

Parent-Student Handbook Academic Year 2025/26



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Introduction to the ISZL Parent-Student Handbook

We believe that strong partnerships between families and the school are key to creating a positive and nurturing environment where students can succeed. When we maintain open lines of communication and work in partnership, we help our children grow into confident learners who feel supported every step of the way.

The ISZL Parent-Student Handbook is your go-to guide for understanding daily life at ISZL. It outlines important policies and procedures while reflecting the diverse community we share. Updated each year, the handbook ensures that families have access to the most up-to-date and essential information.



ISZL Code of Conduct: *A Commitment to Our Values and Our Mission*

The **ISZL Code of Conduct** fosters a positive, safe, and inclusive environment where every individual feels valued and empowered. It promotes positive behaviour, repairs harm, and ensures that teaching and learning thrive.

Our Code of Conduct emphasises the importance of **all** ISZL community members' commitment to our values:

- **WE RESPECT** - We show care, compassion, empathy, and fairness, valuing diverse perspectives and cultures while taking responsibility for actions to build trust and positive relationships.
- **WE MOTIVATE**- We embrace challenges with determination, curiosity, and confidence, fostering growth through lifelong learning, adaptability, and innovation.
- **WE ACHIEVE** - We cultivate well-being and self-awareness through balance and reflection, encouraging personal growth and continuous improvement.

Our Understanding of Behaviour

- Behaviour is a learned and dynamic response, shaped by internal and external factors.
- A whole-school approach emphasises teaching positive behaviour and clear expectations.
- Restorative Practices guide reflection, accountability, and repair of harm, ensuring appropriate consequences.

Our Whole-School Approach

- Developing environments and systems that prioritise well-being.
- Alignment with the IB Learner Profile and Approaches to Learning (ATLs).
- Active teaching of self-awareness, empathy, and collaborative skills.

Clarity and Collective Responsibility

While the concepts in the ISZL Code of Conduct apply to all, this document is primarily focused on students. Building a positive and safe community is a shared responsibility, and clear, respectful communication is essential. Parents and guardians are key members of our community, and their commitment to our values and expectations is vital. For all adults, the Code of Conduct also addresses behaviours that conflict with our school's principles. Together, we uphold a respectful and thriving environment by recognising that behaviour is a response. Our focus is on understanding the underlying reasons behind actions rather than solely addressing the actions themselves. Preventative approaches like social-emotional learning (SEL), restorative circles, and inclusive teaching practices are our most powerful tools for supporting student growth and reducing barriers before challenges arise.

The IB Learner Profile and the Approaches to Learning

ISZL integrates the IB Learner Profile and Approaches to Learning (ATLs) to encourage positive behaviour and community responsibility. The Learner Profile serves as a foundation in Social-Emotional Education, classroom meetings, and restorative circles to teach self-awareness, empathy, and accountability. These concepts are reinforced through discussions, visible signage in learning spaces, and positive recognition within the community. The ATLs — Thinking, Communication, Research, Self-Management, and Social Skills — support the development of positive, collaborative behaviours for all community members. The shared language of the Learner Profile and ATLs is consistently communicated and referenced throughout our community. Below are examples of how the IB Learner Profile informs our approach to behaviour:

1. **Inquirers** Students are encouraged to ask questions about their behaviour and its impact on others.
2. **Knowledgeable:** Teaching students about the functions of behaviour (e.g., attention, escape, sensory needs) helps them recognise and regulate their actions.
3. **Thinkers:** Students learn to analyse the consequences of their actions and consider alternative solutions.
4. **Communicators:** Students are supported in expressing their needs and emotions effectively while respecting others' perspectives.
5. **Principled:** Positive behaviours are rooted in shared values like fairness, honesty, and accountability.
6. **Open-Minded:** Students explore how behaviour affects the community and appreciate differing viewpoints.
7. **Caring:** Behaviour expectations are designed to nurture kindness and consideration for others.
8. **Risk-Takers:** Students are encouraged to take positive risks, such as engaging in restorative discussions.
9. **Balanced:** The importance of mental, emotional, and physical balance is reinforced through proactive strategies.
10. **Reflective:** Students regularly evaluate their behaviour and consider how they can improve.

Restorative Practices

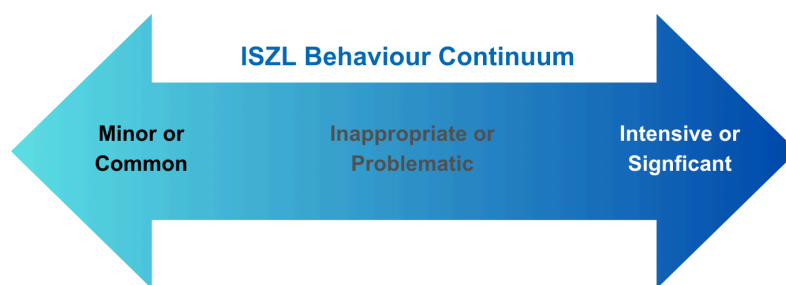
We are a Restorative Practices community at ISZL that prioritises intentional social-emotional learning. We believe that these practices contribute to promoting a safe, compassionate, and reflective environment. Restorative Practices is a framework for building healthy communities, fostering well-being, and creating a sense of belonging. Guided by the 80/20 rule, 80% of our efforts focus on proactive measures such as building relationships, encouraging understanding, and nurturing a positive community. The remaining 20% is dedicated to repairing harm by addressing its root causes, resolving conflicts constructively, and setting meaningful, appropriate consequences. At ISZL, students engage in various aspects of Restorative Practices. They may sit in circles to discuss positive behaviours that benefit the class or school community, such as:

- **Affective Statements:** Expressing feelings about behaviour. For example, instead of reprimanding a student for tardiness, a teacher might say, *"I'm concerned you're late again because I must re-teach the lesson, which isn't fair to you or the class."*

- **Restorative Questions:** Inviting reflection. A teacher might ask, “*What were you thinking at the time?*”
- **Ways to Make Things Right:** Encouraging accountability. A teacher might ask, “*How did your actions affect others, and what can you do to make things right?*”

The ISZL Levelled Response to Behaviours

As a community, we recognise that there are some behaviours that occur in our environment that detract from or negatively impact the learning experience of our students. Our differentiated and developmentally appropriate approach takes into account the needs of all students. For situations that occur outside of school that directly impact the school context, the divisional leadership teams will consult and determine if the levelled response is applicable. In cases of academic integrity violations, we utilise the Levelled Response system as well. As referenced in our [Academic Integrity Policy](#), we take these concerns seriously, and they will be dealt with accordingly. As with all behaviours, the developmental stage of the student, impact, and intent are considered in our response and actions taken.



Characteristics	Common Examples	Restoration & Response
Level 1 Mild Behaviour: Minor and/or Common		
Level 1 behaviours are considered developmentally expected. They may be considered minor or common. No/low harm and/or with low/no intent. No pattern of behaviour, isolated or impulsive.	Actions Boundary-pushing physical acts towards self or others. Words or jokes not suited for context or setting (e.g. use of swear words to express emotion) Learning Inconsistent and/or distracting engagement with learning and/or incompleteness of tasks. Persistent absence (e.g. 90% attendance). Environment Not following rules or norms for physical or digital space, materials, or tools that may lead to minor damage or harm.	Restoration Restorative conversation Response Responding adult will seek to resolve in the moment. Examples: Review norms or agreements; remind, reteach, redirect; you break it, you fix it; apologies; temporary loss of privilege; problem-solving conferences; reflective activities; increased supervision. Recommended: document and/or follow up with person(s) and/or parent (email or call).

Level 2 Moderate Behaviour: Inappropriate and/or Problematic		
Level 2 behaviours are considered developmentally inappropriate and/or problematic. Moderate harm and/or some evidence of intent. Emerging patterns of behaviour and/or more problematic, impulsive acts.	Actions Disruptive or boundary-crossing acts towards self or others, including inappropriate gestures. Problematic language such as swearing at another person, jokes or comments targeting individuals/groups. Learning Low engagement with learning and/or frequent incompleteness of tasks. Work that does not meet age-appropriate academic integrity expectations. Problematic absenteeism (e.g. 80-90% attendance). Environment Harmful breaches of safety rules or norms for physical or digital spaces, materials or tools, including taking items without permission. Infrequent and/or impulsive leaving or entering of spaces without permission.	Restoration Restorative Intervention In addition to level 1: Response Follow up in collaboration with the Grade Level/Team Lead and/or Assistant Principal. Examples: Behavioural Intervention Plan; Possible early pick-up, after-school detentions and/or in-school suspensions. Required: Documentation and in-person or virtual partnership meeting with person(s) and/or parent.
Level 3 Intense or Significant Behaviour: Abusive, Illegal		
Level 3 behaviours have a significant or intense impact on personal and community learning, safety and well-being. Significant harm and/or evidence of purposeful intent to cause harm to self or others. Clear patterns of behaviour with elements of pre-planning, coercion and/or victimisation.	Actions Peer-on-Peer abuse, including harassment. Abusive language such as swearing or demeaning or threatening comments towards another person or identity group. Harmful, non-consensual or illegal physical behaviours or gestures involving self or others. Possessing, selling or exchanging illegal substances or items. Learning Persistent or disruptive non-engagement with learning or refusal to engage or complete tasks. Significant breaches of academic integrity. Significant absenteeism (e.g. lower than 80% attendance). Environment Intentional breaking of safety rules, norms or laws for physical or digital spaces, materials or tools, including destruction of property or vandalism. Routine and/or willful leaving or entering of spaces without permission.	Restoration Formal relational repair process. In addition to level 1 and 2: Response Follow up by the divisional leadership teams in consultation with the Designated Safeguarding Lead and Director/Deputy Director. Examples: Family or student continuing enrollment contract; mandate to seek sustained outside services. Required: documentation in secure safeguarding platforms and in-person meeting held with person and/or parents.
Level 4 Severe Behaviours that cannot in good faith be reasonably restored or are deemed as beyond level 3 may result in a hold or termination of enrollment (student), access privileges (parents) or contract (staff) in consultation with, or at the discretion of, the Director and Deputy Director.		

General Information

➤ Our Campuses

Zug Campus

Located in an idyllic rural setting on the outskirts of Baar, the Zug campus hosts our Primary and Middle Schools. There are 800 students on this campus aged 3 to 14.

