



The International
School of Belgrade
Since 1948



PreKindergarten Handbook 2015-16 SY

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Using this Handbook

This handbook is designed to provide parents and students with the information they need regarding the daily routines and guidelines at the International School of Belgrade (ISB).

1. THE PRE-KINDERGARTEN CLASSES IN THE PRIMARY YEARS PROGRAMME (PYP)

Pre-Kindergarten (Pre K 3 and Pre K 4)

The Pre-Kindergarten classes are for children between the ages of three and five. The early childhood years are distinctive in several ways. The rapid rate of development, which occurs in the physical, social, emotional, intellectual and aesthetic domains, is particularly significant. For many children, these years also mark the first transition from home to a group experience outside of the family and to a new physical environment. At the International School of Belgrade (ISB) we support each child's development of secure and trusting relationships in this new school community to ensure a smooth home-school transition. Trust is an important factor in this sociocultural learning process since children need to be able to trust that the significant adults in their learning community value their participation in and contribution to the group. To a young child, a teacher represents a trusted figure, which places a primary responsibility on educators to show sensitivity, discretion and respect in the building of this special relationship with young learners.

The young child engages with the world in a direct and interactive manner, and the International Baccalaureate's Primary Years Program (PYP) encourages an active learning approach through which children construct meaning from experience about the social and physical world that surrounds them. When setting the learning goals for the Pre-Kindergarten program, we aim to cover the following areas of learning:

- * Personal, social and emotional development
- * Communication, language and literacy
- * Mathematical development
- * Knowledge and understanding the world
- * Physical development
- * Creative development.

Our school environment offers a range of clearly defined areas to encourage exploration, investigation and play. These include spaces for reading, writing, art, construction, imaginative play, and science and technology. Children's interactions in and with these spaces stimulate them to become active learners by providing ongoing opportunities for them to:

- * Initiate inquiry and ask questions
- * Use materials in flexible and imaginative ways
- * Work cooperatively with others
- * Sustain their interests and extend their knowledge
- * Develop understanding
- * Make choices.

2. PHILOSOPHY

Pre-Kindergarten Philosophy

At the International School of Belgrade, administrators, teachers, parents, and students work as a cooperative team to promote the maximum individual achievement of each student. We believe that play is an essential part of a child's early years at the International School of Belgrade and a foundation for future social and academic success. As children grow and develop, we encourage them to become increasingly responsible for their own behavior and learning. The Pre-Kindergarten program is designed to encourage a balance of child-initiated and teacher-facilitated activities, taking into account the individuality and diversity of every child. Through living the IB Learner Profile, we build confidence and self-esteem in our communicative, active learners, through a stimulating environment. We create learning opportunities through play, which sparks children's natural curiosities, interests, and enthusiasm, as well as emphasizing the age-appropriate pace in the development of social and emotional skills. Teachers in the Pre-Kindergarten program strive to honor these values and goals which are vital for the future success of our students.

3. PROFESSIONAL STAFF

Our teaching staff is comprised of international professional educators with knowledge and experience in teaching young children. Teachers and Instructional Aids create a safe, positive and motivating classroom environment that promotes the IBPYP Learner Profile and attitudes. Learning is supported by specialist teachers of Music, Physical Education, Library, Movement and Dance and Visual Arts.

Health and Social-Emotional Service:

ISB employs a full time physician who works in the direct attention of physical illness and injuries, including preventive measures and annual check-ups of hearing and vision.

Families of ISB also have a full time counselor at their service to support the social-emotional well-being of our students. This includes direct interaction with classrooms, individual students, and family members. Families are encouraged to use this support even when the matter is not an academic one.

4. PRE-KINDERGARTEN PROGRAMME

ISB follows the IB PYP programme for Early Years students. This programme is concept driven and taught through inquiry. Students learn about globally significant issues in the context of our units of inquiry. The IBPYP is a transdisciplinary programme where the subject disciplines of Language, Mathematics, and Science, Social Studies, the Arts and Personal, Social and Physical Education offer perspectives on a bigger idea. These big ideas are called the Transdisciplinary themes: Who we are, How we express ourselves, How the World works, How we organize ourselves, Where we are in Place and time and Sharing the Planet. This year our focus will be Who we are, Sharing the planet, How the world works and How we express ourselves.

