



OEIRAS INTERNATIONAL SCHOOL STUDENT & PARENT HANDBOOK

2020 - 2021

SAPERE AUDE

CONTENTS

WELCOME FROM THE PRINCIPAL	3
Organization of the school	8
Academic Standards.....	9
The School Year.....	10
The School Week.....	10
The School Day for IB-PYP, IB-MYP and IB-DP	10
Lunch.....	11
After School Activities (ASA) including OIS Arts Centre and After School Programmes.....	11
Careers Guidance	12
School Uniform	12
PYP Assessment	14
IB-DP Assessment.....	16
POLICIES AND CODE OF CONDUCT	17
ADMISSIONS POLICY	18
LANGUAGE POLICY.....	20
DEADLINE POLICY.....	22
Conditions to complete Year 12 of the Diploma Programme.....	23
ABSENCES.....	24
CERTIFICATION.....	24
HOMEWORK POLICY	25
CODE OF CONDUCT.....	26

WELCOME FROM THE PRINCIPAL

Dear Friends,

Welcome to Oeiras International School (OIS). We are very pleased you have chosen to become a part of our community. Unlike many other international schools, OIS is not run to make a profit for owners or shareholders. We are here to do the best for our students, and any profit is reinvested into our facilities and resources. Our parents know they are not simply buying a service, but are becoming a part of something. They freely contribute their time and ideas to the school, working with teachers and administrative staff to make things better for our children. It is a real partnership, and it generates an ethos of positivity and mutual support. We are very proud of our unique and special identity, and glad that you have chosen to join us.

The academic year 2020-21 is special. Covid-19 has changed many of the familiar things that formed a part of our routines. For the sake of safety this was inevitable. In this guide we have published both 'normal' practice and 'covid' practice because we earnestly hope that soon we will be able to return to normal, so it is important for you to be aware of both.

If you have any observations or questions, I would be delighted to hear from you. Please contact me on steve.lewis@oeirasinternationalschool.com

Steve Lewis
Principal

Our Mission

OIS - Oeiras International School is committed to promoting a respectful community of independent and passionate lifelong learners who are aware of their roles and responsibilities in an ever-changing world. To this end we offer a variety of learning experiences within a supportive and challenging environment of rigorous academic programmes.

Our Vision

The School's strategic plan is annually revised having in mind quality education throughout the school with a special focus on the development of the Sciences, the Technologies, Engineering, Art and Mathematics (STEAM); the backward planning of the PYP, MYP, from the DP/CP ; and the well-being of the OIS community. This involves all students, teachers and staff, parents, founders and friends.

Our Values

(Originally set by the founders, have been revisited by the entire OIS community of teachers, staff, parents and students and we are proud to share these with you)

INTEGRITY - OIS fosters an honest, honourable and fair environment.

RESPECT - OIS builds character by fostering respect for ourselves and others, regardless of beliefs and creeds, as we contribute to building a better society

COMMITMENT & SERVICE – OIS promotes reliability and dependability in work and studies, as well as selfless actions of service in the school community and beyond.

GROWTH – OIS respects the diverse background and needs of all members of our community. Understanding these differences and working cooperatively, each individual can reach his / her full potential.

EXCELLENCE / PERSONAL CHALLENGE - OIS celebrates excellence and honours commitment to personal growth toward one's full potential, understanding that failure is a necessary part of the path to success.

Located now on two beautiful sites, we have grown as a learning community. The Palácio and the White House, the PYP school, the sports facilities and gardens, are the proper environment for the student's development as true International Baccalaureate (IB) - learners. For all those with us already and the ones becoming part of our OIS community, a sincere welcome to the 2020/21 school year.

THE SCHOOL

Oeiras International School is a three programme IB World School, offering the Primary Years (6 to 11 years); Middle Years (11 to 16 years) and the Diploma (16 to 18 years) Programmes. IB World Schools share a common philosophy; a commitment to high quality, challenging, international education that prepares young people to be caring global citizens.