The Zug Campus is a short distance (17km) from the High School Riverside Campus in Hünenberg.



Riverside Campus

Located in Hünenberg, this campus hosts our High School. It comprises the main building with over 20 classrooms, state-of-the-art science labs, library, technology and music rooms, a triple gym, the art factory and additional space in the neighbouring Seeblick, Alpenblick, and Rigiblick buildings. There are approximately 400 students on this campus aged 14 to 18.

The Riverside Campus is a short distance (17km) from the Zug Campus.



Chalet Bergheim

Chalet Bergheim is home to our very own residential Outdoor Education Centre, a beautiful purpose-built wood chalet located in the famous mountain village of Wengen, in the heart of the Berner Oberland. Chalet Bergheim is used regularly throughout the year for student trips, conferences, athletics training, and workshop retreats.



➤ Non-Discrimination and Inclusion Statement



**WE
ARE
ALL
ISZL**

ISZL SUPPORTS, RESPECTS AND SEEKS **INCLUSION**
FOR **ALL** OF OUR **COMMUNITY MEMBERS,**
INCLUDING BUT **NOT LIMITED TO:**

AGE	MARITAL STATUS
ABILITY	MENTAL HEALTH
ETHNICITY	NATIONAL ORIGIN
GENDER	POLITICAL AFFILIATION
GENDER EXPRESSION	RACE
GENDER IDENTITY	RELIGION
HEALTH NEEDS	SEX
LANGUAGES SPOKEN	SEXUAL ORIENTATION

ISZL agrees to support, respect and seek inclusion with regards to the safety and care of all community members. This includes but is not limited to: age, ability, ethnicity, gender, gender expression, gender identity, health needs, languages spoken, marital status, mental health, national origin, political affiliation, race, religion, sex, sexual orientation, and any additional characteristics protected under Swiss law.

ISZL endeavours to understand and protect the civil and human rights of all individuals within the community, striving to maintain a high level of multicultural awareness and knowledge about all applicable laws and statutes related to non-discrimination and inclusion. This policy relates to all decisions and advocacy regarding staffing, recruitment, student care, suitability of external organisation partnerships, and curriculum.

[Click here to read our full Inclusion Policy](#)

➤ **Bullying**

We are committed to maintaining a respectful and supportive culture where bullying has no place. We believe proactive education is key to promoting self-esteem, resourcefulness, and respectful relationships among students. Through this approach, students are better equipped to avoid bullying behavior and develop the resilience and skills needed if they ever face bullying themselves.

Despite these efforts, bullying may still occur. It can take many forms — physical, verbal, or unspoken — and may involve technology or social media. All reports of bullying at ISZL are taken seriously, thoroughly investigated, and addressed with appropriate support for those affected. In line with our [Code of Conduct](#), bullying is not tolerated, and disciplinary actions will be applied when necessary.

[Click here to read our full Bullying Policy.](#)

➤ **Safeguarding Our Community**

The safety and security of our students are our highest priority. All staff members are fully trained in safeguarding. Child protection topics are also integrated into the PSHE curriculum, ensuring students are familiar with strategies to protect themselves and seek support if needed.

ISZL follows the World Health Organization's definition of child abuse, encompassing physical and emotional harm, sexual abuse, neglect, and negligent treatment that jeopardise a child's health, development, or dignity:

“Child abuse or maltreatment protection procedures, with our designated child protection officers receiving advanced training constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment (including failure to act to prevent harm) resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.”

Our **Child Protection Policy**, outlined in the [ISZL Child Protection Handbook](#), aims to:

- Support children's development, fostering security, confidence, and independence.

- Create an environment where children feel safe, valued, and confident to approach trusted adults.
- Raise staff awareness of safeguarding responsibilities and how to report concerns.
- Provide systematic monitoring and support for children at risk.
- Establish clear procedures for managing suspected abuse cases.
- Build effective relationships with external agencies such as Police and Social Care.
- Ensure all staff undergo suitability checks, including overseas police checks when needed.

To manage and track concerns, ISZL uses *MyConcern*, a secure digital platform that enables the Child Protection Team to monitor and address issues while maintaining confidentiality.

If you have a concern regarding a child's safety, please email concern@iszl.ch as soon as possible. Students with worries about themselves or others can speak to any ISZL staff member, email concern@iszl.ch, or ask a trusted adult to do so on their behalf. All concerns will be handled confidentially.

➤ Priority Placement Policy

During periods when the capacity of the school is insufficient to accommodate all qualified students who seek enrolment, the school operates a priority placement protocol as follows:

1. The applicant is associated with an established ISZL Partnership Agreement
2. The applicant is a sibling of a currently enrolled ISZL student and is applying to ISZL for Early Years 1, Early Years 2 or Kindergarten
3. The applicant is a former ISZL student returning from outside Central Switzerland
4. The applicant is the child of an ISZL Alumni
5. The applicant is an International student not currently schooled in Central Switzerland
6. All other applicants are considered based on the availability of educational alternatives and the date of application

Priority is given within each numbered group to students applying to Grades 1–12 who have a sibling currently enrolled at ISZL, provided all required application documents are submitted to the Admissions Office by 1 February of the intended year of entry.

Applications eligible for priority placement will only be considered once all required documents have been received.

For families seeking mid-year admission, applications are reviewed on a rolling basis, though early submission is strongly encouraged.

➤ Re-Enrolment for Returning Students

To secure continuous enrolment for their child for the upcoming academic year, parents will receive an electronic link in **late February** to complete the re-enrolment or withdrawal process. **This must be submitted by 31 March at the latest.**

➤ Learning Support

All ISZL campuses provide support for students with recognised **mild to moderate** learning support needs. The school provides in-class or small group instruction for students with identified learning needs. The amount and type of support are outlined in the individual Student Support Plan.

New students with recognised learning support needs must submit all relevant documentation during the application process, including educational psychologist reports and formal assessments, translated into English if necessary. The ISZL Learning Support Department reviews these applications, and if a student is unable to access the curriculum successfully, admission may be declined.

➤ Updating Your Contact Information

If your contact details have changed, please follow these steps to ensure our records are up to date.

Update Online Profiles

Log into the Parent Portal to update your address, phone numbers, or email.

Go to 'My Account' at the top right corner inside the Parent Portal. Under the 'My Details' page, you will see the option to request an update to your contact information.

Notify Bus Services Team

For families using the bus service at the Zug Campus, any changes to your address should be submitted in advance to allow time to re-route buses. Please email the bus services team at buses@iszl.ch with your updated address.

➤ School Day and Attendance

Primary School

The school day typically runs from 08:50 to 15:30. Parents will find their child's timetable in the [Parent Portal](#).

- The school opens at 08:30, and registration begins at 08:50. Children must be in their classrooms by this time or will be marked absent. Late arrivals (after 08:50) must sign in at the school office before going to class.
- Afternoon dismissal is at 15:30. If parents are late, Primary School children will be taken to the school office, where they must be signed out by their parent or guardian. Primary students are not allowed to wait unaccompanied outside the building.
- Written permission is required for Primary School children to take public transport or to be dismissed without a parent or guardian.

Middle School

The school day typically runs from 08:30 to 15:30. Parents will find their child's timetable in the Parent Portal.

Each Middle School student belongs to a homeroom group, which supports their academic progress, social development, and communication between school and family.

Homeroom begins each day from 08:50 to 09:00 for registration, updates, and daily support. Weekly Personal, Social, and Health Education (PSHE) lessons with homeroom teachers cover topics like self-esteem, relationships, and health.

This structure ensures students feel supported while building key skills for their future.

High School

In High School, students are afforded more freedom and flexibility with their schedule in Grades 11 and 12. Generally, the school day runs from 08:40 to 16:00.

Every High School student belongs to a grade-level homeroom group, led by a dedicated homeroom teacher who supports students' academic, social, and emotional well-being. Homeroom groups meet daily for attendance, notices, and addressing student concerns. Weekly sessions focus on life skills, social topics, and aspects of school life.

High School homeroom takes place every day from 09:45–10:15, except when students have a late start every other Wednesday.

Sport practices and activities commence immediately after school and usually end at 17:30.

➤ Cultures and Faiths

As an international school with over 60 nationalities, we celebrate the cultural, historical, and artistic significance of diverse traditions. Students, regardless of faith, engage with songs, art, literature, and events that reflect varied beliefs, encouraging an appreciation for diversity and respect for others' perspectives. Our goal is to maintain an inclusive learning environment that reflects ISZL's cultural variety and welcome parents to contribute cultural insights or materials for lessons, with teacher approval.

➤ Communication

We use several mediums for communicating with students and parents, depending on the nature of the communication.

Parent Portal

Parents have access to the Parent Portal which contains weekly look-aheads, policies, calendars, lunch menus, forms, and other valuable information which will help you navigate school life.

[Parent Portal](#)

Schoology

Schoology is a secure, user-friendly platform for sharing learning materials, class updates, and due dates while facilitating communication between teachers, parents, and students. Each family is provided with an account, accessible via web browser or the mobile app for iOS and Android.

As a vital part of learning and communication at ISZL, we encourage all families to stay connected and use Schoology regularly. For questions, please contact your child's homeroom or subject teacher.

Login to Schoology from your [Parent Portal](#) dashboard

Calendar

Within the Parent Portal is the school calendar. This should be the first reference point and most up-to-date source for all events across all campuses and grades.

[Click here to access the calendar directly](#)

Communication and News

Every second Thursday, families will receive an email bulletin which includes news from each campus and important need-to-know information.

Visit the [Parent Portal](#) to access all communications

Emergency SMS System

In exceptional circumstances, ISZL will send direct SMS messages to parents. Exceptional circumstances may include:

- Closures due to weather
- Emergency evacuation
- Last-minute changes or cancellations to events

Educational Technology

The Educational Technology Responsible Use Agreement and the ISZL Code of Conduct set clear expectations for respectful, responsible, and safe technology use. These guidelines, reinforced through the Personal, Social, and Health Education (PSHE) curriculum and other learning experiences, promote digital citizenship and ethical decision-making.

- **Primary School (Grades 2–5):** Students and parents are asked to read, discuss, sign, and return the Responsible Use Agreement together.