LANGUAGE

Listening and Speaking

Listening and speaking are natural, developmental processes that infants and young children are immersed in from their earliest experiences. Almost all children arrive at school with an impressive command of their mother-tongue language. However, the expectations and approach to language development in school is often very different from the successful learning environment the child has previously experienced. In the transition from home to school, or from one school to another, it is important to acknowledge the language profile of the individual and build on previous learning in ways that are positive and productive.

In an inquiry-based learning environment, oral language exposes the thinking of the learner. It is a means by which “inner speech” (Vygotsky 1999) can be communicated and shared to negotiate and construct meaning and develop deeper levels of understanding.

During this early years phase, learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

Reading and Writing

Reading helps us to clarify our ideas, feelings, thoughts and opinions. Literature offers us a means of understanding ourselves and others, and has the power to influence and structure thinking. Well-written fiction provides opportunities for learners to imagine themselves in another’s situation, reflecting on feelings and actions, and developing empathy. The ability to read and comprehend non-fiction is essential for the process of inquiry. As inquirers, learners need to be able to identify, synthesize and apply useful and relevant information from text. Teachers should provide a balance between fiction and non-fiction, to meet the range of learning needs and interests of their students. The most significant contribution parents and teachers can make to succeed in reading is to provide a captivating range of picture books and other illustrated materials to share with beginning readers. Enthusiasm and curiosity are essential ingredients in promoting the desire to read.

During this early years phase, learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a “book”, and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are “reading” to construct meaning.

Writing is a way of expressing ourselves. It is a personal act that grows and develops with the individual. From the earliest lines and marks of young learners to the expression of mature writers, it allows us to organize and

communicate thoughts, ideas and information in a visible and tangible way. Writing is primarily concerned with communicating meaning and intention. When children are encouraged to express themselves and reveal their own “voice”, writing is a genuine expression of the individual. The quality of expression lies in the authenticity of the message and the desire to communicate. If the writer has shared his or her message in such a way that others can appreciate it, the writer’s intention has been achieved. Acquiring a set of isolated skills will not turn them into writers. It is only in the process of sharing their ideas in written form that skills are developed, applied and refined to produce increasingly effective written communication.

During this early years phase, learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

Viewing and Presenting

It is important to provide a balanced programme with opportunities for students to experience both viewing and presenting. These processes involve interpreting, using and constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. They allow students to understand the ways in which images and language interact to convey ideas, values and beliefs. Visual texts may be paper, electronic or live, observable forms of communication that are consciously constructed to convey meaning and immediately engage viewers, allowing them instant access to data.

During this early years phase, learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

MATHEMATICS

In the IB Primary Years Programme (PYP), mathematics is viewed as a vehicle to support inquiry, providing a global language through which we make sense of the world around us. It is intended that students become competent users of the language of mathematics, and can begin to use it as a way of thinking, as opposed to seeing it as a series of facts and equations to be memorized.

It is important that learners acquire mathematical understanding by constructing their own meaning through ever-increasing levels of abstraction, starting with exploring their own personal experiences, understandings and knowledge which are then applied to real-life situations. Therefore mathematics needs to be taught in relevant, realistic contexts, rather than by attempting to impart a fixed body of knowledge directly to students. The five strands of Mathematics in the PYP are Data Handling, Shape and Space, Measurement, Number and Pattern and function.

PERSONAL, SOCIAL AND PHYSICAL EDUCATION

PSPE in the IB Primary Years Programme (PYP) is concerned with the individual’s well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this well-being. Well-being is intrinsically linked to all aspects of a student’s experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle.

