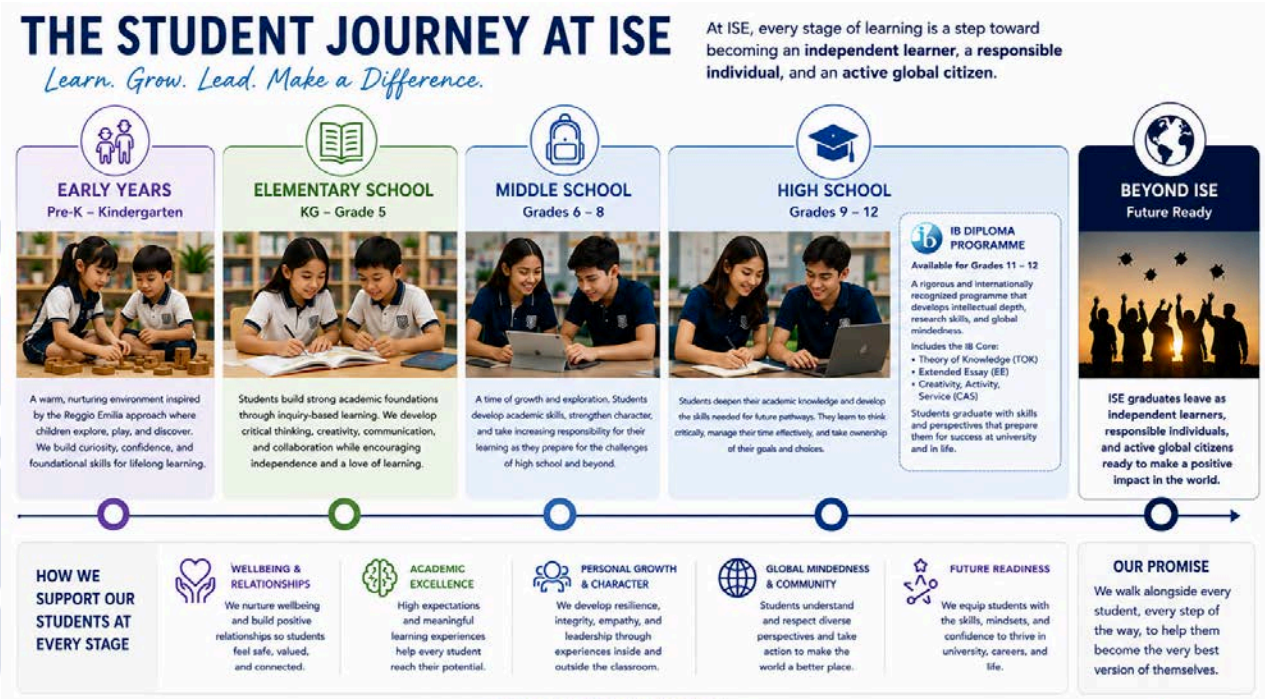
Our Commitment

ISE is committed to nurturing well-rounded individuals who are prepared not only for academic success, but also for meaningful and purposeful lives.

We aim to graduate students who are confident in their abilities, grounded in their values, and ready to navigate the opportunities and challenges of the future.

SECTION 3
DIVISIONAL GUIDELINES

ISE is organized into three divisions—Preschool, Elementary School, and Secondary School—to ensure that structures, expectations, and support systems are developmentally appropriate. While all students are guided by the same core values and expectations, each division has distinct routines, structures, and levels of independence.



1. Preschool (PreKindergarten 2 - PreK4)

Overview

The Preschool division focuses on building foundational routines, social skills, and early learning behaviors in a structured and nurturing environment.

Daily Experience

Students in Preschool follow a predictable and consistent daily routine designed to support:

- A sense of security and belonging
- Smooth transitions between activities
- Development of independence

The day includes:

- Guided learning experiences
- Structured and unstructured play
- Outdoor time and physical activity
- Opportunities for creativity and expression

Student Expectations

At this stage, students are supported in learning to:

- Follow simple routines and instructions
- Participate in group activities
- Share and cooperate with peers
- Begin developing independence in daily tasks

Expectations are introduced gradually and reinforced through guidance and modeling.

Communication with Families
Communication between school and home is frequent and ongoing.
Parents can expect:

- Regular updates through Seesaw
- Informal communication as needed
- Scheduled opportunities to discuss student development

Parent Support
Parents are encouraged to:

- Establish consistent routines at home
- Support independence in simple tasks
- Maintain open communication with teachers

2. Elementary School (Kindergarten–Grade 5)
Overview
The Elementary division builds structure and responsibility while continuing to support students' social and emotional development.

Students begin to take greater ownership of their learning and behavior within a guided environment.

Structure of the Day
Students follow a structured schedule that includes:

- Core classroom instruction
- Specialist classes (e.g., Art, Music, Physical Education)
- Breaks and transitions

Teachers support students in managing routines and expectations throughout the day.

Student Expectations
Students are expected to:

- Follow classroom routines independently
- Complete assigned tasks and homework
- Take responsibility for materials and belongings
- Work cooperatively with peers
- Demonstrate respect for others and the learning environment

Developing Independence
A key focus in Elementary School is the gradual development of independence.
Students are supported in:

- Organizing materials and assignments
- Managing time effectively
- Taking responsibility for their learning

Teachers provide structure and guidance as students build these skills.

Communication and Organization
Parents and students use Seesaw to:

- View student work and progress
- Receive updates from teachers
- Stay informed about classroom activities

Parents are encouraged to:

- Review Seesaw regularly
- Support homework routines
- Communicate with teachers when needed

3. Secondary School (Grades 6–12)

The Secondary division is designed to support increasing independence, responsibility, and academic rigor as students prepare for future pathways.
Students are expected to take ownership of their learning and manage a more complex academic schedule.

Structure of the Day

Students follow a timetable with:

- Multiple subject-specific classes
- Different teachers throughout the day
- Scheduled breaks

Students are responsible for:

- Moving between classes independently
- Arriving prepared and on time
- Managing their materials and assignments

Student Expectations

Students are expected to:

- Take responsibility for their academic progress
- Meet deadlines consistently
- Communicate proactively with teachers
- Demonstrate academic integrity
- Contribute positively to the school community

Expectations increase progressively from Grades 6 through 12.

Organization and Time Management

Students are expected to develop strong organizational skills, including:

- Managing assignments and deadlines
- Planning for long-term projects
- Balancing academic and extracurricular commitments

Communication and Accountability

Secondary students use ManageBac to:

- Track assignments and deadlines
- Monitor grades and progress

Students are expected to:

- Check ManageBac regularly
- Take initiative in seeking support when needed

Parents are encouraged to:

- Monitor progress through ManageBac
- Support students in developing independence

Increasing Independence Across Grade Levels

Grades 6–8 (Middle School)	Grades 9–10 (High School)	Grades 11–12 (High School)
Focus on building routines and study habits	Greater academic expectations	High level of independence
Increased teacher support and guidance	Increased responsibility for time management	Preparation for university and future pathways
Gradual transition to independent learning	Preparation for advanced coursework	Greater ownership of learning, time, and responsibilities

4. Transitions Between Divisions

Transitions between divisions are important milestones in a student's development. ISE provides support through:

- Orientation sessions
- Teacher guidance
- Communication with families

Students are supported in adjusting to:

- New routines and expectations
- Increased independence
- Academic progression

5. Partnership with Parents

Across all divisions, strong partnerships between school and home are essential. Parents are encouraged to:

- Stay informed through school communication platforms
- Support routines and expectations at home
- Communicate openly with teachers
- Participate in school events and activities

SECTION 4
STUDENT LIFE

Student life at ISE extends beyond the classroom and plays a vital role in each student's overall development. Through daily routines, extracurricular activities, and leadership opportunities, students build relationships, develop skills, and engage meaningfully in the school community.

1. The School Day

The school day at ISE is structured to provide a balanced experience that supports academic learning, social interaction, and personal growth.

We ask for the cooperation of all families in ensuring prompt arrival and departure, as this helps maintain a smooth and productive learning environment for all students.

Daily Schedule

- Start of School Day: 7:50 AM (Homeroom)
- End of School Day: 3:00 PM

Arrival and Dismissal Times

- Arrival by Car: 7:40 – 7:50 AM
- Departure by Bus: 3:00 – 3:10 PM
- Departure by Car: 3:05 – 3:15 PM
- After School Activities (ASA) Dismissal: 4:05 – 4:15 PM
- Game Days (Team Sports): 5:05 – 5:15 PM

Student Schedules

Student schedules are available through ManageBac and can be accessed by both students and parents at any time.
ManageBac is also used to:

- Track attendance
- View grades and report cards
- Communicate academic progress

Parents are responsible for ensuring that their contact information is up to date with the school to maintain access to this important communication platform.