- **Kindergarten and Grade 1:** Students engage with an adapted version of the agreement in class, appropriate for their age, but signatures are not required.
- **Middle and High School:** Students learn about and apply the agreement through their classes and experiences, though signing is not required.

All use of ISZL's network, devices, and accounts must align with these policies. In cases of suspected unacceptable behaviour, ISZL reserves the right to store and, if necessary, review student data, as outlined in the Code of Conduct.

Early Years

In Kindergarten and Early Years 1 and 2, students use shared iPads to enhance their learning in creative and age-appropriate ways. Technology is introduced thoughtfully, focusing on exploration and curiosity while fostering foundational digital literacy skills.

From Grades 1–5, students have access to school-provided devices, which remain on campus. From Grade 1, there is a 1:1 device ratio, with Grade 1 students using iPads and Grade 2 students transitioning to a mix of iPads and Chromebooks. From Grade 3 onwards, students use Chromebooks, with iPads available for specialist areas.

Middle School

Middle School students bring their school-assigned Chromebooks to and from school, allowing seamless access to learning tools and resources. Lessons incorporate technology to support inquiry, creativity, and the development of digital citizenship skills.

High School

In the High School, technology use becomes increasingly self-directed as students engage with advanced tools and platforms to support their academic pursuits. Whether collaborating on group projects, conducting research, or developing creative solutions, students are equipped with the skills needed for higher education and beyond.

➤ Health, Safety, and Security

Health, safety, and security are shared responsibilities that require the commitment of both staff and parents. By working together, we can ensure personal safety, school security, and the well-being of the wider community.

Photo ID Badge Requirement

- To assist us with security, all adults on school grounds must clearly wear and visibly display an ISZL issued identification badge.
- All visitors must report directly to the main school office upon arrival in order to sign in and to receive a temporary visitor badge.
- No visitor is given *unrestricted* access to the school; this includes parent-helpers.
- All children and staff are alert to unfamiliar adults in school. If a stranger is seen on the school grounds without a visitor badge displayed around their neck, a member of staff has the right to establish his or her identity and/or the reason for the visit.

- If the reason for visiting is not legitimate, the stranger should be asked to leave and reported directly to the office or security.
- More information about obtaining badges may be found on the [Parent Portal](#).

Fire Detection System

We recognise the serious threat of fire and take precautions to reduce risk, including:

- Regularly tested fire detection and alarm systems.
- Fire drills conducted throughout the academic year.
- Clear fire exits at all times.
- Annual fire checks and servicing of smoke detectors.
- Fire extinguishers placed in all teaching and central areas.
- Annual fire extinguisher training for school site and kitchen staff.
- School grounds kept free of litter and movable objects that could start a fire.
- A laminated and removable fire guidance sheet in every classroom
- Supplementary fire safety planning when organising events
- Keeping flammable materials stored correctly

On both campuses, our fire detection systems are directly connected to local police and fire departments, ensuring they are alerted immediately in the event of an emergency.

Contractors

Maintenance work requiring outside contractors is typically scheduled during school holidays or weekends, but emergency repairs may require contractors on campus during school hours. When contractors are on either Campus, the following precautions are taken:

- The Site Manager arranges a convenient time for the work, preferably outside school hours, and informs school staff of any potential Health and Safety concerns.
- The Site Manager or designated person ensures the work is carried out safely.
- Contractors must report to the main school office on arrival and departure, signing in and out. They are required to wear company and ISZL visitor badges at all times.
- Contractors should complete maintenance logs as needed, and Health and Safety standards must be followed throughout the contract.
- Upon completion, any relevant documentation, such as fire alarm reports or electrical test certificates, should be collected.

CCTV Protocols

Both campuses use a closed circuit television (CCTV) system to monitor and record areas of the campus for the safety and security of students and staff. Our goals are to:

- Provide a safe environment for all ISZL students and staff.
- Protect ISZL assets and property.
- To prevent misuse, we have the following safeguards in place:
 - Controlled access to CCTV footage.
 - Clear protocols for releasing footage to third parties.
 - Defined retention periods for CCTV recordings.
 - Regular maintenance to ensure the system functions properly.

- Proper records of CCTV equipment use and data release.

Critical Incidents

If the school's security is breached and a critical incident occurs, the Crisis Management Policy is activated, and both staff and students follow the established procedures.

Reporting Incidents

All incidents, crimes, and losses are recorded in the Incident File, including the date, time, location, a summary of the incident, and details of the staff, students, and/or parents involved, along with actions taken.

Continuity of Learning

In the event of a school closure, we are committed to ensuring students maintain their learning progress. The Director will notify families as early as possible, with updates shared via the ISZL website, emergency SMS, and email. These updates will include details about the closure and steps for continued learning.

If off-site learning is required, ISZL will use Schoology, Google Suite, and other tools to deliver the planned curriculum. Teachers will post materials, maintain the regular timetable for online discussions, and be available for student inquiries through Schoology or email. Students will submit work online and receive feedback through comments or rubrics.

Parents can track assignments and participation via Schoology and may need to provide additional support during closures. Students are expected to actively engage in learning activities, including discussions, and seek help when needed. While closures are rare, ISZL is prepared to support the learning journey.

[Click here to read our full Continuity of Learning Plan](#)

Emergency Closure and Evacuation

In the event of an emergency school closure, the Director will activate procedures, with updates posted on the ISZL website and sent via emergency SMS and email to parents and staff. These channels will also provide updates on the closure status and continuity of learning plans.

During an evacuation, a continuous siren will signal the need to move quickly and quietly to the nearest safe route, directing everyone to the designated evacuation area: the hardtop play area at the front of the campus. Drills are held regularly to ensure everyone knows how to respond. In an emergency, follow exit routes and procedures, and re-entry is only allowed after the Fire Marshal gives the all-clear.

Students will gather in their class or homeroom groups for attendance. To ensure safety, the school office must be notified of absences, and students must be signed in or out by an adult when arriving or leaving the campus during regular school hours.

Please note this emergency closure and evacuation procedure applies for both campuses.

Animals and Pets on Campus

For health and safety reasons, pets are not allowed on campus unless prior permission has been granted by a teacher and the Principal. Stray animals found on campus will be promptly removed. In some cases, temporary permission may also be granted to bring animals on campus as part of a curriculum-related activity.

Please note that ISZL's therapy dog, Nikau, is an exception to this rule and is a valued part of our community, supporting student well-being.

Allergy Policy

Recognising the serious nature of allergies and the potential risk of anaphylaxis, this policy has been developed in collaboration with parents. ISZL acknowledges that families may have different approaches to managing their child's food allergies, and this document outlines the shared responsibilities of the school, families, and the broader school community.

[Click here to read the full Allergy Policy](#)

Medication Policy

At all times, we prioritise the safe administration of medication during the school day.

- All medications must be stored in the nurse's office.
- Parents must complete a consent form for any medication.
- Emergency medications (e.g. inhalers, EpiPens) are kept in the nurse's office.
- Students are not permitted to carry medication unless special permission is granted.

For full details and forms, please refer to our Medication Policy or contact the school nurse.

[Click here to read the full Medication Policy](#)

Illness and Fever Policy

Maintaining a healthy environment for all students is important, especially during periods of increased illness.

When to Attend School:

- Your child can actively participate in class and recess without fever/symptom-reducing medicine.
- They are fever-free (*below 38.0°C or 37.5°C for under 5s*) for at least 24 hours.
- No symptoms of vomiting or diarrhoea.

When to Stay at Home:

- General illness or feeling too unwell to participate.
- Fever (*38.0°C+ or 37.5°C+ for under 5s*).
- Vomiting (24 hours symptom-free).
- Diarrhoea (48 hours symptom-free unless due to antibiotics).

Covid:

- Treated like other viral infections. Students must be fever-free for 24 hours and well enough to join all activities.

For full details, please refer to the Illness and Fever Policy or contact the school nurse.

[Click here to read the full Illness and Fever Policy](#)

Parental Absence

When your child is at school or on a school trip, ISZL operates in loco parentis (“in the place of a parent”). To ensure this role is fulfilled, we need the cooperation of parents and students in following ISZL's rules, which are essential for everyone's well-being.

If parents or regular caregivers will be absent for multiple consecutive days during the school week, ISZL requires the contact details of temporary caregivers. This information will allow us to reach them if needed.

Please provide this contact information using the Parental Absence Report Form, available in the ‘Parents’ Forms’ section of the Parent Portal. Submit the completed form or deliver it to the school office. If you have children at both Zug and Riverside Campuses, please submit the form to both offices.

During the absence, if an emergency arises requiring a community-wide SMS message, it will be sent to both your mobile numbers and those of the temporary caregivers.

➤ Student Dress Code

Our Philosophy

We celebrate the diverse identities within our community. We recognise that students may have different perspectives, morals, and beliefs based on factors such as religion, gender, and nationality. The dress code is applied fairly to all students.

The school also ensures that student attire promotes health and safety and does not create a hostile or intimidating environment for anyone, including teachers, parents, and students.

Guidelines

All school staff are responsible for holding students accountable for their dress choices, without discrimination based on identity.

Students are prohibited from wearing clothing or accessories that:

- Can be interpreted as racist, lewd, vulgar, or obscene.
- Contain fighting words, speech that incites imminent lawless action, defamatory speech, or threats.
- Refer to drugs, alcohol, or other illegal activities.

Clothing must:

- Cover genitals, buttocks, breasts (including cleavage), and nipples with opaque fabric, ensuring that underwear is not visible. Bra straps may be visible if accompanied by another shoulder material. Tube tops are not permitted.
- Keep stomachs and midriffs covered between shirts and trousers/skirts when standing.

Students may not:

- Wear hats, hoodies (with hoods up), and outdoor clothing (e.g., jackets) indoors, during lessons unless the teacher grants permission.

Students are required to:

- Wear shoes appropriate for school activities. Flip-flops, plastic slides, and heels above 5 cm are not permitted.
- Avoid wearing items that fully obscure the face unless with prior approval.

Students who do not meet dress code guidelines will be asked to change into clothing provided by the school for the day. After multiple warnings, students may be sent home.

The dress code applies to all regular school days and school-related events, both during and outside of school hours unless otherwise specified.

Dress Code Enforcement

Students will not be shamed or required to display their bodies in front of others. “Shaming” includes actions such as kneeling or bending over to check attire fit, measuring skirt length or straps, publicly questioning students about attire, or calling out dress code violations in front of others.