Physical education in a PYP school is more than just student participation in sports and games. Its purpose is to develop a combination of transferable skills promoting physical, intellectual, emotional and social development; to encourage present and future choices that contribute to long-term healthy living; and to understand the cultural significance of physical activities for individuals and communities. Therefore, in the PYP, there are specific opportunities for learning about movement and through movement in a range of contexts.

THE ARTS

Arts engage students in creative processes through which they explore and experiment in a continual cycle of action and reflection. Such creative processes are seen by the PYP as the driving force in learning through inquiry. From an early age, students have the opportunity to develop genuine interests, to give careful consideration to their work and to become self-critical and reflective.

Each of the arts, (Music, Visual Arts and Movement & Dance), is a significant discipline in its own right, but the transdisciplinary nature of arts gives them relevance throughout the curriculum. Arts promote attitudes

such as empathy and appreciation, and skills such as analysis, that help us to see the uniqueness of each person as well as explore the commonalities that connect us.

SOCIAL STUDIES

In the Primary Years Programme (PYP), social studies learning guides students towards a deeper understanding of themselves and others, and of their place in an increasingly global society. It provides opportunities for students to look at and think about human behaviour and activity realistically, objectively, and with sensitivity. Exposure to and experience with social studies therefore opens doors to key questions about life and learning.

The knowledge component of social studies in the PYP is arranged into five strands: human systems and economic activities, social organization and culture, continuity and change through time, human and natural environments, and resources and the environment. These strands are concept-driven and are inextricably linked to each other. They also provide links to other subject areas of the PYP curriculum model.

SCIENCE

In the Primary Years Programme (PYP), science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationships between them. Our understanding of science is constantly changing and evolving. The inclusion of science within the PYP leads learners to an appreciation and awareness of the world as it is viewed from a scientific perspective. It encourages curiosity and ingenuity and enables the student to develop an understanding of the world. Reflection on scientific knowledge also helps students to develop a sense of responsibility regarding the impact of their actions on themselves, others and their world. Children learn science in context, exploring relevant content, and transcending the boundaries of the traditional subject area. The transdisciplinary themes provide the framework for a highly defined, focused, in-depth programme of inquiry, and as science is relevant to all the transdisciplinary themes, all planned science learning takes place within this framework.

Science in the PYP is organized into four major strands:

Living Things; The study of the characteristics, systems and behaviours of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.

Earth and Space; The study of planet Earth and its position in the universe, particularly its relationship with the sun; the natural phenomena and systems that shape the planet and the distinctive features that identify it; the infinite and finite resources of the planet.

Materials and Matter; the study of the properties, behaviours and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.

Forces and Energy; the study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines.

LIBRARY & TECHNOLOGY

Our library supports learning through the Units of Inquiry and promotes the love of reading. PK children acquire skills, knowledge and understand about how libraries work, how to find information and the process of book creation. Parents are welcome to go to the library with their child to check out books for home. Technology at ISB is used throughout the curriculum where it best supports learning through scaffolding, engagement and understanding.

TRANSDISCIPLINARY SKILLS

Within their learning experiences throughout the programme, children develop a set of transdisciplinary skills: social, communication, thinking, research and self-management skills. Considering that young children are just beginning to develop these important skills, we focus on social skills (e.g. cooperating, resolving conflict, group decision making), and self-management skills (e.g. spatial awareness, codes of behavior, informed choices, healthy lifestyle). We create a positive environment and learning engagements that allow for practice of these skills in an atmosphere of warmth and acceptance, and transparent expectations. Children work and learn through these questions by playing. Play is their work, and their world. They construct and manipulate this world to help them figure out society's expectations for behavior. Our program provides the time and opportunity for this – as well as modeled examples with caring, empathetic, and patient teachers.

5. DIFFERENTIATED INSTRUCTION

Differentiated Instruction is based on the premise that instructional approaches should be adapted in relation to individual needs and the diversity students in classrooms. Differentiated instruction recognizes and responds to students’ cultural background, prior knowledge, school readiness, language background, learning preferences, and personal interests. The intent of differentiated instruction is to maximize each student’s growth and individual success by meeting each student where he or she is, and assisting him or her in the learning process. The content of the instruction in our classrooms addresses the same concepts with all students, but is adjusted by degree of complexity for the diversity of learners in the group.