School Calendar

The academic calendar, including:

- School term dates
- Holidays
- Events and activities

is available on the school website under the Calendar section.

The Events and Activities calendar is a live document and is updated regularly throughout the year.

End-of-Day Expectations

- Elementary School students must be picked up by a parent or authorized guardian
- Students not enrolled in After School Activities (ASA) are expected to depart campus at the end of the school day
- Parents are asked to notify the school office if there is any delay in pick-up

These procedures ensure the safety and supervision of all students.

2. Activities and Athletics

ISE offers a range of extracurricular opportunities designed to support students' interests, talents, and personal development beyond the classroom.

Participation in activities and athletics is an important part of the student experience and contributes to the development of well-rounded individuals.

After School Activities (ASA)
After School Activities provide students with opportunities to:

- Explore new interests
- Develop skills and talents
- Build friendships across grade levels

Activities may include:

- Sports and physical activities
- Creative arts and performance
- Academic enrichment
- Clubs and interest-based groups

ASA offerings vary throughout the year based on student interest and staff availability.

Athletics Program
ISE offers opportunities for students to participate in competitive and recreational sports. Through athletics, students develop:

- Teamwork and collaboration
- Discipline and commitment
- Leadership and resilience

Students representing ISE in team sports are expected to:

- Demonstrate sportsmanship
- Commit to practices and games
- Represent the school positively

Game schedules and departure times are communicated in advance.

Participation Expectations
Students who choose to participate in activities and athletics are expected to:

- Attend regularly and on time
- Demonstrate commitment and responsibility
- Maintain a balance between academics and extracurricular involvement

3. Student Leadership
ISE encourages students to take an active role in shaping their school community through leadership opportunities.

Leadership development is an important part of preparing students to become confident, responsible, and engaged individuals.

Opportunities for Leadership
Students may take on leadership roles through:

- Student Council
- Club leadership
- Event organization
- Service initiatives

These opportunities allow students to:

- Develop communication and organizational skills
- Take initiative and responsibility
- Contribute to school culture and community

Expectations of Student Leaders

Student leaders are expected to:

- Act as positive role models
- Demonstrate integrity and responsibility
- Represent the school's values
- Work collaboratively with peers and staff

Student Voice

ISE values student voice and encourages students to:

- Share ideas and feedback
- Participate in decision-making where appropriate
- Contribute to improving the school environment

SECTION 5
WELLBEING & SAFEGUARDING

At ISE, the safety, wellbeing, and protection of all students is our highest priority. We are committed to creating a school environment where every child feels safe, respected, and supported.
Safeguarding is the responsibility of all members of the school community, including staff, students, parents, and visitors.

1. Commitment to Safeguarding

ISE is committed to ensuring that all students:

- Grow up in a safe, secure, and supportive environment
- Are protected from all forms of harm, including abuse, neglect, and exploitation
- Are listened to and treated with respect
- Have their cultural background, identity, and experiences valued
- Are supported as individuals to reach their full potential

Safeguarding practices at ISE are guided by international best practices and are embedded in all aspects of school life.

2. Safeguarding Leadership

ISE has appointed trained safeguarding leaders to oversee all child protection and safeguarding matters.

- Designated Safeguarding Lead (DSL)
- Deputy Designated Safeguarding Lead (DDSL)

The DSL and DDSL are responsible for:

- Managing and responding to safeguarding concerns
- Supporting staff in following safeguarding procedures
- Ensuring appropriate action is taken in line with school policy
- Liaising with relevant external agencies when necessary
- Promoting a culture of safeguarding across the school

Students, staff, and parents may approach the DSL or DDSL directly if they have any concerns regarding student safety or wellbeing and can email them at safeguarding@ise.ac.th.

3. Definition of Safeguarding

Safeguarding refers to the actions taken to protect children from harm and to promote their wellbeing.

This includes protection from:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Bullying and harassment
- Exploitation (including online risks)

4. Roles and Responsibilities

Safeguarding is a shared responsibility.

School Responsibilities

ISE is responsible for:

- Maintaining clear safeguarding policies and procedures
- Training staff to recognize and respond to concerns
- Providing a safe and supervised environment
- Responding appropriately to any safeguarding concerns

Staff Responsibilities
All staff are required to:

- Maintain professional boundaries
- Act in the best interest of students
- Report any concerns immediately to the DSL or DDSL
    - This includes concerns, observations, disclosures, or suspicions relating to student safety and wellbeing, even when there is no direct evidence of harm.
- Support students in a safe and appropriate manner

Student Responsibilities
Students are encouraged to:

- Speak up if they feel unsafe or uncomfortable
- Respect others and contribute to a safe environment
- Seek help from a trusted adult when needed

Students should seek support from any trusted adult, teacher, administrator, or safeguarding lead if they are concerned about their own safety or the safety of another student.

Parent Responsibilities
Parents are expected to:

- Support school policies and procedures
- Communicate concerns with the school
- Work in partnership to support student wellbeing

5. Visitors and Safeguarding Expectations
All visitors to ISE are required to follow safeguarding expectations while on campus.
Visitors must:

- Sign in at the school office upon arrival
- Wear identification while on campus
- Follow all safeguarding procedures
- Report any concerns to a member of staff or the DSL/DDSL

Visitor Code of Conduct
To ensure student safety, visitors must adhere to the following:
Visitors must not:

- Physically touch a child unless necessary to prevent immediate harm
- Use inappropriate, offensive, or abusive language
- Behave in a manner that is inappropriate or suggestive
- Perform personal tasks for students that they can do themselves
- Condone unsafe, illegal, or harmful behavior
- Shame, humiliate, or degrade a child
- Show favoritism or discriminate against students
- Photograph individual students or small groups
- Exchange personal contact details or connect on social media
- Give or receive gifts (including food)
- Use student restrooms
- Meet students outside of school settings
- Visitors should avoid being alone with students whenever possible and should remain within supervised school environments.

Reporting Concerns (Visitors and Community Members)

If a safeguarding concern arises, visitors must:

- Inform a member of staff immediately
- Request to speak to the Designated Safeguarding Lead (DSL) or Deputy DSL
- Take all concerns seriously and listen to the student without judgment

6. Student Wellbeing

Student wellbeing is central to learning and development at ISE.

We aim to create an environment where students feel:

- Safe and supported
- Respected and valued
- Connected to their peers and teachers

Social and Emotional Support

ISE provides support for students through:

- Positive relationships with teachers
- Social-emotional learning opportunities
- Guidance for personal and academic challenges

Students are encouraged to seek support whenever needed.

Student Support Services

ISE is committed to supporting the diverse learning, social, emotional, and developmental needs of students.

Support may include:

- Classroom accommodations and differentiation
- Short-term intervention and targeted support
- Social-emotional support
- Collaboration with families and outside specialists when appropriate

When concerns arise regarding a student's academic progress, wellbeing, or learning needs, the school may initiate a collaborative process involving teachers, parents, and appropriate support personnel.

ISE strives to provide appropriate support within the resources available while maintaining high expectations for student growth and success.

7. Anti-Bullying Commitment

ISE is committed to maintaining a safe and inclusive environment free from bullying.

All reports of bullying are:

- Taken seriously
- Investigated promptly
- Addressed appropriately

8. Reporting Safeguarding Concerns

Concerns may be reported to:

- A teacher/support teacher
- Teaching Assistant
- Designated Safeguarding Lead (DSL)
- Deputy Designated Safeguarding Lead (DDSL)
- School administration

All concerns are handled with care, sensitivity, and urgency. Information will be shared only with those who need to know in order to safeguard and support a student. Absolute confidentiality cannot be guaranteed where a child may be at risk of harm.

When a safeguarding concern is raised, the DSL or DDSL will review the information, determine appropriate next steps, maintain appropriate records, and coordinate support or referrals where necessary.

9. Safeguarding and Digital Environments

ISE recognizes that safeguarding extends to digital spaces.
Students are supported in:

- Using technology safely
- Understanding online risks
- Making responsible choices

This includes awareness of cyberbullying, inappropriate online communication, digital privacy, image sharing, and responsible use of social media and technology.

10. Our Commitment

ISE is committed to maintaining a culture where safeguarding is proactive, responsive, and embedded in everyday practice.