Students who feel they have experienced discriminatory enforcement of the dress code are encouraged to contact school administration.

Jewellery

For safety reasons, earrings (including studs), string bracelets, and other jewellery are not permitted during sporting activities, PHE, or swimming, as they pose safety hazards to both the wearer and others.

If ears are newly pierced, studs may be worn for up to six weeks but must be covered with a band-aid during all physical activities.

Disciplinary Action

In most disciplinary situations, our focus is on promoting a student’s growth through counseling, encouragement, explanation, and improvement measures. However, we also have a responsibility to the wider school community, and any disciplinary action reflects our high expectations and the need to communicate clearly what behavior is acceptable.

Our expectations and the disciplinary system are outlined in the [ISZL Code of Conduct](#). On school trips, students who violate major rules or cause harm to themselves or others may be sent home at their parents' expense.

➤ Academic Integrity Policy

At ISZL, academic honesty is viewed as essential for personal integrity and effective learning, and is emphasised throughout the ISZL program through the IB learner profile.

- In the **Early Years**, students are introduced to academic honesty as part of their overall responsibilities, with no sanctions for misconduct;
- In **Primary School**, students learn the skills necessary for academic honesty;
- In the **Middle School**, these skills are taught in specific lessons, PSHE, and supported by teacher librarians and technology coaches. While academic misconduct is addressed as a learning opportunity, sanctions are applied in the MYP (Middle Years Programme).
- Responsibility increases in **High School**, with significant incidents of misconduct recorded in iSAMS.

Click here to see the [Academic Integrity Policy](#)

Responsibilities

We are all responsible for upholding the principles within ISZL's Academic Integrity Policy. Broadly, this means all students, teachers, and parents are responsible for:

Student Responsibilities

All students are expected to:

- Actively engage in conversations and learning about academic honesty
- Take increasing responsibility for demonstrating academic honesty as they progress through Primary School
- Be principled learners and uphold integrity in all contexts
- Have an understanding of academic honesty and, in Middle and High School, the use of APA ([American Psychological Association](#)) conventions
- Complete all assignments themselves and use their own language and expression
- Acknowledge all sources appropriately, seeking guidance from teachers and librarians where necessary
- Respect all forms of intellectual and creative expression
- Recognise the difference between collaboration and collusion
- Are familiar with what constitutes academic misconduct

Teacher Responsibilities

All teachers are expected to:

- Be knowledgeable of and uphold ISZL's academic integrity principles

- Raise students' awareness of academic honesty by developing thinking and research skills
- Have an understanding of academic honesty and appropriate conventions
- Communicate expectations by clearly referring to the ISZL Academic Honesty Policy
- Teach and develop ATL (Approaches to Learning) skills related to academic honesty
- Model good procedures of academic honesty that support classroom and home learning practices
- Collaborate with other staff to deliver a consistent and common approach to academic honesty
- Use formative assessment to ensure that the work is that of the student
- Support students with the preparation of their work for assessment within the context of academic honesty
- Assess prior knowledge of academic integrity
- Follow appropriate procedures for incidents of suspected academic misconduct

Parent Responsibilities

Parents are expected to:

- Review and understand ISZL'S Academic Integrity Policy
- Support students' understanding of the school's Academic Integrity Policy
- Encourage students to ask teachers and librarians for advice if they experience uncertainty around academic integrity

ISZL follows a series of procedures for reporting, recording, and monitoring academic integrity. More can be found in our [Academic Integrity Policy](#).

➤ Social Media Guidelines

ISZL recognises the importance of social media for educational and communication purposes. To that end, the School provides a password-protected social media styled environment, the ISZL Schoology environment, to which all ISZL community members have access and are encouraged to use. The School also recognises the potential benefits and opportunities to enhance education, communication and learning by using social media beyond the ISZL Schoology environment.

These social media guidelines aim to encourage the safe use of social media by the School and its students. The guidelines respond to a growing use of social media and the School's enhanced responsibilities associated with the protection of personal data as a result of the European Union's General Data Protection Regulations (GDPR).

Social media, for the purposes of this policy, is any kind of online site or service that enables people to directly interact with each other. It includes, but is not limited to, blogs, (e.g. Tumblr, Blogger), wikis, micro-blogs (e.g. Twitter), personal websites, message boards, chat rooms, electronic newsletters, online forums, social networking sites (e.g. Facebook), video or picture sharing sites (e.g. YouTube, Instagram, Snapchat) and virtual worlds.

Personal Use of Social Media

ISZL acknowledges that students use social media for both educational and personal purposes. Students are reminded to be responsible digital citizens as laid out in the Educational Technology Student [Responsible Use Agreement](#).

The following general guidelines apply to all student use of social media:

- Confidential information relating to the School, its staff and its students should not be disclosed
- Dates, times or locations of upcoming school events involving ISZL students should not be shared
- The ISZL name and logo are owned by the School and should not be used in the name or identity of any social media account other than official ISZL ones
- Personally identifiable student information (names, birth dates, addresses, student ID number, signature) should not be shared
- Minimum age requirements of the platform should be adhered to
- Students are encouraged to read the data privacy notice of platforms they use to understand what is happening to their personal data

Educational Use of Social Media

Beyond the Schoology environment, other social media accounts for educational purposes e.g. a class Instagram or WhatsApp account, may be used to support teaching and learning. If you would like to use social media for an educational purpose, a request for the creation of an account should be submitted to your teacher who will take the appropriate action with the Divisional Head and Director of Educational Technology.

➤ **Parent Organisations**

Parents' Association (PA)

The ISZL Parents' Association (PA) plays an important role in helping families settle into life in Switzerland and enhancing the overall ISZL experience. By organising a wide range of events for children and adults, the PA helps create opportunities for families to connect, build friendships, and enjoy a meaningful social life.

All ISZL parents are automatically part of the PA, and there are many ways to get involved:

- Attend PA-sponsored meetings, events, and conferences.
- Volunteer your time at events like Halloween, Staff Appreciation Lunches, or International Day.
- Serve as a Class/Grade Level Representative, acting as a key link between your class/grade and the PA.
- Join the PA Committee to contribute to event planning and decision-making.
- Share your ideas and feedback to help enrich the ISZL community experience.

Parent Advisory Committee (PAC)

The Parent Advisory Committee (PAC) for the Primary, Middle, and High School divisions meets 3–4 times per year and serves as a valuable advisory group for ISZL's administration. Acting as a sounding board, the PAC provides feedback on school proposals and offers

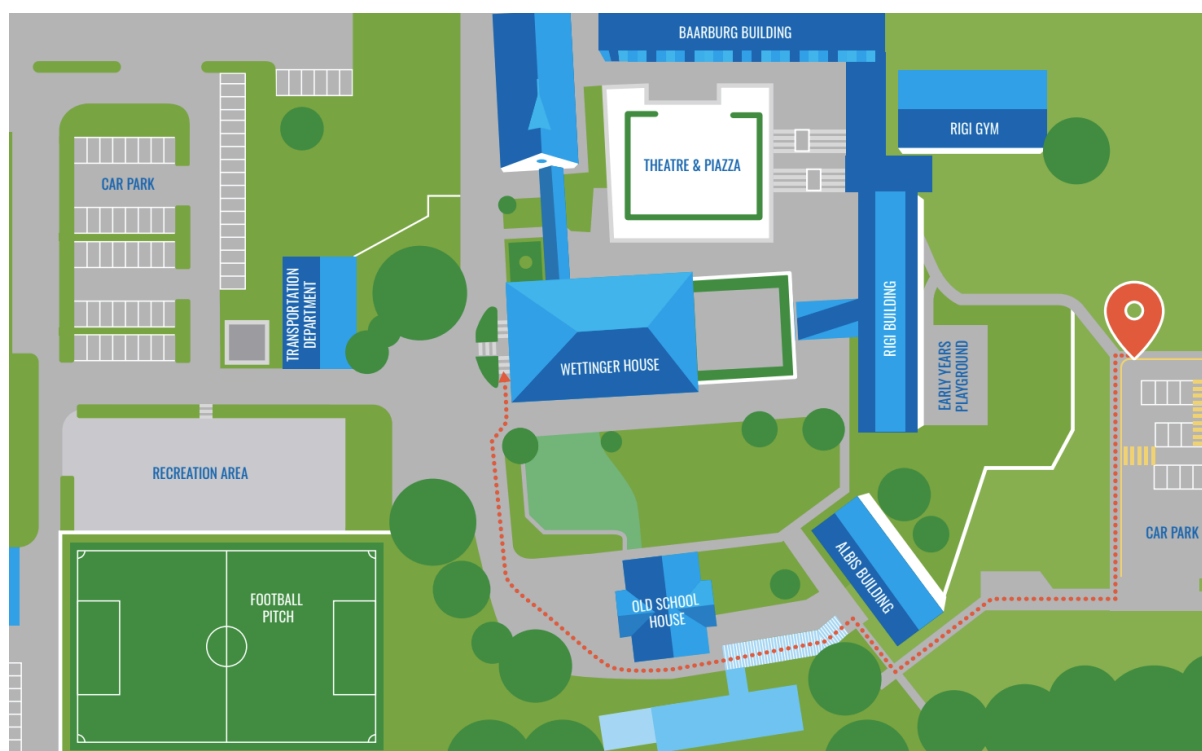
insights into potential parental and student reactions. While the Committee does not hold executive powers, its advice is sought and thoughtfully considered in decision-making.

The PAC serves as a communication channel between the school and parents, focusing on matters of general interest rather than individual concerns. It operates independently from the Parents' Association (PA) and functions as a separate entity.

Membership to the PAC is by invitation from the Division Principal.

Zug Campus (Primary and Middle School)

➤ Facilities and Services



Library

The Zug Campus Library is open Monday through Friday from 08:30 to 17:00 (closing at 16:00 on Fridays) and provides a welcoming space for students to explore, learn, and grow.

Our library offers a diverse collection of digital and print resources to support academic learning and research. Students also benefit from access to up-to-date information through our subscriptions to journals, magazines, and online databases.

Students are encouraged to visit the library during scheduled visits, before or after school, or during designated break times.

[Learn more about our Zug Campus Library](#)

Lost and Found

The Lost and Found is located next to the lunchroom in a metal container and is open everyday from 08:30 to 09:00. If your child has lost something, you can also contact their teacher for assistance.