6. READINESS

All children who enter the Pre-Kindergarten program must be toilet-trained and use the bathroom independently and appropriately. Faculty and staff recognize there are certain times when assistance may be required, and we are happy to help; however, we do not have the facility or staff to handle repeated toileting incidents. If a child demonstrates inability to control bladder and bowel movements throughout the day, an alternative plan will be outlined (shortened day, re-enrollment at a later date, removal to a more appropriate environment etc.) All children must have a spare change of clothes in their cubbies for emergencies.

7. SCHOOL COMMUNICATION

We try to keep communication lines open between home and school through a variety of means.

Our weekly Dragon Dispatch (Digital access via the school webpage), regular classroom and specialist newsletters, participation in monthly PYP Parent workshops, attendance at PTSA meetings and School Board meetings. Copies of all school communications can also be found on the ISB website.

Friday Folders

We recognize that in the youngest grade levels, where parents collect their children directly from the classroom, there are more frequent opportunities for parents to both see learning in context and discuss progress informally with teachers. In the older grades, parents have less direct contact with teachers in the learning context; therefore use of Friday Folders enables students to share their work with parents. All teachers use this method of communication as a way keeping parents informed of student learning and delivering any information that needs to be communicated from the school administration. Some examples of the type of work that may be included in Friday Folders are samples of student work, newsletters and other notes from your child’s teacher.

Sharing their work with people at home offers many benefits to students:

- Encourages students to be more reflective about their learning
- Promotes thinking about taking action as an outcome of learning
- Increases meaningful, timely interaction and communication between a student, his/her parents and the teacher
- Encourages guided self-assessment and critical thinking skills
- Allows parents an active involvement in their child’s learning
- Allows students to communicate about concepts and school activities in their mother tongue language which can increase understanding for both the student and adult.

E-mail

You may contact anyone at ISB via e-mail, using the following formula: first initial, last name@isb.rs. For example: to contact a teacher by name of the Jane Smith, the e-mail address would be jsmith@isb.rs.

Classroom/PYP Newsletters

Classroom newsletters are a tool that we use to assist with home/school communication. You can expect to receive regular communication from the classroom teacher and specialists every 4-6 weeks.

Report Cards / Conferences

You will receive your child's report card for each trimester. First two will be sent by email and the last one will be in print. Parent/teacher conference are scheduled after the first report card and student-led conference after the second report card. If needed, parents can schedule private conference with a teacher by email.

Parent PYP Workshops

Our PYP coordinator hosts workshops inquiring into a range of topics. The dates of these workshops can be found on the community calendar.

Dragon Dispatch

The Dragon Dispatch is a weekly electronic bulletin that is emailed to all families. The Dragon Dispatch will highlight events that will be taking place in the school and school community as well as provide information regarding the organization of our school. The Dragon Dispatch is our main source of up-to-date information here in the Lower School.

ISB Website

The ISB Website (www.isb.rs) is a wonderful source of information about our school, events and activities. Be sure to book mark this site and refer to it frequently. Our Moodle pages can be accessed at <http://belgrade.ceesa.net>.

8. SCHOOL POLICIES AND PROCEDURES

We hope this information will help you and your child feel welcome and informed about the Pre-Kindergarten program. This information is specific to our program in conjunction with the procedures and policies outlined in the ISB Parent-Student Handbook.

Programme Day

Pre-Kindergarten hours are 8:10 a.m.-3:00 p.m. Our day is structured to include choice time, inquiry and teaching times, special classes, a morning snack (provided by family), outdoor opportunities, and lunch. There is a hot lunch option for families at additional cost. Monthly menus are completed electronically.

Transportation/Pick-up/Drop-off

We expect parents to bring all Pre-Kindergarten children directly to the building in the morning for drop-off and return in the afternoon for pick-up. We will not release the children to anyone other than a parent without proper release information. There is a release form in the main office which parents must complete and give to the teacher and the office if a driver, care giver, home employee, or other family member will be picking up the child early. All children that ride the bus are escorted to the class by the bus monitors and returned to the bus by the Instructional Aid at the end of the day.