We believe that:

- Every child has the right to feel safe
- Every concern must be taken seriously
- Strong partnerships between school and families are essential

SECTION 6
POLICIES & EXPECTATIONS

This section outlines the key expectations that support a safe, respectful, and effective learning environment at ISE. These policies ensure consistency, fairness, and accountability across the school community.

1. Attendance

Importance of Attendance

Regular attendance is essential for student success. Absences result in missed learning experiences that cannot always be fully replicated.

To receive credit for a course, students must attend at least 80% of class periods per semester. Both excused and unexcused absences count toward this requirement.

Parent Responsibilities

Parents must notify the school of any absence in advance or as soon as possible through:

- Email or phone call to the school office
- Registrar or Main Office contact

Timely communication ensures that the school can support the student appropriately.

Excused Absences	Unexcused Absences	Extended Absences
Excused absences include: • Illness (short-term) • Family emergencies (e.g., death in the family) • Official obligations (e.g., visa renewals) Students are expected to: • Make up missed work • Communicate with teachers	Unexcused absences include: • Family vacations during school time • Unreported absences In such cases: • Parents and students must communicate with the school	For planned extended absences: • Families must submit a Request for Extended Absence Form • Approval is granted on a case-by-case basis. Students are expected to: • Make up missed work • Communicate with teachers
Teachers will provide reasonable opportunities for students to complete missed assessments and assignments.	Teachers may provide guidance on missed work, but full accommodation may not always be possible	Teachers will provide reasonable opportunities for students to complete missed assessments and assignments.

Attendance Policy Waiver

If a student falls below the 80% attendance requirement:

- The school will notify parents of potential loss of credit
- A waiver may be requested in cases of serious or documented circumstances

Supporting documentation (e.g., medical) is required.

2. Tardiness

Punctuality is essential for maintaining a productive learning environment.

Students arriving:

- After 8:00 AM, or
- Late to any class

must report to the office and obtain an Admit Slip.

Repeated tardiness:

- Disrupts learning
- May result in disciplinary consequences
- May impact academic standing if persistent

3. Behavior Expectations

ISE promotes a respectful, inclusive, and safe school environment.

Students are expected to:

- Treat others with respect and empathy
- Follow instructions from staff
- Act responsibly and safely
- Contribute positively to the school community

Behavior expectations apply:

- In classrooms
- On campus
- During school activities
- In digital environments

Behavior Framework

ISE uses a progressive approach to behavior that focuses on:

- Reflection
- Restorative practices
- Accountability

<table>
<tr><th colspan="2">Behavior Chart</th></tr>
<tr><td colspan="2">Level 1</td></tr>
<tr><td>Behaviors that do not significantly interrupt the teaching and learning environment</td><td>Consequences – logical and planned interventions, from least to most intrusive</td></tr>
<tr><td>• Off-task behavior
• Not finishing work or homework
• Noncompliance
• Using inappropriate language
• Littering
• Spitting
• Bringing inappropriate items to school
• Using school materials inappropriately
• Being late
• Being in an inappropriate area
• Minor physical aggression or hitting</td><td>• Clear direction
• Reminder of classroom and school behavioral norms
• Providing choices
• Logical consequences
• Time out for self-reflection
• Verbal apology
• Documentation or record in ManageBac
• Informing parents or guardian</td></tr>
<tr><td colspan="2">Based on the interventions and behaviors change plan for the student, it is the discretion of the SLT to issue an in-school or out-of-school suspension and will apply for a re-entry conference and plan upon return.</td></tr>
<tr><td colspan="2">Level 2</td></tr>
<tr><td>Behaviors that do not significantly interrupt the teaching and learning environment</td><td>Consequences – logical and planned interventions, from least to most intrusive</td></tr>
<tr><td>• Confrontational noncompliance
• Defiance or disrespect
• Swearing or verbal abuse
• Sexual or racial harassment
• Teasing or bullying
• Physical aggression or fighting
• Unsafe play
• Theft</td><td>• Logical consequences
• Time out for self-reflection
• Suspension of privileges
• Behavior contract
• Family conference
• Individual behavior improvement plan
• Counseling</td></tr>
</table>

• Vandalism or graffiti • Leaving school without permission, truancy • Inappropriate use of computers or networks • Cheating	
Based on the interventions and behavior change plan for the student, SLT may issue an out-of-school suspension and require a re-entry conference and plan upon return.	
Level 3	
Behaviors that do not significantly interrupt the teaching and learning environment	Consequences – logical and planned interventions, from least to most intrusive
• Extreme violence towards self, others, or property • Possessing dangerous items or weapons • Placing self or others in danger or possible harm	• Logical consequences • Time out for self-reflection • Suspension of privileges • Behavior contracts • Family conference • Individual behavior improvement plan • Counseling (including counseling out)
Based on the interventions and behavior change plan for the student, principals may issue an out-of-school suspension and require a re-entry conference and plan upon return.	

4. Academic Integrity

Academic integrity expectations are outlined in Section 2.
All students are expected to:

- Submit original work
- Properly acknowledge sources
- Act honestly in all assessments

Violations will be addressed according to school procedures and may result in academic and disciplinary consequences.

5. Use of Artificial Intelligence (AI)

ISE recognizes that AI is an evolving tool in education.
Students may use AI tools to:

- Support research
- Explore ideas

However, students must:

- Clearly acknowledge AI use
- Ensure work reflects their own understanding

Unauthorized or unacknowledged use of AI is considered a breach of academic integrity.

6. Digital Citizenship & Technology Use

Technology must be used responsibly and in alignment with the school's educational purpose.
Students are expected to:

- Respect others' privacy and digital work
- Use school systems responsibly
- Protect passwords and personal data
- Avoid accessing inappropriate or harmful content

Acceptable Use

Technology use must:

- Support learning
- Avoid disruption to others
- Maintain system integrity

The school monitors network use, and violations may result in restricted access or disciplinary action.

Prohibited Activities

The following are not permitted:

- Accessing inappropriate or explicit content
- Hacking or attempting to bypass security
- Cyberbullying or harassment
- Sharing passwords or impersonating others
- Gaming during school hours
- Unauthorized recording or sharing of images

Device Misuse Consequences

1st Offense	2nd Offense
Device confiscated until end of day	Device confiscated; parent must collect

Repeated or serious misuse may result in:

- Loss of technology privileges
- Further disciplinary action

Social Media Expectations

Students must:

- Avoid representing personal views as those of the school
- Not create accounts or pages associated with ISE without permission
- Use school platforms appropriately for communication

Monitoring and Responsibility

- School network usage may be monitored
- Students are responsible for all activity under their accounts
- The school is not responsible for loss or damage to personal devices

7. Alignment Across Policies

All expectations in this section align with:

- Safeguarding policies (Section 5)
- Academic integrity (Section 2)
- Technology in learning (Section 2)

Together, these policies ensure a safe, respectful, and effective learning environment.

8. Uniform & Dress Code

The ISE uniform promotes a sense of identity, belonging, and pride within the school community. It also ensures that students are dressed appropriately for a focused and respectful learning environment.

Students are expected to wear the correct uniform at all times during the school day and at school-related events unless otherwise specified.

Daily Uniform Expectations

Students are required to wear the official ISE uniform, which includes:

Tops	Bottoms
ISE White Polo Shirt or ISE Blue Polo Shirt	Girls: Navy skorts (Elementary and Middle School) Plaid skirts (High School) Boys: Navy pants

General Expectations

- Uniforms should be clean, neat, and appropriately fitted
- Skirt and skort length must be appropriate for a school setting
- Students wearing excessively short skirts will be required to change into PE pants

Physical Education (PE) Uniform

Elementary School (KG–Grade 5)

- Students must wear their PE kit to school on days they have PE

Secondary School (Grades 6–12)

- Students are expected to change into their PE kit during PE lessons
- Students must change back into their school uniform after PE

Outerwear

- Only ISE-approved jackets and hoodies may be worn on campus
- Personal jackets, hoodies, or non-ISE outerwear are not permitted

Footwear

- Students must wear closed-toe shoes at all times
- Shoes should be appropriate for a school environment

The following are not permitted:

- Crocs
- Flip-flops
- Open-toed footwear

Grooming and Presentation

Students are expected to maintain a neat and appropriate appearance that supports a respectful learning environment.
This includes:

- Wearing the uniform correctly
- Maintaining general cleanliness and hygiene
- Avoiding overly casual or inappropriate presentation

Non-Compliance

Students who do not meet uniform expectations may be:

- Asked to change into appropriate attire
- Provided with temporary alternatives (e.g. PE clothing)
- Referred to the office if repeated concerns occur

Parents may be contacted in cases of ongoing non-compliance.