In the last week of each semester, the container is open all week and is followed by a Lost and Found clear-out. Items not collected by then will be donated to a local charity.

The Lost and Found clear-out will be clearly communicated in the Parent Bulletin and via your child's teacher.

Lockers

Every student in Middle School has their own locker. Each locker is numbered and students are responsible for their care. Students are not permitted to place stickers or other material on the exterior. Any damage to lockers should be reported immediately.

At the end of the year, students are responsible for cleaning their lockers and leaving them free from any rubbish, books, or graffiti. Students can elect to use locks if they choose and should use a combination lock when possible. We recommend that students wait to see their locker before purchasing their padlock.

Hot Lunches/Lunch Programme Plan (LPP)

We offer a convenient Lunch Programme designed to ensure students have access to nutritious meals during the school day. Each student can use a lunch card with funds preloaded onto it, making it easy to pay for lunches without needing cash. With multiple payment options available, families can choose the plan that works best for their needs, ensuring flexibility and ease of use.

[Learn more about the Lunch Programme](#)

EAGLES After School Club

EAGLES (**E**xtra **A**ctivities & **G**roup **L**earning **E**xtended **S**ervice) is an additional paid service for ISZL families requiring an extended school day for their children from Early Years 1 to Grade 8. EAGLES runs from Monday to Friday from 15.30–18.00 on all full school days during term-time.

Spaces are limited to families where both parents have work commitments, or single-parent families with work commitments.

For more information, please email Bernadette Faessler (bernadette.faessler@iszl.ch).

[Learn more about EAGLES Club](#)

After School Activities and Clubs

ISZL's after-school programme offers a variety of activities for students in Grade 1 and above, including sports, arts, and other special interests.

Running across three seasons each year, sign-ups open before each season, with the new academic year sign-up beginning in August. Parents will receive an email with details of the available clubs and activities where they can then make their selection using a numbered preference system. Our automated system then runs a selection process and allocates clubs to children, depending on demand and preference.

[Learn more about after school activities and clubs](#)

➤ Mobile Phone Policy

Phones, smart watches and other mobile electronic devices (unless otherwise instructed by a teacher or appropriate staff member) should:

- Be powered off between 08:40 and 15:30 and should be kept out of sight.
- Not be used at break times.
- Not be used at group mealtimes or similar occasions when students are gathered (i.e. school trips, sports games or similar).
- Confiscated phones will be given to the Assistant Principal and can be retrieved on the same day. Students will need to retrieve these from the Assistant Principal's office at the end of the school day.
- In general, students are not allowed to listen to their own music on headphones whilst working during lessons. If it is felt appropriate to have background music playing, then a central device, such as a speaker from Smartboard, will be used.
- Phones should only be used by students as directed by staff in case of emergency, for photography or other learning activity.

➤ Transportation

Bus Service

Our Bus Service is a shared ride, fixed route transit service for our students to and from the Zug Campus. This elective service is available on an annual subscription basis and the fees are based on the number of rides per week.

The ISZL bus fleet consists of 35 school buses serving over 500 students. All school buses are solely owned and operated by ISZL. The bus drivers are ISZL staff members and meet all Swiss driving regulations.

[Learn more about ISZL's Bus Service](#)

Drop Off, Pick Up, and Parking Rules

- Drive at a speed of no more than 10 km/h within the parking areas.

- If you need to exit your car briefly to assist children, please park in the designated bays.
- Do not drive onto pedestrian areas, where children are walking.
- Avoid driving through or across the yellow-marked pedestrian walkway.
- Stop at the zebra crossing to ensure no children are crossing. You do not have the right of way.
- After parking, use the zebra crossing to reach the school area.
- Be cautious when leaving the blue lane or parking bays, as traffic will merge.
- Stay alert for cars coming from the opposite direction on the access road, and keep to the right.
- Always treat ISZL staff with respect.

➤ **Student Attendance**

Student Attendance

Class attendance is essential for student success, and students are expected to attend all classes, assemblies, tutor groups, field trips, and activities, arriving on time. Attendance and lateness are recorded for each class.

Absences due to illness or medical treatment should be reported by a parent or guardian to the Class/Homeroom Teacher and School Office (office.zug@iszl.ch or office.riverside@iszl.ch). Only a parent or guardian may excuse a student from school.

For other absences (e.g., family matters or religious observances), parents should request permission from the relevant Principal:

Primary: melissa.bland@iszl.ch

Middle: stuart.byfield@iszl.ch

High: linsey.lawrence@iszl.ch

Parents are responsible for any consequences of non-illness absences.

Extended absences for holidays will be marked as unexcused absences and will not be supplemented with additional tuition. Parents are encouraged to plan holidays to avoid missing school.

Excessive absences may lead to repeating a school year or, in High School, being denied course credit. Persistent unexcused absences may result in disciplinary action, suspension, or refusal to return the following year. While we understand the need for international families to travel, any absence can jeopardise a student's academic progress.

Late Arrival

Students arriving after 08:50 must sign in at the main school office (Primary School); with their mobile phone/Chromebook (Middle School); or via a terminal (High School). If late due to transport or other valid reasons, parents and students should contact the main school office as soon as possible (office.zug@iszl.ch or office.riverside@iszl.ch).

Early Departure

Parents or guardians must email the Homeroom Teacher and office.zug@iszl.ch or office.riverside@iszl.ch if a student needs to leave early for a doctor or dentist appointment. The student must "sign out" at the main school office before leaving and "sign in" if returning the same day. Students may not leave campus without first signing out.

Absence Due to Illness

Absences or illness should be reported to the main school office by phone or email each day before 08:45, so teachers are informed before class attendance is taken.

- **Primary/Middle School:** email office.zug@iszl.ch or call +41 41 768 2900
- **High School:** email office.riverside@iszl.ch or call +41 41 768 2950

If applicable, please notify the school bus driver by SMS and email buses@iszl.ch by 07:45, including for medical or dental appointments during school hours.

Departure Due to Illness

If a student becomes ill during the school day, a parent or guardian will be contacted to pick them up as soon as possible. Students must see the school nurse and receive permission to leave; they should never leave without doing so. Failing to follow this procedure can pose health risks and cause concern for both parents and the school.

The student must "sign out" at the main school office (Primary School); with their mobile phone/Chromebook (Middle School); or via a terminal (High School).

➤ Primary School

Contacting the School

Absence or Late Arrival: Click here to submit absence form	Campus Office and Homeroom Teacher • Call or email the office at 041 768 29 00 and office.zug@iszl.ch • Email Homeroom Teacher
School Bus	Campus Office and Class Teacher Email to buses@iszl.ch and to the class teacher. All changes must be sent before 12 noon.
Concern about work in one subject Examples: home learning, completion of assignments, performance/grades	Subject Teacher Short email to manage issue or arrange a meeting
General Concern Examples: student organisation, relationships, missing schoolwork	Class Teacher Short email to manage issue or arrange a meeting

Information about Primary Years Programme (PYP) Assessment; General Curriculum	PYP Coordinator Margriet Faber margriet.faber@iszl.ch
Issue not resolved by Teacher	Assistant Principal Early Years 1–Grade 1: Sarah Osborne sarah.osborne@iszl.ch Grades 2–5: Christine DeLuca christine.deluca@iszl.ch
Ongoing unresolved issue / Other	Primary School Principal Melissa Bland melissa.bland@iszl.ch

➤ Primary School Curriculum

ISZL follows the Primary Years Programme (PYP) of the International Baccalaureate® (IB) from Early Years (3–4 years) to Grade 5 (10–11 years). In June 2001, the International School of Zug and Luzern was awarded World School status by the International Baccalaureate.

The International Baccalaureate® (IB) Primary Years Programme

The International Baccalaureate® (IB), founded in 1968, is a recognised leader in the field of international education. It is a non-profit, mission-driven foundation, which provides international education programmes to over a million students from Early Years 1 to University entrance.

The IB offers four programmes:

- The Diploma Programme (IBDP) for students aged 16–19 who wish to pursue a university education
- The IB Career-Related Programme (IBCP) for students aged 16–19 who wish to engage in career-related learning
- The Middle Years Programme (MYP) for students aged 11–16
- The Primary Years Programme (PYP) for students aged 3–12

Primary Years Programme (PYP) Curriculum Framework

At the core of the PYP framework are five essential elements: knowledge, skills, attitudes, concepts, and action. These elements lay the foundation for students to think across disciplines, explore real-world issues, and drive meaningful change. Through the PYP,

students develop key attributes such as being inquirers, thinkers, communicators, knowledgeable, risk-takers, principled, caring, open-minded, balanced, and reflective.

At ISZL, we align with the IB's recommendations by defining clear learner outcomes and conceptual understandings for each subject area. These outcomes highlight the key learning experiences and developmental milestones for each grade level, drawing on diverse international standards. Teachers use these guidelines to plan collaboratively, designing engaging learning experiences that respond to student interests while reflecting both local contexts and global challenges.

[Learn more about the Primary Years Programme at ISZL](#)

Supporting Multilingualism

Early Years 1 to Grade 2

Parents are encouraged to read aloud to their children in their first language (mother tongue) to support language development and maintain a connection to their cultural identity.

Grades 3–5

Providing books in the first language for shared and independent reading is recommended. Parents may also contact their child's teacher for the list of Literature Circle books, so some can be obtained in the first language, supporting bilingual reading and comprehension.

English as an Additional Language (EAL)

EAL support is available for students in Kindergarten to Grade 5 who come from non-native English-speaking backgrounds or have been educated in another language. EAL teachers design activities to help students develop the language skills needed to access the curriculum while fostering general inquiry skills.

Students receive support in their classes from EAL teachers (*push-in support*). If additional help is required, students may attend EAL lessons during German classes (*pull-out support*). EAL teachers communicate regularly with parents through Schoology and presentations, offering advice, learning opportunities, and research on multilingualism.

While strong English skills are essential for accessing the ISZL curriculum, EAL teachers also encourage students to continue developing their first language skills, including participation in first language classes.