Please do not bring your children before 7:45 a.m. as teachers will be preparing the classroom learning environment and may not be available to watch the children before that time. It is critical that parents be on time to pick-up their children. A meeting with the class teacher, parents, and administrators will be called if there are persistent issues with late pick-up after 3:15pm.

First Days of School

Children may have anxiety over separation from parents the first few days of school. Separation anxiety can be eased by using these strategies: positive talk about school at home; a happy, firm, and final hug goodbye after a 5- minute transition time into the classroom, and timely pick up at the end of the day. Your child must have a completed medical form in the Physician's office and an updated emergency contact form in the office before the first day of school. Each child should also bring a seasonally appropriate change of clothes to keep in his/her cubby for the entire year.

Essential Agreements

The Pre-Kindergarten program firmly believes that active and involved learners quickly develop

strategies for effective self-management and social skills. Together with the teacher, the children create a set of classroom agreements. These serve as a self-reflection tool and a base for maintaining our positive learning environment.

We recognize that behavior issues happen as part of a child's social growth and strive to help them learn how to resolve conflict appropriately. Our program is designed to help children grow socially and emotionally in an accepting, rewarding, positive, and open environment, and through PYP learner profiles, attitudes and Transdisciplinary Skills. Where a more serious behavioural issue occurs, there is a Child Study Team at ISB, (Counselor, Principal and teachers) who monitor, document and further develop strategies in consultation with parents.

Absences/Tardiness

Regular attendance and respect for routines is an expectation in our early education program, however, we recognize and respect that each child's development and/or familial circumstances may impact attendance. School Policy requires faculty to record absences and tardy behavior and to mark this on each child's report card. This information remains in the child's permanent school file. If delays and/or issues beyond the norm are noted because of irregular attendance or excessive absences, a conference with an administrator and the parents will be called. Please let us know in advance of any extended absences so we can support your child during this time.

Pre-Arranged Absences

Please inform the Principal, the business office (to cancel hot lunch) and the teacher if your child will have an extended absence. Extended absences away from school are discouraged. All announced absences are excused by the Lower School Principal.

Sickness/Wellness

ISB has a school Physician. The Physician is responsible for all medical care during school hours, screening, and accident forms. All children must have a complete medical file in the Physician's office. It is especially important to have a current allergy and chronic condition record for the Physician and the classroom teacher. Please see the ISB Parent-Student Handbook for further information. If a child has a fever over 37°C or 99°F, he/she will be sent home. If the child has vomited, he/she will be sent home for 24 hours. If the child has any contagious viral infection, he/she will be sent home for 24 hours. If the child feels unwell and is not able to participate in school routine, the parents will be notified and the child may be sent home. Any medical condition, temporary or otherwise (broken arm, asthma, brace, etc.), must be discussed and documented (hard copy of specialist' document) with the physician and class teacher. In the event of a highly contagious disease (chicken-pox, strep, lice), the school physician will send home a notice for parent information.

The children play outside 'year round'. We play on the playground for at least 30 minutes each day. All children are required to have a spare change of clothes in their cubbies and have appropriate winter/summer wear. We do not have the staff to monitor children who are unable to participate fully in the curriculum, which includes physical education, outdoor opportunities, and drama/music. If your child is in school, he/she is well enough to follow our regular routine.

After-School Playground Rules

- All students must be supervised after 3:15 p.m. by a parent or guardian.
- Students must follow the same playground rules after school as they follow throughout the day.
- If a student consistently breaks the rules the student will not be permitted to stay and play.

Field Trips

Field Trips and Excursions

The Board of Directors authorizes and encourages field trips for educational purposes, provided such trips are properly planned and have been approved by the Principal.