Our Shared Responsibility

Parents are asked to:

- Ensure students arrive at school in the correct uniform
- Support school expectations regarding dress and presentation

Students are expected to:

- Take responsibility for wearing the correct uniform
- Represent the school with pride

SECTION 7
HEALTH & SAFETY

The health and safety of all students, staff, and visitors is a top priority at ISE. The school maintains comprehensive procedures and protocols to ensure a safe, responsive, and healthy learning environment.

1. School Health Services

School Nurse and Infirmary

ISE has a trained, registered nurse on campus at all times, based in the school infirmary. The infirmary serves as the primary space for student health care during the school day.
The school provides:

- Immediate first aid and medical support
- Monitoring of student health concerns
- Basic health screenings (e.g., vision, hygiene)
- Support for students with ongoing medical needs

Students may visit the nurse's office with teacher permission at any time during the school day if they are feeling unwell or have been injured. Students may also be referred to the nurse by school staff for health-related concerns.

Contact: nurse@ise.ac.th

Illness During the School Day

If a student becomes ill at school:

- The student will be referred to the school nurse
- If the illness is contagious or prevents participation in class, the student will remain in the infirmary
- Parents will be contacted and asked to collect their child

Parents are required to provide:

- Up-to-date emergency contact information
- An alternative contact person in case parents are unavailable

If parents will be out of the country, the school nurse, administration, and relevant teachers must be informed in advance.

Medical Emergencies

In the event of a serious injury or medical emergency:

- The nurse will be notified immediately
- First aid will be administered
- Parents will be contacted without delay
- If necessary, the student will be transported to a local hospital

A member of school staff will accompany the student to the hospital until a parent or guardian arrives.

Contagious Diseases

If a student is diagnosed with a contagious illness:

- Parents must notify the school office
- The school will inform the nurse and relevant staff
- A notification may be sent to other families regarding possible exposure

Before returning to school:

- The student must provide medical clearance from a doctor
- Final clearance may be confirmed by the school nurse

Medication at School

The school nurse does not prescribe medication or treat long-term medical conditions.

However:

- Basic medication (e.g., for fever or minor discomfort) may be administered unless parents request otherwise
- Prescribed medication may be given only with written authorization from a parent or doctor

The authorization must include:

- Student name
- Medication name
- Dosage
- Reason for administration

Elementary students are not permitted to carry medication during the school day. All medication must be given directly to the nurse.

Parent Responsibilities

To ensure student safety, parents must:

- Provide accurate and updated medical information
- Inform the school of any health conditions or allergies
- Ensure emergency contact details are current
- Communicate any relevant health concerns

2. Illness Guidelines

To maintain a healthy environment, students should remain at home if unwell.

When Students Should Stay Home

Students should not attend school if they have:

- Fever (≥ 37.5˚C)
- Vomiting or diarrhea
- Contagious illnesses
- Persistent or worsening symptoms

Contagious Illness Protocols

Parents must notify the school if a student is diagnosed with a contagious illness.
Examples include:

- Influenza
- Chickenpox
- Hand, Foot and Mouth Disease
- Measles, Mumps
- COVID-19

Students may only return:

- After required isolation periods
- With medical clearance where applicable

Return-to-School Guidelines (Examples)

- Fever: Must be fever-free without medication
- Vomiting/Diarrhea: 24 hours symptom-free
- COVID-19: Negative test required
- Head Lice: Treated and cleared by nurse

The school nurse will determine final clearance when necessary.

3. Emergency Procedures

ISE maintains clear procedures for responding to emergencies, including:

- Medical emergencies
- Fire evacuations
- Lockdowns
- Environmental hazards (e.g., air quality)

Students are supervised at all times, and regular drills ensure readiness.

4. Fire Safety and Evacuation

ISE maintains a comprehensive fire safety system to minimize risks and ensure safe evacuation.

Fire Safety Measures

The school ensures:

- Regular fire risk assessments
- Staff training and safety drills
- Maintenance of fire alarms and equipment
- Clearly marked exit routes

Fire safety equipment and systems are regularly inspected and maintained.

Evacuation Procedures

When the fire alarm sounds:
Students and staff must:

- Remain calm
- Leave belongings behind
- Exit the building using the nearest safe route
- Proceed to the designated assembly point
- Follow staff instructions at all times

Teachers will:

- Lead students to assembly areas
- Take attendance immediately
- Report missing individuals

Assembly Points

- Secondary School: Secondary Car Park
- Elementary School: Elementary Car Park

Students must remain at the assembly point until the all clear is given.

Fire Drills

- Conducted at least twice per year
- May be planned or unannounced
- Designed to ensure all students and staff are familiar with procedures

5. Lockdown Procedures

Lockdown procedures are used to protect students and staff during situations that pose an immediate threat.

This may include:

- External threats
- Violent or unsafe behavior
- Police-directed safety measures

Lockdown Signals

Staff may be alerted through:

- Intercom announcements
- Repeated or unusual bell signals
- Direct communication

During a Lockdown

Teachers and staff will:

- Move students to a secure room
- Lock all doors
- Close blinds or curtains
- Keep students quiet and out of sight
- Take attendance and report to the office

Students must:

- Follow instructions immediately
- Remain calm and silent
- Stay with their teacher

Communication

- Staff will not contact parents during lockdown
- The school will communicate updates via official channels once safe
- Authorities may be involved depending on the situation

6. Air Quality (AQI) Policy

ISE actively monitors air quality to protect student health, particularly from PM2.5 exposure.

Monitoring

Air quality is monitored using on-campus sensors and can be accessed via the AirVisual platform.

AQI Response Levels

- 0–100 (Good–Moderate): Normal activities
- 101–150: Monitor sensitive students
- 151–200: Outdoor activities moved indoors
- 201–300: Outdoor activities canceled
- 301+: All remain indoors; activities suspended

Support for Sensitive Individuals

Students with respiratory or health concerns:

- May remain indoors
- May receive additional accommodations

Parents are encouraged to communicate specific needs with the school

7. Health & Safety Responsibilities

Maintaining a safe environment is a shared responsibility.
Students

- Follow safety procedures
- Report concerns
- Act responsibly

Parents

- Keep students home when unwell
- Provide accurate medical information
- Communicate concerns

School

- Maintain safe facilities
- Provide training and drills
- Respond effectively to incidents

8. Our Commitment

ISE is committed to ensuring a safe, healthy, and responsive school environment.
Through clear procedures, regular training, and strong communication, we aim to safeguard the wellbeing of every member of our community.

SECTION 8
PARENT PARTNERSHIP

At ISE, we believe that strong partnerships between school and home are essential to student success. Open communication, mutual respect, and shared responsibility create a supportive environment where students can thrive academically, socially, and emotionally.
We encourage all families to actively engage with the school community and to work collaboratively with teachers and staff.

1. Parent Responsibilities

A strong partnership between home and school is essential to student success. Parents and guardians play a vital role in supporting learning, wellbeing, and positive school experiences.
Parents are expected to:

- Ensure regular student attendance and punctuality.
- Maintain current emergency and contact information.
- Monitor student progress through Seesaw or ManageBac.
- Support students in meeting academic expectations.
- Encourage responsible technology use and academic integrity.
- Communicate respectfully and constructively with school personnel.
- Support school policies, procedures, and expectations.
- Partner with the school in addressing concerns related to student learning, behavior, attendance, and wellbeing.

By working together, families and school staff help create a positive and supportive learning environment for all students.

2. Respectful Communication

ISE values open, respectful, and collaborative communication between families and school personnel.

Parents and guardians are expected to communicate in a manner that is professional, respectful, and solution-focused. Concerns should be addressed through appropriate channels and in a spirit of partnership.

The school is committed to listening to concerns, providing clarification when needed, and working collaboratively to support student success.

Abusive, threatening, discriminatory, or harassing behavior toward staff, students, or community members will not be tolerated and may result in restrictions on access to school facilities or events.

3. Social Media and Community Conduct

ISE recognizes that social media can be a valuable tool for communication and community engagement.

Parents and guardians are encouraged to address questions, concerns, or complaints directly with the school rather than through social media platforms, messaging groups, or public forums.

Community members are expected to use social media responsibly and avoid sharing confidential information, inaccurate information, or content that may negatively impact students, staff, or the school community.

Constructive communication helps maintain trust and positive relationships within the school community. Families are encouraged to assume positive intent, seek clarification when needed, and work directly with the school to resolve concerns whenever possible.