Assessment, Grading, and Reporting

We use a variety of assessment strategies to provide a clear picture of each student's progress across the curriculum. We view students, parents, and teachers as partners in learning, with students encouraged to engage in self- and peer assessments to develop essential learning habits. Parents play an active role in supporting their child's learning through:

- Meeting with teachers to discuss progress
- Attending class presentations celebrating student learning
- Participating in scheduled Parent/Teacher Conferences
- Reviewing student work and assessments in personal portfolios
- Attending Student-Led Conferences where students demonstrate their learning
- Receiving two formal written progress reports per year (Kindergarten to Grade 5)

- Engaging in conversations with children about their learning and areas for improvement
- Participating in school workshops to learn about the school's educational approaches.

Portfolios

We view portfolios as a key part of student learning.

Students at ISZL build their portfolios using a digital platform in partnership with their teachers. From Early Years 1 to Grade 5, the *Seesaw* platform is used, with entries including student work, photos, presentations, videos, and reflections. Parents are encouraged to regularly view and comment on their child's portfolio to better understand their learning journey.

Portfolios reflect both individual and collaborative learning, showcasing progress over time. They offer a window into the student's development, promoting ownership through self-reflection and guiding ongoing learning. Portfolios motivate students by recognizing their unique learning journey and achievements.

Support Student Learning

Parents can help their children by:

- Sharing books and other forms of text with their children
- Discussing current local and global issues with their children, as appropriate
- Supporting and maintaining their children's mother tongue
- Assisting their children with research projects
- Providing the appropriate setting, resources, and routines for inquiring into issues of personal interest which may or may not be related to classroom learning.
- Maintaining a positive attitude about aspects of school life

Parent Evenings and Parent Conferences

Parent Evenings and Conferences are held regularly. Back to School Evening is an opportunity for teachers to meet parents, share information about organizational structures, grade-level goals, and the curriculum, while also building connections. Parent Conferences focus on individual student progress. In the spring, students present their own work during the Student-led Conference. Primary School reports are issued twice a year, in December and June.

Student-led Conferences

Student-led Conferences offer students the chance to share their learning journey with their parents. Students take ownership of the conference, guiding their parents through various learning stations to demonstrate their understanding across subjects. Reflecting on work in the student's portfolio helps identify strengths and areas for growth. These conferences are a meaningful way for students to take responsibility for their learning and reflect on it with their parents.

➤ Middle School

Contacting the School

Absence or Late Arrival: Click here to submit absence form	Campus Office & Homeroom Teacher • Call and email the office at 041 768 29 00 and office.zug@iszl.ch • Email Homeroom Teacher
School Bus	Campus Office and Class Teacher Email to buses@iszl.ch and to the class teacher. All changes must be sent before 12:00.
Concern about work in one subject Examples: home learning, completion of assignments, performance/grades	Subject Teacher Short email to manage issue or arrange a meeting
General Concern Examples: student organisation, relationships, missing schoolwork	Homeroom Teachers Short email to manage issue or arrange a meeting
Information about Middle Years Programme (MYP) Assessment; General Curriculum	MYP Coordinator Alexis Dahl alexis.dahl@iszl.ch
Issue not resolved by teacher	Assistant Principal Pete LaFrance pete.lafrance@iszl.ch
Ongoing unresolved issue / Other	Middle School Principal Stuart Byfield stuart.byfield@iszl.ch

➤ Curriculum and Academic Programme

ISZL's Middle School programme combines academic challenge with life skills, preparing students for high school and beyond. The curriculum includes core subjects like Mathematics, Science, Individuals and Societies, Language and Literature, and Language Acquisition (German, French, Spanish, or First Language), along with Arts, Design, and Physical and Health Education.

Students also enjoy enriching experiences such as Personal Development Week (PDW), residential trips to our outdoor learning centre Chalet Bergheim in Wengen, sports teams, choir, service projects, and global outreach initiatives in Bulgaria and Nepal.

The International Baccalaureate® (IB) Middle Years Programme

Middle School students are enrolled in the International Baccalaureate® (IB) Middle Years Programme (MYP), a well-rounded framework that develops reflective thinkers and aligns with ISZL's mission.

The MYP fosters holistic learning, international-mindedness, and community connections through Service as Action. Students explore concepts across subjects through inquiry, action, and reflection, deepening their understanding and engaging in interdisciplinary projects.

Guided by six global contexts, the MYP connects learning to real-world experiences while building essential skills in communication, research, thinking, collaboration, and self-management. This prepares students for future success in school and beyond.

[Learn more about the Middle Years Programme at ISZL](#)

Assessment, Grading, and Reporting

Students receive grades in all subjects based on the International Baccalaureate® Middle Years Programme (MYP) criteria. These criteria, along with grade boundaries and the process for calculating end-of-year grades, are outlined in the [Introduction to Middle School Handbook](#).

Assessment at ISZL is primarily criterion-referenced, meaning it measures progress against specific criteria rather than comparing students to one another. It is an ongoing part of the learning process, helping students recognize their progress and identify areas for improvement through both formative assessments (during learning) and summative assessments (at the end of a learning period).

Assessments can include a range of tasks, such as:

- Coursework
- Projects
- Class participation
- Presentations
- Group assignments
- Tests
- Essays
- Practical work
- Home learning

This approach ensures that students are supported and encouraged throughout their learning journey.

End of Year Grades

End-of-year grades are given on a scale of 1 to 7, with 1 being the lowest and 7 the highest. These grades are based on criterion-referenced assessments and reflect performance in class, home learning, coursework, tests, and exams. They appear on reports and school transcripts.

Grade 7 – Excellent

Produces high quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Grade 6 – Very good

Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.

Grade 5 – Good

Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar and real-world situations, and, with support, some unfamiliar real-world situations.

Grade 4 – Satisfactory

Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.

Grade 3 – Needs improvement

Produces work of acceptable quality. Communicates a basic understanding of many concepts and context, with occasional significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.

Grade 2 – Poor

Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.

Grade 1 – Very Poor

Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge and skills.

Student Reports and Evaluations

Effective communication between the school and home is key to student success. Reporting helps the school share a student's abilities, accomplishments, efforts, and attitude, with comments that provide both a summative overview and formative recommendations. These comments highlight areas for improvement, celebrate successes, and suggest strategies for growth.

Full Academic Formal Reports are issued twice a year in January and June.

- The January report covers course content and provides feedback on student performance, including grades for subject-specific criteria and a final grade on a 1-7 scale.
- The June report includes summative grades and a comment from the homeroom teacher.

Parent-Teacher-Student Conversations

Parent-Teacher-Student Conversations are held online in November and provide an opportunity to connect online with subject teachers. These meetings allow parents to discuss their child's progress, strategies, and goals with some or all of their teachers. We encourage both parents and students to attend, as it fosters a collaborative conversation about learning, which is key to our strong home-school partnership.

Student Learning Conversations

Student Learning Conversations are held online in September and April. These student-led discussions focus on understanding the student's learning journey, with parents and the homeroom teacher participating to support the student throughout the process.

Throughout the year, parents can schedule conferences with subject teachers or the homeroom teacher. Open communication is essential to our teacher-parent partnership, and we welcome all forms of communication.

Riverside Campus (High School)

Contacting the School

Absence or Late Arrival: Click here to submit absence form	Campus Office & Homeroom Teacher • Call and email the office at 041 768 29 41 and office.riverside@iszl.ch • Email Homeroom Teacher
Concern about work in one subject Examples: home learning, completion of assignments, performance/grades	Subject Teacher Short email to manage issue or arrange a meeting
General Concern Examples: student organisation, relationships, missing schoolwork	Homeroom Teachers Short email to manage issue or arrange a meeting

Information about High School Programmes Assessment; General Curriculum	High School Programme Coordinator Robert Sugden robert.sugden@iszl.ch	IB Coordinator Kelli Meeker kelli.meeker@iszl.ch
Information about University	University Advisor Janie Digby janie.digby@iszl.ch	University Advisor Zoe Whittle zoe.whittle@iszl.ch
Issue not resolved by teacher	Assistant Principal Grades 9 and 10 Louisa Radford louisa.radford@iszl.ch	Assistant Principal Grades 11 and 12 Phil Bruce philip.bruce@iszl.ch
Ongoing unresolved issue / Other	High School Principal Linsey Lawrence linsey.lawrence@iszl.ch	

➤ Facilities and Services

Library

The [Riverside Campus Library](#) is open from 08:30 to 17:00 and offers a wide collection of fiction, non-fiction, periodicals, and electronic resources to support both academic and recreational reading. Students, especially those in Grades 11 and 12, are encouraged to use the library regularly.

The school subscribes to a variety of journals, magazines, and online databases, providing students with up-to-date and easily accessible research materials. The school librarian is available to recommend reading materials and assist students with locating resources for projects and research. Learning to navigate these resources is a key part of class visits to the library across subjects.

To maintain a productive environment, students are not allowed to eat or drink in the library and are expected to remain quiet to avoid disturbing others.

Triple Gym and Field

The Triple Gym and Field provide students with state-of-the-art facilities to support physical education, sports, and fitness. On-campus amenities include a fully equipped fitness centre, a dance studio, a climbing wall, basketball courts, and a football field.

Beyond campus, ISZL students benefit from access to nearby local facilities, including swimming pools, tennis courts, a golf course, and athletics tracks.

Cafeteria and Food Truck

Our Riverside Campus has two on-campus options for hot meals: the Cafeteria and the Food Truck. The cafeteria serves a rotating menu of various nourishing food options, as well as options available everyday like sandwiches, salads, and fruit. The Food Truck is located outside of the main building and serves additional rotating lunch options, as well as salads, soups, hot dogs, and more.

[Click here to see a sample weekly menu](#)

Outside of lunch hours, the cafeteria is available for students to relax or meet in groups for studying and discussion, as the library is reserved for quiet study. Students may eat and drink in the cafeteria during these times but are expected to keep the space clean and tidy.

Hot Lunch Programme

At the High School an optional Lunch Programme is available to all students. The food is cooked on the school premises by [Passion Food GmbH](#), who use local suppliers for fresh seasonal vegetables and fruits. Each student can use a lunch card with funds preloaded onto it, making it easy to pay for lunches without needing cash.

Lunch Programme prices vary depending on what grade your child is in.

[Click here for more information on the Programme.](#)

Computer Room

The computer rooms are primarily used for technology classes and for additional sessions booked by other classes. During lunch and break times, when the rooms are not in use, students are welcome to access the computers.