A field trip is defined as an educational activity that meets the following criteria:

- a) It involves a specific class or classes;

- b) It is intended for all students in the class (es);
- c) It takes the class away from the classroom;
- d) It has an identifiable educational objective; and
- e) It includes preparing the students for the activity and follow-up evaluation after the trip.

Parental permission is required for all field trips. Arrangements and schedules shall be approved by the Principal in advance, and if the trip involves unusual distances, duration, or activities, the Principal may consult with the school Director.

No students shall be transported in unauthorized vehicles for school trips. An “authorized vehicle” is a vehicle of which the Director or his/her designee has approved the following:

- a) The specific vehicle
- b) The driver
- c) Proper & valid insurance documentation
- d) The capacity
- e) The date(s) of use, and
- f) Any other factors such as seat belts deemed relevant by the Director.

School transportation vehicles, if available, may be used for school trips. Whenever a vehicle such as a locally rented bus is used, notification to parents that the vehicle does not have seat belts will be stated on the parent permission form. Every effort is made to use only vehicles that have seat belts and to require seat belt use on school trips.

The school is only responsible for students who travel in authorized vehicles going to and from school-approved events. The school’s maximum liability is that which is covered by the school’s current liability insurance.

On all school-sponsored trips involving students, provision shall be made for proper supervision by school employees. Parents are permitted and encouraged to assist school staff in such supervision.

Materials from Home

In the Pre-Kindergarten classrooms, materials are selected on the basis of educational appropriateness for different age groups. Aggressive war toys, play guns and knives are not permitted at school. The school is not responsible for the safekeeping of items brought from home.

Lost and Found

Habits and skills, such as responsibility for personal belongings, develop with practice and repetition. We encourage our children to take care of their personal items. Families are asked to label all their child’s items such as clothing, knapsacks, and lunch boxes. Personal belongings not claimed are kept in Lost and Found in the Main Villa. At the end of the year, all unclaimed items are donated to a charity.

Pets

ISB is a great place for enjoying family time. We do ask families to leave pets at home while visiting campus. For the safety of all our students, pets are not allowed on our ISB campuses.

Smoking

ISB is a non-smoking campus and all visitors are expected to observe this policy.

Gifts to Employees

Students and parents are discouraged from routine presentation of gifts to employees of the school. When a student wishes to present a gift to an employee, the gift should not be elaborate or expensive. Simple remembrances expressing affection or gratitude will not be regarded as violations of this policy.

Bikes and Skateboards

Lower School students are welcome to travel to and from school on bicycles, skateboards, or scooters.

Please see that all students are properly equipped for safe travel. All students are expected to wear helmets while traveling to and from school. Bicycles, skateboards, and scooters are to be parked in our bike rack located near our art room.

Closing of School

If the occasion arises that warrants the closing of school, official notice will be issued from the Director's Office. The decision to close school is made by the Director in consultation with the Chair of the Board of Directors.

Procedure:

- The Director will notify the teaching faculty.
- An SMS message will be sent to all parents.
- It should be assumed that school will resume the following day.
- The SMS messaging system will be initiated for each consecutive day that school is cancelled.

Inclement Weather Policy: Every winter we have a few days of heavy snows and/or cold temperatures. On days such as these, the administration contemplates the following factors in the decision-making process of whether to hold school or cancel classes.

- Current road conditions in Belgrade,
- Accessibility to and from Lower School and Secondary campuses,
- Safety of ISB community members when going outside in cold temperatures and potential icy conditions,
- Outside temperature,
- Consultation with other local independent/international schools,
- Possible consultation with Embassies,
- Instructions from Serbian government,
- Operation of Belgrade public transportation, and
- Operation of school bus transportation.

The decision passes through multiple filters of consideration. Moreover, the School Director communicates with the Chairperson of the ISB Board of Trustees prior to any decision related to school opening/closure. The school will communicate any decisions in the following manner:

- The initial SMS notification to the community will be made no later than 6:15 a.m. on the morning of school. Available information about potential delays in school transportation will occur at 6:15 a.m. as well. Further transportation updates will be provided periodically to affected families throughout the morning period,
- The administration will also consider an early dismissal during period of inclement weather, and, /or cancel after school activities as well. This will be communicated through SMS and email in a timely manner.