4. Communication Channels

ISE uses a variety of communication platforms to ensure that families are informed, connected, and supported.

Primary Communication Platforms

Seesaw (Preschool & Elementary)
Seesaw is used to:

- Share student learning and classroom experiences
- Provide ongoing updates and feedback
- Communicate between teachers and parents

Parents are encouraged to check Seesaw regularly to stay informed about their child's progress.

ManageBac (Secondary School)
ManageBac is used to:

- Track assignments and deadlines
- Monitor grades and attendance
- Access report cards
- Communicate with teachers

Students and parents are expected to check ManageBac regularly.

Email and School Communication
Email is used for:

- Direct communication with teachers and staff
- Important school announcements
- Follow-up communication when needed

Parents are encouraged to maintain updated contact information and to check email regularly.

School Website and Calendar
The school website provides:

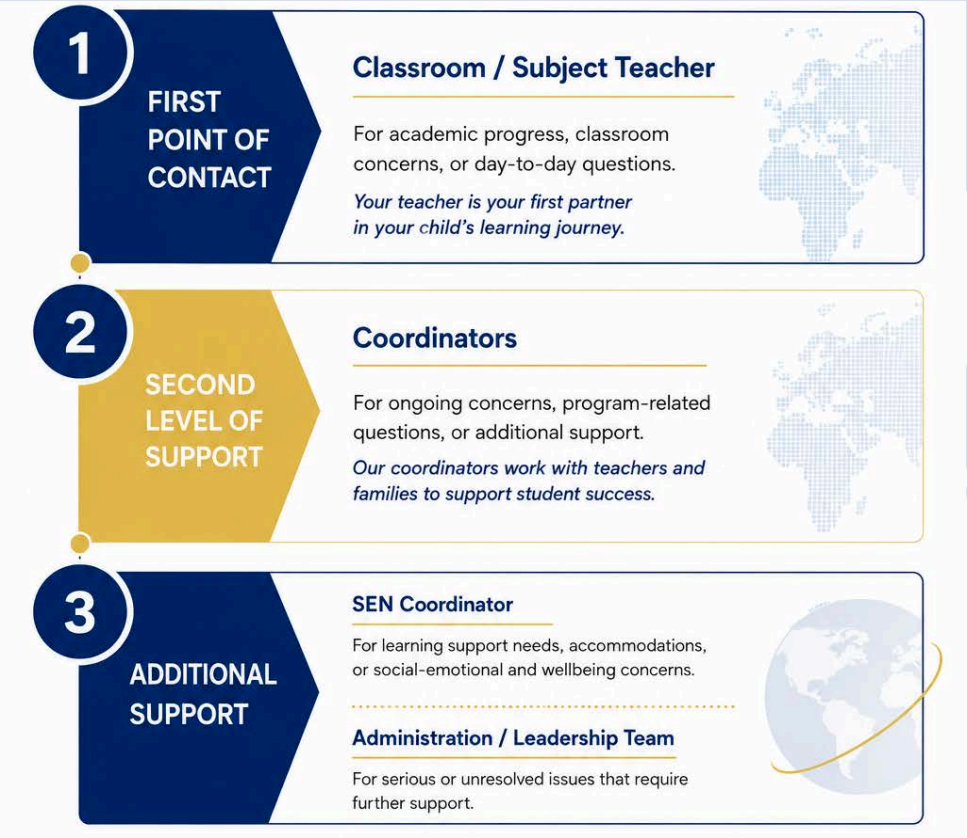
- Academic calendar
- School events and activities
- Important announcements

The calendar is regularly updated and serves as the primary reference for school-wide events.

Communication Expectations
ISE values clear, respectful, and timely communication.
Parents are encouraged to:

- Communicate directly with teachers regarding academic concerns
- Allow reasonable time for responses (typically within 24–48 hours on school days)
- Maintain respectful and constructive communication

5. Who to Contact
To ensure concerns are addressed efficiently, ISE follows a clear communication pathway.



Guiding Principle
We encourage parents to:

- Address concerns early
- Follow the appropriate communication pathway
- Work collaboratively with the school to support student success

6. Parent Involvement
ISE values and encourages parent involvement as an important part of the school community.

Ways to Get Involved
Parents may:

- Attend school events and celebrations
- Support classroom activities (when appropriate)
- Participate in school initiatives and programs
- Engage in workshops and information sessions

Supporting Learning at Home
Parents play a key role in supporting their child's learning by:

- Establishing routines for homework and study
- Encouraging reading and curiosity
- Supporting organization and time management
- Maintaining open communication with their child

School Events and Community Engagement
ISE hosts a variety of events throughout the year that promote:

- Community connection
- Cultural awareness
- Student engagement

Parents are encouraged to participate actively in these events.

7. Parent Association
The Parent Association (PA) plays an important role in strengthening the school community.

Purpose of the PA
The PA aims to:

- Foster positive relationships between parents, staff, and students
- Support school events and initiatives
- Enhance the overall student experience

PA Activities
The PA may:

- Organize community events
- Support fundraising initiatives
- Contribute to school programs and activities

Parent Participation
All parents are encouraged to:

- Join the PA
- Participate in meetings and events
- Contribute ideas and feedback

8. Partnership Expectations
A successful partnership between school and home is built on shared expectations.

ISE Commits To:

- Providing clear and timely communication
- Supporting student wellbeing and learning
- Maintaining a safe and inclusive environment

Parents Commit To:

- Supporting school policies and expectations
- Maintaining open and respectful communication
- Staying informed and engaged
- Working collaboratively with the school

9. Our Shared Goal

Our shared goal is to ensure that every student at ISE is:

- Supported academically
- Safe and cared for
- Encouraged to grow and succeed

Through strong partnerships, we create a community where students can thrive and reach their full potential.

SECTION 9
LOGISTICS

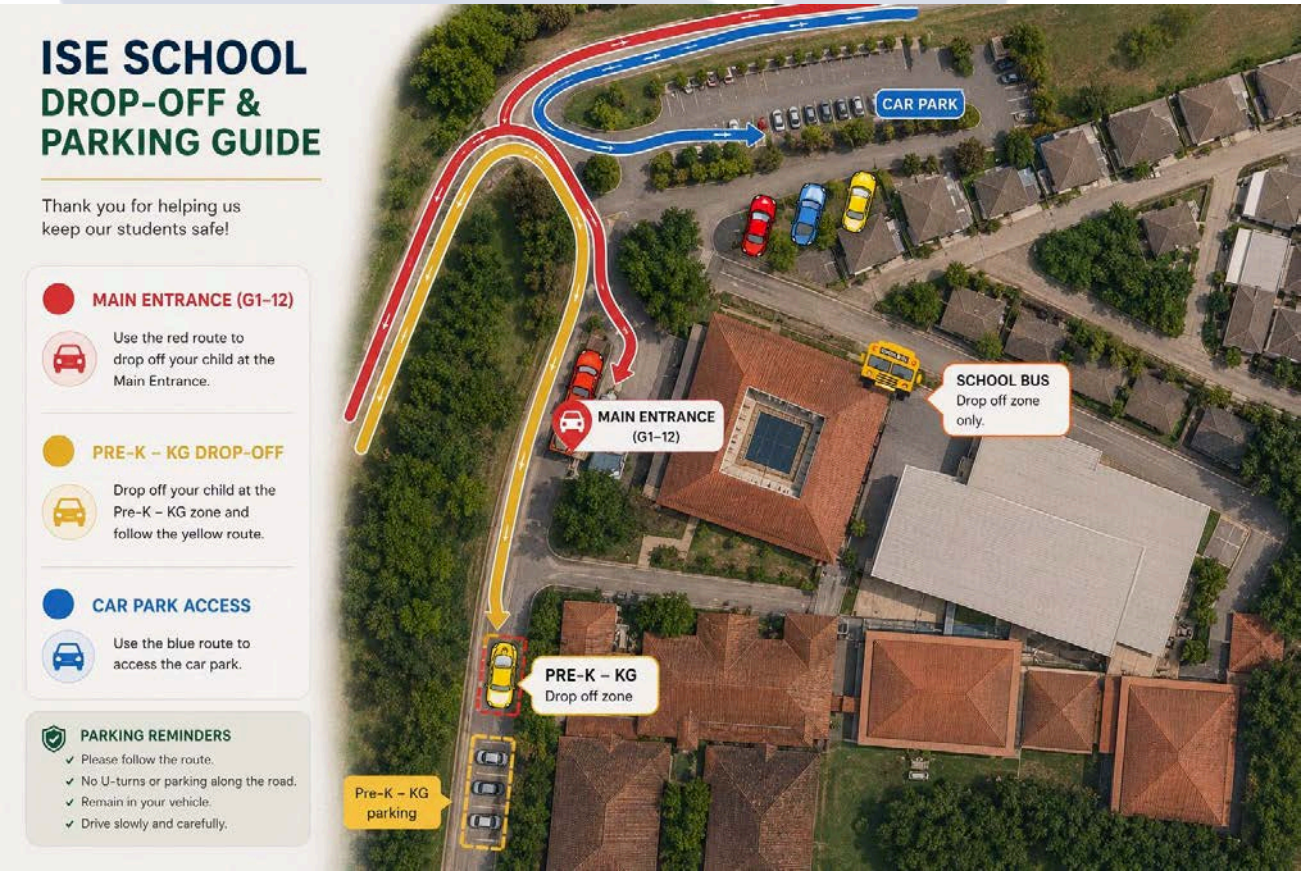
This section outlines the day-to-day operational procedures that ensure the safe and efficient movement of students on and off campus.