To maintain a productive and safe environment, food and drinks are not permitted in the computer rooms, and students must follow the school's [Responsible Use Policy](#).

Lost and Found

The Riverside Campus maintains two lost property locations: one in the Triple Gym, and one at the rear of the Theatre.

Lockers

At the beginning of the school year, all High School students are assigned a numbered locker and key. A CHF 20 deposit is required for the key, covering the cost of a replacement if it is lost. If a replacement key is needed, an additional CHF 20 deposit must be submitted. Students are responsible for the care of their lockers and keys.

To maintain locker quality, students must not apply graffiti, stickers, or other materials and should report any damage immediately. Periodically, usually before major holidays, students are required to empty their lockers for cleaning. At the end of the year, students must clean their lockers and ensure they are ready for the next user.

After School Activities and Clubs

ISZL's after-school programme offers a variety of activities for students in Grade 1 and above, including sports, arts, and other special interests.

Running across three seasons each year, sign-ups open before each season, with the new academic year sign-up beginning in August. High School parents and students are able to see and sign up for the activities/athletics on offer through our allocation system. Our automated system then runs a selection process and allocates clubs to children, depending on demand and preference.

➤ Curriculum and Academic Programme

Grades 9 and 10 students follow the Middle Years Programme (MYP) of the International Baccalaureate® (IB), which was founded upon the belief in the importance of a holistic approach to education.

Within Grades 11 and 12, ISZL is one of the few schools in the world offering a choice of the IB Diploma Programme (IBDP), the College Board Advanced Placement® (AP) courses alongside ISZL and BTEC courses. This choice allows students to ensure that they follow a programme that is best suited to their learning style and future academic goals.

For more specific details and requirements of the programmes we offer, please see the [High School Academic Course Guide](#).

International Baccalaureate® Middle Years Programme (MYP)

The Middle Years Programme (MYP) for Grades 6-10 prepares students for future education, offering a broad curriculum that includes at least two languages. Students study eight to nine subjects, connecting their learning to real-world issues and different cultures. The MYP emphasises understanding concepts over memorising facts and helps students develop key skills in communication, collaboration, self-management, research, and thinking.

Each year, students engage in a service learning project to connect with local or global communities and develop the IB learner profile. In Grade 10, students complete a Personal Project, which allows them to explore a topic of their choice, guided by a faculty member, and integrate global contexts into their work.

International Baccalaureate® Diploma Programme (IBDP)

The International Baccalaureate Diploma Programme (IBDP) offers a global curriculum, providing access to universities worldwide. The IBDP is structured around six academic areas with a core component.

The full IB Diploma also includes Theory of Knowledge, CAS (Creativity, Action, Service), and a 4,000-word extended research essay. Students work with a supervisor to design their essay topic.

Completing the IB Diploma automatically meets ISZL's graduation requirements.

ISZL High School Programme

The ISZL High School Programme offers students a wide range of courses to match their passions and interests, leading to the ISZL High School Diploma, which is recognised by many universities. Students can choose from Advanced Placement (AP) courses, IB Diploma (IBDP) courses, ISZL courses, or a BTEC in Creative Media.

IB Diploma courses span two years and are externally assessed through coursework and final exams.

Some ISZL courses prepare students for AP exams, such as taking Biology before AP Biology. Optional preparation courses may also be available for students needing to strengthen their knowledge.

ISZL also offers experiential, project-based courses like Humanities: Global Innovations, Science: Innovation in Action, and English: Innovations in Communication, providing students with a portfolio of university or career-ready projects.

Grading and Reporting

Grade Descriptors

In Grades 9 and 10, as per the MYP assessment philosophy, we use a 1–7 grading scale for final summative grades on semester one and two reports. These grades are calculated using a best-fit, criterion-related approach, based on professional judgment of learning evidence, rather than averaging.

In Grades 11 and 12, the ISZL 1–7 grading scale is used across all courses. Grades reflect the mastery of knowledge, skills, and understandings at that point in time, based on graded evidence of learning. Teachers assess all graded work and determine which ISZL grade descriptor best fits the student's performance consistently. While the emphasis on skills and knowledge may vary, the grading is designed to support final performance in external exams and equip students with essential skills, even those not directly assessed.

ISZL High School Grade Descriptors

[DP/AP/ISZL Classes Only]

- **Grade 7 – Excellent**
A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The students consistently demonstrate originality and insight and always produce work of high quality.
- **Grade 6 – Very Good**
A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation, where appropriate. The student generally demonstrates originality and insight.

- **Grade 5 – Good**

A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.

- **Grade 4 – Satisfactory**

There is evidence of a good general understanding of the required knowledge and skills, and the ability to apply them in some assignments. There is some evidence of the skills of analysis, synthesis, and evaluation.

- **Grade 3 – Needs Improvement**

Limited achievement against most of the objectives, or clear difficulties in some areas. The students demonstrate a limited understanding of the required knowledge and skills and are only able to apply them fully in normal situations with some support.

- **Grade 2 – Poor**

The student demonstrates very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations even with support.

- **Grade 1 – Very Poor**

Minimal achievement in terms of the objectives.

ISZL 1–7 High School Grades are not directly correlated with external assessment scales used in IB, AP, or BTEC qualifications, such as the IB 1–7 grade, AP 1–5 grade, or BTEC pass, merit, distinction, and distinction* grades.

IB, BTEC, and AP grades, and their predictions, are based on end-of-course performance. A student may be performing well relative to current course expectations (e.g., an ISZL 5) but predicted a lower grade (e.g., IB 4 or AP 2). Conversely, a student not meeting current requirements could be receiving a lower ISZL grade (e.g., 3) but still have the potential for a higher prediction (e.g., IB 5 or AP 3).

Please note that the ISZL 1–7 High School semester grades (for both semester one and two) are recorded on the student transcript, not AP or IB grades.

Additional Grading Designations

In addition to the achievement grade, three other designations may appear on a student's transcript:

- **Incomplete (“Inc”)**: This indicates the grade is pending due to illness or another legitimate reason. The student must complete and submit missed work within an agreed time to receive credit.
- **No Grade (“NG”)**: Given to a recently arrived student who has completed too few assignments, or when it would be unfair to assign a grade due to limited exposure to the material.

- **Withdrawn Medical (“WM”)**: Given to students who cannot complete a course for medical reasons, after consultation with parents and college counselors. There is no expectation to complete the course if graduation requirements are met.
- **Approaches to Learning (ATL)** skills are assessed continuously, with students progressing from "approaching" to "exceeding," where they can teach others. The ATL skills are grouped into five categories:
 - **Communication skills**: Reading, writing, language use, and interaction
 - **Research skills**: Information and media literacy
 - **Self-management skills**: Organisational, emotional, and reflective skills
 - **Social skills**: Collaboration
 - **Thinking skills**: Critical, creative, and transferable thinking

Student Reports and Evaluations

Reports are sent four times a year: mid-semester reports in November and March, and summative reports at the end of each semester in January and June. Mid-semester reports provide data on Approaches to Learning (ATL) and current grades, timed just before Parent-Teacher-Student Conferences to encourage meaningful discussions. Comments are included only in the semester one reports.

Parent-Teacher-Student Conferences are held twice a year, as indicated on the school calendar. These scheduled meetings provide an opportunity for parents to meet with some or all of their child’s teachers to discuss progress, strategies, and goals.

Academic Support Plans

Academic support plans may be recommended to provide additional help to a student, and include a weekly status report overseen by the homeroom teacher or a school leader, covering attendance, behavior, missed home learning, and upcoming assignments. The goal is to encourage students to take more responsibility for their education.

Monitoring may be required for various reasons, often for students with low marks or consistent underperformance. It can apply to specific classes and is typically requested by school administration in consultation with teachers.

Please note that academic support plans are not the same as Individual Learning Plans (ILP) for students who require learning support.

Academic Progression

In very rare circumstances, due to attendance (see “Absence from School”) or academic progress, it may be deemed beneficial for a student to remain in the current grade level in the subsequent year. Parents and educators will partner together to ensure transparent and timely communication.

Tutoring

Teachers cannot accept financial compensation to tutor their own students or those in their courses. They will offer help during school hours or before/after school as needed. If a student requires additional tutoring, it may indicate a need for a course level change.

While teachers may suggest outside tutoring in some cases, the school does not provide this service or make specific tutor recommendations.

School Examinations

Major internal exams take place in December and June for Grades 11 and 12, and in June for Grades 9 and 10. Exams are spread across the week to ensure no more than two exams per day, with a "make-up" slot for missed exams due to illness or emergencies.

Not all subjects have exams, and some exams (e.g., Studio Art) may be scheduled outside the exam period, with teachers providing advance notice.

In Grades 9 and 10, exams are assessed according to the MYP criteria. The exam dates are listed on the school calendar. Except in emergencies, exams cannot be rescheduled. Any changes must be approved by the Assistant Principal (academic).

Parents should consider the exam schedule when making holiday plans, as students should not miss exams, which are key practice for future external exams.

➤ External Standardised Exams

Students taking external exams through the College Board, ACT, or the International Baccalaureate may qualify for exam concessions. The assigned case manager will work together with parents in obtaining the necessary documentation and submitting accommodation requests.

The Standardised Aptitude Test (SAT)

The SAT is offered at the Riverside Campus in August, October, December, March and May. It is taken using students' own laptops and it takes around 3 hours to complete.

To register, students must do so online at least one month prior at www.collegeboard.org. The SAT is required for some US, Canadian, and European university applications. Students can take the SAT more than once, with many universities using the highest score from each section. However, we recommend no more than three attempts. Accommodations are available through the College Board and the Learning Support team can provide support for this.

For more information, visit www.collegeboard.org.

English Language Assessments

Some universities require students from non-native English backgrounds to take additional English proficiency tests, even if they are from English-speaking countries or have been educated in English.

The International English Language Testing System (IELTS) evaluates academic reading, writing, speaking, and listening skills. It is available in Zurich and other major cities worldwide. Test results are valid for two years, so students are advised to take it at the end of Grade 11. Many UK universities now require this test, regardless of nationality or AP/IB exams. Please check with your university advisor to help with this. For more details, visit www.ielts.org.

Another common test is the Test of English as a Foreign Language (TOEFL), administered by the Educational Testing Service (ETS), which also runs the SAT, PSAT, and AP exams. The TOEFL Internet-Based Testing Programme (IBT) is available in Switzerland and globally.