Parent-Teacher Association (PTSA)

The ISB PTSA is an active group of parents who wish to help teachers, the Administration, and the I.S.B. family community in many ways to improve our school. The PTSA is governed by an executive committee in which teacher representatives and Administration are invited to participate. The room parents for each homeroom are the liaison between the school staff, the PTSA, and the school community. PTSA Room Parents are asked to assist in the organization of classroom activities and should communicate often with the classroom teacher. Room parents have an important role at ISB and we encourage you to volunteer to be the Room Parent for your child's class.

Selling Items on Campus

School policy prohibits soliciting or the sale of any items on campus unless the School is sponsoring the activity.

Security Procedures

In our efforts to make our school secure for your children the following procedures must be followed.

- Any visitor to the campus between 8:30 a.m. and 2:45 p.m. will be required to sign in with the guard.
- The visitor MUST wear a visitor's badge at all times.

- The visitor must report to the receptionist prior to visiting any other room on campus.
- Upon leaving, the visitor will sign out with the guard and return the visitor's badge.
- Any visitor to the campus after school hours will be required to sign in with the guard.

Car signs need to be put on the left hand side of the car window when you enter the school driveway. If you do not have a sign in your car window the guard will not allow you on the school premises.

This visual allows us to quickly identify you as an ISB family as well as informs us as to whom you are here to pick up. If you park your car in the parking lot, please place the sign in the window as it will allow us to identify you in the event that we may need you to move your vehicle.

Classroom Placement of Students

Classroom lists are developed by teachers and Administration after considering the academic and behavioral needs of each child. These class lists are carefully designed to ensure a balance within each class, and to create the most effective learning environment for learners.

Learning Support

While the staff and specialists can help with learning difficulties, ISB does not currently have the resources or programs to support students with major learning disabilities or major physical challenges. Any one-on-one special educational needs support is provided by outside consultants and tutors. Fees for such services are paid privately by the individual families. Any educational, emotional, or physical needs must be noted in detail in the application form. Please provide any available academic or psychological evaluations and reports of extra academic support the applicant is receiving. Failure to disclose such information may result in revocation of an offer of admissions.

9. ADMISSIONS

Contact Information

We ask that parents contact the School Admissions Coordinator whenever there is a change in contact information (e.g., e-mail address, telephone numbers, billing addresses). It is critical that the school has the most up-to-date contact information in case of an emergency.

Withdrawal from School

To request withdrawal from school, the parent will notify the Admissions Coordinator in writing. The Admissions Coordinator will arrange a checkout procedure for the student. If tuition and/or fines have not been paid, school records will not be released. Please allow the School five business days' notice in order to prepare report cards and records.

10. CONTACT INFORMATION for PRE-K

Ms. Dusica Duda Vesic	Pre-Kindergarten Teacher	dvesic@isb.rs
Ms Ana Modli-Gorodetsky	Pre-Kindergarten Teacher	amodli-gorodetsky@isb.rs
Ms. Jelena Nikolic	Pre-Kindergarten Instructional Aide	jelena.nikolic@isb.rs
Ms. Dunja Nesovic	Librarian	dnesovic@isb.rs
Ms. Marija Dimitrov	PE teacher	mdimitrov@isb.rs
Ms. Ivana Jovanovic	Movement and Dance Teacher	ijovanovic@isb.rs
Ms. Svetlana Spasic-Glid	Art teacher	sspasic@isb.rs
Ms. Ljudmila Janicijevic	Music teacher	ljjanicijevic@isb.rs
Mr. Nikola Miletic	Lower school receptionist	nmiletic@isb.rs
Ms. Ivana Garic	Principal's assistant	igaric@isb.rs
Mr. Brian Lettinga	Principal	bletinga@isb.rs
Dr. Rob Risch	Director	rrisch@isb.rs
Dr. Lilly Balos	School Physician	lbalos@isb.rs