1. Drop-Off & Pick-Up Procedures

The safety of our students is a shared responsibility between families and the school. Parents and guardians are expected to follow all campus traffic procedures and the directions of school personnel during arrival and dismissal to ensure a safe, efficient, and orderly environment.

Quick Reference

Activity	Time	Location
Morning Drop-Off	7:40–7:50 AM	Main Entrance (Grades 1–12)Elementary Entrance (Pre-K–KG)
School Begins	7:50 AM	Classrooms
Bus Departure	3:00–3:10 PM	Bus Loading Area
Car Pick-Up	3:05–3:15 PM	Main School Entrance
After School Activities Pick-Up	4:05–4:15 PM	Main School Entrance



Morning Drop-Off

To help ensure a safe and positive start to each school day:

- Students should arrive between **7:40 AM and 7:50 AM**.
- Classes begin promptly at **8:00 AM**.
- All students should enter campus through the designated entrance for their division.
- Parents should follow the designated traffic flow and the directions of school personnel.
- Students should exit vehicles promptly with all required belongings.
- Parents should remain in their vehicles unless otherwise instructed.
- Vehicles should not be left unattended in the designated drop-off zone.

Drop-Off Locations

Division	Drop-Off Location
Pre-Kindergarten – Kindergarten	Elementary Entrance
Grades 1–12	Main School Entrance

Afternoon Pick-Up

Students who are not participating in an After School Activity are expected to leave campus promptly at dismissal.

Students may only leave campus by:

- A parent or legal guardian
- An authorized adult designated by the family
- Their registered school bus
- Prior written authorization approved through the School Office

For student safety:

- Students are **not permitted to leave campus independently** unless prior authorization has been provided to the School Office by a parent or guardian.
- School personnel may request identification before releasing a student to an unfamiliar adult.
- Students should remain in designated supervised areas until dismissed.

Transportation or Pick-Up Changes

If your child's dismissal arrangements change, please notify the School Office before 12:00 PM whenever possible.

Changes may include:

- Car pick-up instead of the school bus
- Bus instead of car pick-up
- Collection by another authorized adult
- Permission for independent departure
- Changes to After School Activity attendance
- Early departure from school

Last-minute requests may not always be possible to accommodate.

Late Pick-Up

Parents and guardians are expected to collect students promptly at dismissal.
If an unforeseen delay occurs:

- Notify the School Office as soon as possible.
- Students will remain in a supervised area until they are collected.

Repeated late pick-ups may result in follow-up communication with parents and additional supervision procedures as determined by the school.

Student Safety

The school assumes responsibility for students during the school day and until they have been released to a parent, authorized adult, or approved mode of transportation.

To support a safe dismissal process:

- Students may not leave campus during the school day without authorization from the School Office.
- Students should remain within designated supervised areas until dismissal.
- Parents and visitors are expected to follow all campus traffic procedures and staff directions.
- The school reserves the right to modify arrival and dismissal procedures to ensure the safety of students and the efficient operation of the campus.

2. Campus Access

Parent Access to Campus

Parents are welcome to visit the campus by appointment.

- All parents must enter through the main office
- Parents are required to wear their parent ID card while on campus
- ID cards are issued by the school and available at the main office

If a parent does not have a current ID card:

- They must check in with the receptionist before entering campus

Visitor and Access Expectations

- All visitors must sign in at the main office

- Access to classrooms and learning spaces is restricted during the school day unless prior arrangements have been made
- Parents should not enter classrooms without teacher approval

All access procedures align with the school's Safeguarding Policy (Section 5).

After-Hours Campus Access

- Access to classrooms after school hours or on weekends is restricted
- Permission must be obtained from a teacher or school administration

School guards and cleaning staff:

- Are not permitted to open classrooms for non-school personnel without authorization

For school-sponsored activities:

- Classroom use must be arranged in advance
- Expectations for use must be clearly communicated and followed

Student Movement on Campus

- Students must remain in designated areas during the school day
- Students may not leave campus without authorization
- Secondary students are responsible for moving between classes appropriately and on time

3. Photography and Media

Throughout the school year, photographs, videos, and student work may be used to celebrate learning, document school activities, and share school programs with the wider community.
Media may be used in:

- School publications
- School newsletters
- School websites
- Official school social media platforms
- Marketing and promotional materials

The school will respect media consent preferences provided by parents and guardians and will make reasonable efforts to ensure that student privacy is protected.

4. Transportation & Bus Services

ISE offers a school bus service for a fee. Registration is required, and availability may vary depending on location and demand.
The school also provides transportation for After School Activities (ASA) where applicable.

Bus Registration and Changes

- Bus service should be arranged at the time of enrollment
- Changes to transportation must be requested by parents or guardians only
- All changes must be submitted to the Transportation Coordinator before 12:00 PM

Requests made after this time may not be accommodated.
Students are not permitted to change buses or travel arrangements without prior approval.

Transportation Coordination

Transportation is managed by the school's Transportation Coordinator.
Parents must:

- Communicate any changes clearly and in advance
- Notify the school if a student will not use the bus on a given day

Failure to notify may result in delays for other students.

Bus Pick-Up and Drop-Off

Morning Pick-Up

- Students must be at the designated stop on time
- The bus will wait no longer than 3 minutes

Afternoon Drop-Off

- Students must exit at their assigned stop
- Students in Grade 5 and younger must be met by a parent or designated adult

If no adult is present:

- The bus will wait briefly
- The Transportation Coordinator will attempt to contact parents
- If necessary, the student will be returned to school for pick-up

Responsibilities

Parent Responsibilities

- Ensure students are on time at pick-up points
- Meet younger students at drop-off locations
- Inform the school of changes in advance
- Review behavior expectations with their child

Student Responsibilities

- Be punctual
- Follow all safety rules
- Respect the driver, monitor, and other students
- Take care of personal belongings

5. Liability and Safety

The school is not responsible for:

- Students who leave campus with others without notification
- Unauthorized changes in transportation arrangements

All transportation procedures are in place to ensure the safety and accountability of every student.

6. Our Commitment

ISE is committed to maintaining safe, organized, and efficient systems that support daily school operations.

Through cooperation between families and the school, we ensure that all students arrive and depart safely each day.

SECTION 10
COMMUNICATION & APPEALS

ISE values open, respectful, and constructive communication between students, parents, and the school. Strong communication supports student success and helps build a positive and collaborative school community.

This section outlines the school's communication channels, expected lines of communication, and the formal appeals process.

1. Communication

ISE provides multiple communication channels to ensure that families remain informed, connected, and engaged in school life.

2. School Communication

- Weekly school news and important information are shared during homeroom and through the weekly Eagles Blast
- Parents of Elementary students also receive updates through:
    - Friday folders
    - Class newsletters
    - Seesaw

These channels provide regular insights into school events, announcements, and student learning.

3. Direct Communication with Teachers

Teachers may communicate with parents through:

- ManageBac (Secondary School)
- Seesaw (Preschool and Elementary School)
- Email
- Phone calls (when necessary)

Parents are encouraged to:

- Check these platforms regularly
- Maintain open communication with teachers
- Address questions or concerns in a timely and respectful manner

3. Official School Platforms

Parents are encouraged to follow ISE's official communication platforms:

- LINE Official Account
    - Updates on AQI / PM2.5
    - School announcements
    - Event information
    - Access to the weekly Eagles Blast
- Facebook and Instagram
    - Photos of school events and activities
    - Highlights of student learning
    - Community updates

4. School Office Contact

For immediate inquiries or assistance, parents may contact the school office:

- Phone: 038 372 591
- Office Hours: 7:30 AM – 5:00 PM

The school office serves as the central point of contact and can direct parents to the appropriate staff member.