For more information, visit www.ets.org/toefl.

➤ **Student Attendance**

Class attendance is an integral part of the learning process and students are expected to attend school at all times when classes are in session and to arrive punctually. To this end ISZL maintains a register of attendance and lateness for each student. Attendance will be reported to parents when it becomes an issue of concern. Students who are not at least 80% present in a course will struggle to maintain academic momentum and may not be able to satisfactorily complete the course and receive a grade at the end of the year.

Attendance is also expected at assemblies, homeroom, field trips, Personal Development Week (PDW), sports trips and activities. Teachers, homeroom tutors and activity leaders cannot excuse the absence of a student and should never be asked to do so. Approval for absences must be sought only from the Principal.

Attendance and Course Completion

If attendance is below 80%, and there is supporting documentation (medical or otherwise), satisfactory completion of a course can be defined as:

- Continue to complete all graded class assignments, with minor extensions, as required. Continue to demonstrate consistent communication with class teachers to catch up on missed work.
- Continue to demonstrate consistent evidence of on-going self study in order to remediate any absences.
- Timely communication of any known absences.

Failure to meet both the 80% attendance and academic output conditions will result in transcribing course grades as follows:

1) “Inc” (Incomplete) for a two week extension (or other agreed time period) until such time that sufficient evidence of learning is submitted.

THEN

2a) “NG” (No Grade) once the two week extension (or other agreed time period) has lapsed and insufficient evidence of learning submitted.

OR

2b) “WM” (Withdrawn Medical) if there are medically documented reasons that prevent the student from demonstrating sufficient evidence of learning.

OR

2c) “7–1” ISZL Grade inputted according to evaluation of evidence of learning

Should an “NG” or “WM” result in a student not meeting graduation requirements then the student will either not be issued with an ISZL diploma or a student will be given a Modified ISZL Diploma.

Student Absence

Class attendance is essential for student success, and students are expected to attend all classes, assemblies, tutor groups, field trips, and activities, arriving on time. Attendance and lateness are recorded for each class.

Absences due to illness or medical treatment should be reported by a parent or guardian before 08:30 to the Class/Homeroom Teacher and School Office (office.riverside@iszl.ch). Only a parent or guardian can excuse a student from school.

Parents are responsible for any consequences of non-illness absences.

Extended absences for holidays will not be supplemented with additional tuition. Parents are encouraged to plan holidays to avoid missing school.

Excessive absences may lead to repeating a school year or, in High School, being denied course credit. Persistent unexcused absences may result in disciplinary action, suspension, or refusal to return the following year. While we understand the need for international families to travel, any absence can jeopardise a student’s academic progress.

Late Arrival

Students arriving late to school should sign in at the High School office, where the High School Secretary will mark them as late. If late due to transport or other valid reasons, students should contact the office as soon as possible and bring a written note from a parent/guardian the following day. Even if only a few minutes late, students must report directly to the School Office. Repeated lateness may result in disciplinary consequences.

Early Departure

Students needing to leave school early for a doctor or dentist appointment must bring a signed note from home, email, or call (preferably for emergencies only). The student should give the note to the teacher before leaving and then “sign out” at the office. If returning the same day, they must sign in again. Students may not leave campus without first reporting to the office.

Departure Due to Illness

If a student becomes ill during the school day, a parent or guardian will be contacted to pick them up as soon as possible. Students must see the school nurse and receive permission before leaving. Leaving without this approval can pose health risks and cause concern for both parents and the school.

Attendance During AP Exams for Grade 11 and High School Programme Students

Grade 11 students taking AP exams will be granted study leave during the two-week exam period in May. Students are not required to attend classes unless requested by a subject teacher. If an AP exam coincides with a local holiday, the exam will still take place, and students must attend.

Attendance During IBDP and AP Exams for Grade 12 Students

Grade 12 students taking the full IB Diploma or AP exams will be granted study leave before the May exam period begins. Students are not required to attend classes during study leave unless requested by a subject teacher. If an IB exam coincides with a local holiday, the exam will still take place, and students must attend.

Study Leave Procedures

Study leave procedures are determined each year using the following design principles:

- Study leave is a provision granted to students in order to prepare independently for their examinations.
- In Grade 12, study leave marks the end of compulsory attendance in a student's courses. IBDP and AP students are given study leave approximately 14 school days prior to the start of the relevant examination periods, not including the two weeks of Spring Break should it fall during this time.
- For all other students, study leave periods attempt to balance the integrity of ongoing learning experiences with appropriate opportunities for independent study.

Grade 9 and 10 AP Exams

Grade 9 and 10 students taking AP language exams will have study leave in the morning before the exam. If the exam is in the afternoon, students do not need to attend school that morning. They must return to class at the start of the next timetabled lesson. Special requests can be made to the Assistant Principal (Academic) and will be considered individually.

Grade 11 AP Exams

Study leave does not prevent students from working on campus. We encourage students to study in the library or in class. Study leave may not be granted to students with academic concerns; instead, supervised study on campus will be arranged.

Which classes run?

- **Grade 11 IB classes** run throughout the study leave and exam period. Students are strongly encouraged to attend whenever possible.
- **Grade 12 classes** offer revision sessions from the start of study leave until the beginning of the IB exam week.
- **AP classes** offer revision sessions from the start of study leave until the beginning of the AP exam week. Grade 11 students whose study leave hasn't started must attend classes until their personalized study leave begins.
- **ISZL classes** (non-AP, non-IB) run until the AP exam week. Attendance is compulsory until the student's personalized study leave begins. During the AP exam weeks, classes continue at the teacher's discretion and in consultation with students.
- **ISZL and AP classes** resume as normal after the AP exam week. AP classes with two or more Grade 11 students will offer enrichment courses related to their subject discipline.

Grade 11 students will be given a personalised study leave program based on the following guidelines:

- For students with five or more APs, optional study leave begins about 14 days before the AP exam week, including Spring Break.
- For students with four APs, optional study leave starts approximately 14 days before their AP exams begin, including Spring Break.
- For students with three or fewer APs, study leave begins on the first day of the AP exam week, ensuring at least three consecutive days of study before the first exam.

Students without AP exams will meet with the Assistant Principal to create a self-study plan for the two weeks of the AP exams.

Grade 11 students may make special requests regarding their study leave, which will be considered individually. During study leave, students must sign in and out at the office to confirm their presence on campus.

Grade 11 IB German Anticipated Students

Students are not required to attend lessons the day before their exams or on the morning of the exam if it is in the afternoon. They must attend lessons once their exam is complete.

Grade 12 AP and Diploma Students

The last school day for Grade 12 students will be approximately 14 school days before the relevant exam periods. This does not include Spring Break, so students may have up to four weeks of independent study before their exams, depending on when the break falls.

During this study leave period, Grade 12 teachers will offer optional revision classes according to the regular timetable. Students attending must sign in and out at the office.

➤ Student Conduct and Behaviour

Behaviour Expectations

We believe that self-discipline is essential for a productive education and is rooted in respect for both others and oneself. Academic and social success thrive in an environment of respect, responsibility, and cooperation.

In partnership with parents, we support children in developing self-discipline, which is key to building independent and collaborative study habits. Our goal is to guide students in setting boundaries, taking responsibility for their actions, and learning conflict resolution skills. This approach is woven into the fabric of our teaching and learning.

We ask that all students and parents familiarise themselves with the expectations outlined in the ISZL Code of Conduct and uphold these values throughout their time at the school.

Campus Boundaries and Off-Campus Privileges

Grade 12 students receive off-campus privileges shortly after the school year begins, while eligible Grade 11 students are granted this privilege during the second semester. Both Grades 11 and 12 may leave campus during the school day only if parents have agreed to this privilege. Students in other grades must remain on campus and may face disciplinary action for not following this rule.

Students in Grades 11 and 12 who have permission to leave campus must sign out when they leave and sign back in upon their return. A sign-out sheet is available in the school office to ensure we know who is on campus in case of an emergency. Failure to follow this procedure may result in the loss of off-campus privileges.

If a Grade 11 or 12 student has no class, they may choose to study in the dining hall or library (library for quiet study only).

While it is rare for students in Grades 9 or 10 to have an open block, they should report to the library for study time.

Drugs, Alcohol, and Smoking

Drugs, tobacco, e-cigarettes, vapes, and alcohol are strictly prohibited on campus and at all school-related activities. The use of illegal drugs poses serious risks to both the individual and the community, and students found in possession, under the influence, or involved in trafficking drugs will face expulsion.

Students who smoke or use e-cigarettes or vapes will receive a warning letter, with further disciplinary action for repeated offenses.

Students are not permitted to consume alcohol at school or any school-related activity. Those found under the influence of alcohol or drugs will face severe disciplinary consequences.

Disciplinary Action

In most disciplinary situations, our focus is on promoting a student's growth through counseling, encouragement, explanation, and improvement measures. However, we also have a responsibility to the wider school community, and any disciplinary action reflects our high expectations and the need to communicate clearly what behavior is acceptable.

Students who break major school rules or repeatedly violate other rules may be referred to the Principal. At the Principal's discretion, the following actions may be taken:

- Verbal reprimand
- Assignment of consequences
- Notification to the student's parents
- Suspension pending a conference with parents
- Referral to the Director
- In serious cases, recommendation for expulsion to ISZL Director

Our expectations and the disciplinary system are outlined in the [ISZL Code of Conduct](#). On school trips, students who violate major rules or cause harm to themselves or others may be sent home at their parents' expense.

➤ **Mobile Phone Policy**

While mobile phones do serve as a useful link to parents, students will be asked to switch their phones onto silent mode during school hours. The school is not liable in case of damage or loss.

➤ **Personal Music Device Use**

Personal music devices may be used during lunchtime, break times, and free periods, but not in class, the library, computer labs, or during assembly, activities, or homeroom unless permitted by the supervising teacher. Music should always be at a volume that does not disturb others, and students should be mindful of excessive volume, which can cause hearing damage.

For content not covered in this handbook, please refer to:

- [Primary Years Programme Handbook](#)
- [Middle Years Programme Handbook](#)
- Primary School Grade Level Handbooks (available via Parent Portal)
- [High School Course Guide](#)
- [ISZL Website](#)
- [Parent Portal](#)