5. Communication Expectations

ISE values communication that is:

- Respectful and constructive
- Timely and solution-focused
- Focused on the best interests of the student

Parents are encouraged to:

- Communicate directly with teachers as a first step
- Allow reasonable time for responses (typically within 24–48 hours on school days)
- Work collaboratively with the school to resolve concerns

6. Response Expectations

The school strives to respond to questions, concerns, and requests in a timely manner.

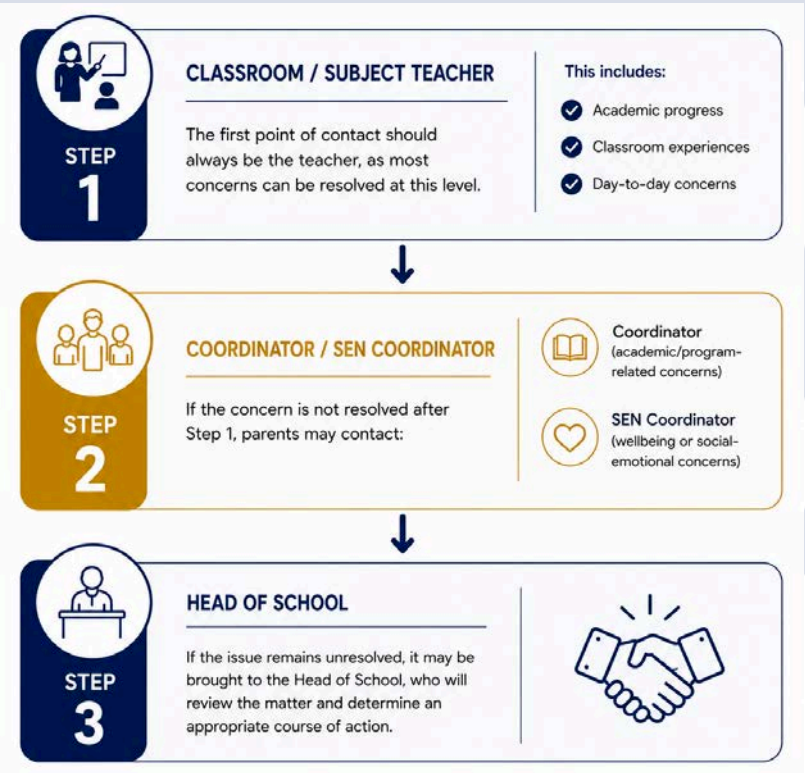
As a general guideline:

Inquiry Type	First Point of Contact
Academic Concern	Classroom or Subject Teacher
Behavioral Concern	Homeroom Teacher
Attendance Concern	School Office
Student Wellbeing Concern	SEN Coordinator or Homeroom Teacher
Safeguarding Concern	Designated Safeguarding Lead
School Policy Concern	Elementary/Secondary Coordinator or Head of School

Response times may vary depending on the nature and complexity of the concern. Families should generally expect acknowledgment within two working days whenever possible.

7. Lines of Communication

ISE encourages parents and students to follow a clear communication pathway when addressing concerns.



Guiding Principle
We encourage all members of the school community to:

- Address concerns early
- Follow the appropriate communication pathway
- Work collaboratively toward resolution

8. Appeals Process

If a concern cannot be resolved through the established communication pathway, a formal appeal may be made.

Submitting an Appeal

A student or parent may submit an appeal after completing Steps 1–3.
The appeal must:

- Be submitted in writing
- Be addressed to the Chair of the Board of Directors or Board Advisor
- Include a copy to the Head of School
- Clearly outline:
    - The concern
    - Steps already taken
    - The desired resolution

Review Process

Upon receiving an appeal:

- The Board of Directors will review the submission
- The appeal may be placed on the agenda of the next scheduled Board meeting
- In some cases, a special meeting may be convened

Confidentiality

All appeals are:

- Reviewed in Executive Session
- Treated with appropriate confidentiality

Final Decision

The decision of the Board of Directors is final.

9. Our Commitment

ISE is committed to:

- Maintaining open and respectful communication
- Addressing concerns fairly and promptly
- Supporting positive relationships between school and families

We encourage all members of the school community to approach communication with a spirit of collaboration and mutual respect.

SECTION 11
APPENDICES

International School Eastern Seaboard

School Year 2026 -2027

INTERNATIONAL SCHOOL EASTERN SEABOARD

INTERNATIONAL SCHOOL EASTERN SEABOARD

Su	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

13 student days

August 2026

3rd: TAs, New Staff Report to work

3rd-5th: New Staff induction

6th: Returning Teachers Report

12th: Mother's Day

13th – First Day of School

Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

22 student days

September 2026

Su	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

16 student days

October 2026

13th: Rama 9 Memorial Holiday

12th - 19th: ISE Fall Break

16th: Chulalongkorn Day (Observed)

19th: Faculty Inservice day (No Students)

Su	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

21 student days

November 2026

Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

13 student days

December 2026

7th: Father's Day Substitution Holiday

18th: Last day of the 1st Semester

21st-31st: Winter Break

Su	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

14 student days

January 2027

1st-2nd: New Year Holiday

1st-8th: Winter Break

11th: Faculty Inservice Day (No Students)

12th: First Day of Second Semester

Su	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

20 student days

February 2027

8th to 12th: ISE Break

Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

15 student days

March 2027

Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

23 student days

April 2027

12th-20th: Songkran Break

20th: Faculty Inservice day (No Students)

Su	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

15 student days

May 2027

3rd: Labor Day Holiday (Observed)

Su	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
20	31					

20 student days

June 2027

3rd: H.M. Queen's Birthday Holiday

11th: Last Student day of Second Semester

(HALF DAY for students)

22nd: Last TA's Day

Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

8 student days

July 2027

Summer Break

28th: His Majesty King Maha Vajiralongkorn's Birthday Holiday

Su	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

0 student days

Whole School Closed

Only Office Open

Staff Training

New Staff induction

Website: www.ise.ac.th Contact: +66(0) 380372591 , +66(0) 879171010 Email: ise@ise.ac.th

SECONDARY SCHOOL BUILDING FLOOR PLAN 2026–2027

1st FLOOR

- **SCHOOL SHOP**
  - **ROOM 103** Procurement/ Finance — K. Tai, K. Noo
  - **ROOM 104** Account — K. Hor, K. Nid & K. Pu
- **ROOM 127** Arts — Kristina Vakhova
- **STORAGE ROOM**
- **ROOM 125** Arts — Kristina Vakhova
- **ROOM 109** School Office — K. Pang, K. Noon, K. Bundit, K. Lily, Ms. An
- **STAIR**
  - HR K. Aom
  - GM K. Krid
- **TOILET**
- **BOOK STORE** — K. Aew
- **ROOM 117** Staff lounge
- **ROOM 119** Assessment Room

2nd FLOOR

- **ROOM 200** Thai (Non-Thai) — K. Sai
- **ROOM 201** Thai or Thai — K. Ning
- **ROOM 202** Math and Science — Mr. John Moore
- **ROOM 203** EAL — Mr. Nick Welton
- **ROOM 204**
- **ROOM 217** Social Studies — Mr. Kevin Spiteri
- **STAIR**
- **TOILET**
- **STAIR**
- **ROOM 215** SS Maker Space
- **RECORDING STUDIO**
- **ROOM 210 ICT** — Mr. Michael Neuwahl
- **IT DEPT** — K. Jit / K. Tonnam

3rd FLOOR

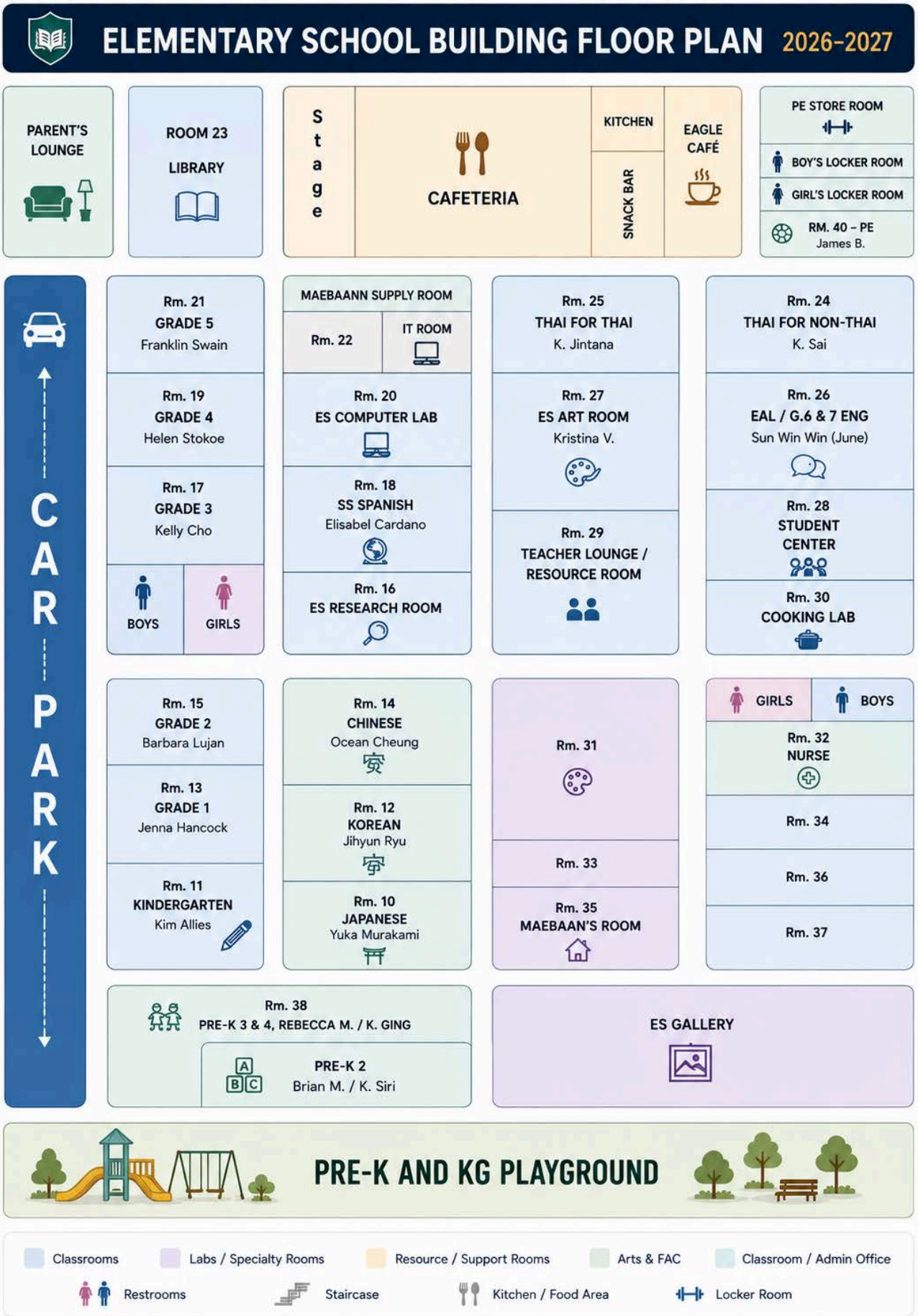
- **ROOM 301** English — Mr. Yasha Kehn, Ext. 261
- **ROOM 302** English — Ms. Rebecca kehn, Ext. 313
- **ROOM 303** Staff/Faculty/ IB Resource Room — Ext. 313
- **ROOM 304** SS Meeting Room — Ext. 261
- **ROOM 305** Math and Science — Ms. Frenzy Priete Almocera, Ext. 263
- **ROOM 314/ 315** Student Common Room
- **STAIR**
- **TOILET**
- **STAIR**
- **ROOM 313** Chemistry Lab — Ms. Bharti Waswani, Ext. 307
- **ROOM 311** Storeroom
- **ROOM 312** — K. Nuchat office, Ext. 310
- **ROOM 310** Biology Lab — Ms. Andrea Rios, Ext.319
- **ROOM 309** Math — Mr. Mark Watson, Ext. 305

FINE ARTS CENTRE (FAC)

- **ROOM 401** Exhibition Center
- **ROOM 402** Music & Band
- **ROOM 403** Gallery Room
- **AUDITORIUM**

Classrooms · Labs / Specialty Rooms · Resource / Support Rooms · Arts & FAC · Classroom / Admin Office
Restrooms · Staircase · Kitchen / Food Area · Locker Room

ELEMENTARY SCHOOL BUILDING FLOOR PLAN 2026-2027



Elementary School Co-ordinator: Kim Allies		Room No.
Pre-K 2 and 3	Brian Travis McCoubrey	ES38
Pre-K 4	Rebecca Marsh	ES38
Kindergarten	Kim Allies	ES11
Grade 1	Jenna Hancock	ES13
Grade 2	Barbara Ann Lujan	ES15
Grade 3	Kelly Cho	ES17
Grade 4	Helen Catherine Stokoe	ES19
Grade 5	Franklin Swain Jr.	ES21
Music	Van Larry Rojas	FAC Music
EAL / G.6-7 English	Sun Win Win Pa (June)	ES26
Visual Arts	Kristina Vakhova	ES27
PE	James Boyle	PE Office
Thai Language	Jintana Ong-on, Racha (Sai) Jitsa-ngiam	ES25
Chinese	Hoi Yeung Ocean Cheung	ES14
Korean	Jihyun Ryu	ES12
Japanese	Yuka Murakami	ES10
Safe-guarding	Barbara Ann Lujan	ES15
ICT - Computer Lab	Michael Cornelis Nicolaas Neuwahl	ES20
Secondary School Co-ordinator: Mr. John Moore		**Room No.**
IB English A, IB English B, English	Rebecca Kehn	SS302
IB History, Social Studies	Kevin Ryan Spiteri	SS217
IB Biology, Science Grade 6-8?	Andrea Angulo Rios	SS310
IB Chemistry/Integrated Science 9-10	Waswani Manoj Bharti	SS313
SS Math / Science	John Laurence Moore	SS202
IB Math AA, Mathematics	Mark Watson	SS309
IB Spanish, Spanish Language	Elisabel Cardano	ES18
IB Thai, Thai Language	Prareena(Ning)Khamaarpakamon	SS201
IB Korean, Korean Language	Jihyun Ryu	ES12
IB Japanese, Japanese Language	Yuka Murakami	ES10
IB Visual Arts , Visual Arts	Kristina Vakhova	SS127

IB Music, Band	Van Larry Rojas	FAC Music
SS English & IB Economics and Business Management	Yasha Kehn	SS301
SS Math / Science	Frenzy Priete Almocera	SS305
EAL	Nicholas Welton	SS203
Computer Science	Michael Cornelis Nicolaas Neuwahl	SS210
Chinese Language Teacher	Hoi Yeung Ocean Cheung	ES14
PE	James Boyle	PE Office
Special Education Needs Coordinator	Barbara Ann Lujan	ES15
Teacher Assistants		**Room No.**
Teacher Assistant - SS Science	Nuchat Chanachote	SS312
Teacher Assistant - Pre-K2	Siriwanaporn (Siri) Yordmanun	ES38
Teacher Assistant - Pre-K 3&4	Thidarat (Ging) Wongsa	ES38
Teacher Assistant - KG & G.1	Sukanya (J) Jachalee	ES11,ES13
Teacher Assistant - Grade 2 & 3	Treekawin (Sofia) Chaiareewong	ES15,ES17
Teacher Assistant - Grade 4 & 5	Supanida (Goong) Somboon	ES19,ES21
Teacher Assistant / Librarian	Nawawat Charoensuk (Khun Guy)	Library
Teacher Assistant - P.E.	Supunsa(Kate) Klasungnoen	PE Office

Contact Directory

Department/Position	Email
Main Office	ise@ise.ac.th
Head of School	sohyoung@ise.ac.th
Elementary Coordinator	kallies@ise.ac.th
Secondary Coordinator	jmoore@ise.ac.th
Admissions	admissions@ise.ac.th
School Secretary	siriporn@ise.ac.th
Finance Office	finance@ise.ac.th
School Nurse	nurse@ise.ac.th
SEN Coordinator	blujan@ise.ac.th
EAL Coordinator	nwelton@ise.ac.th
IB Diploma Coordinator	bwaswani@ise.ac.th
Transportation	tong@ise.ac.th
Safeguarding Team	safeguarding@ise.ac.th
IT Support	it@ise.ac.th

School Office Phone Number	0-3837-2591, 087-917-1010, 083-496-6111

Official LINE ID	@ise1994