IB - Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Academic Honesty

Academic Honesty is an essential aspect of teaching and learning in the IB programmes where action is based on inquiry and reflection (from Academic Honesty in the IB educational context, 2014, p.2)

The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

ATTRIBUTES	IB	OIS CODE
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	Students and teachers use the research facilities to develop themselves as independent and responsible learners who respect the plagiarism and IT use policies.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	The school community develops an understanding of local and global issues and uses this to create links locally and globally through the CAS, Service Learning, and Service as Action programmes, the creative activities programme, and the sporting programme.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	The teachers, parents and students of the school community do not make hasty judgements but use their knowledge to think carefully and make reasoned and ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	Members of the school community make efforts to communicate across cultures and through different languages to increase their respect for, understanding of and collaboration with each other.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	This is shown through respect for the rights of others and for the policies regarding academic honesty. All members of the school community take responsibility for their own actions.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.	The school community uses to the full the resources available through multimedia and through the library to develop an understanding and appreciation of their own culture and of other cultures. They consider all points of view carefully and acknowledge the rights of others to their own viewpoint.

Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.	All members of the school community support and participate in the Service as Action and CAS activities to the fullest extent possible. Members of the school community treat each other with respect.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.	The school community is not a closed community: members are willing to explore new ideas and new possibilities and to form and defend their own ethical values and beliefs.
Balanced	We understand the importance of balancing different aspects of our lives- intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.	Teachers and students remember to lead a balanced life where possible: to balance sport and study; action and reflection; collaboration and individual activities.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.	Members of the school community understand their own strengths and where they need to develop further. Their reflection leads to personal development and growth in their own learning.

Contact us:

Secondary school is open from 8 a.m. until 6 p.m. each day. PYP from 8a.m. until 5pm. Anyone wishing to visit the premises during the school day needs an appointment and preapproval from the Principal. Please email info@oeirasinternationalschool.com or telephone **(+351) 211 935 330** for visits and appointments.

Students should be collected from the school at the end of the day no later than 4pm.

Homework club ends at 5.00pm, but is not operative during the covid restrictions.

Sports activities end at 5.30pmbut are not available during covid restrictions.

Late school buses leave at 5.30pm after school activities have ended but are not running during covid restrictions.

Organization of the school

The Board and Founding Members

OIS – Oeiras International School, AFSL (OIS) a nonprofit organization, has over thirty founding members, who meet at least once a year in a General Assembly. Please contact us if you are interested in becoming an associate member.

OIS is governed by bylaws that were approved at the General Assembly in August 2010. The bodies of the OIS, ASFL are the General Assembly, the Board of Directors and the Fiscal Board/Internal Audits. The actual Board of Directors has been elected by the General Assembly in October 2014 with a 3-year mandate and comprises 5 members. The Board of Directors has a Chair with a casting vote, a Vice Chair and a Treasurer. The Principal is a non-voting member of the Board of Directors, which meets every month.

The Principal

As the Head of the school the Principal is directly answerable to the Board of Directors. The Principal is responsible for the daily running of the school and for the implementation of all school policies.

The Educational Leadership Team (ELT)

The curriculum and day-to day running of the school is in the hands of the Educational Leadership Team, comprising of the Principal, two Vice Principals, the DP, the MYP, and the PYP coordinators. As a group and between them, they take responsibility for the academic programme and pastoral care in the school and for the development and communication of the school's strategic plan. The plan follows the vision of the school and more specifically, updates the areas for development in the school over a period of 5 years as per the NEASC and IBO accreditation recommendations. As the school meets certain goals, the plan is revised. The new plan is now in place for 2018-2023 and shared with the OIS community through our website.

Academic Standards

OIS Equivalence Table, for host country (Portugal):

	Portuguese system (US grades)	Age at Dec 31 st	OIS 2018-2019
Stage 1 1º ciclo do básico	Pre-school	3-5 yrs	---
	1º ano	6 yrs	Year 2 /PYP1
	2º ano	7 yrs	Year 3 /PYP2
	3º ano	8 yrs	Year 4 /PYP3
	4º ano	9 yrs	Year 5 /PYP4
Stage 2 2º ciclo do básico	5º ano	10 yrs	Year 6 /PYP5
	6º ano	11 yrs	Year 7 / MYP1
Stage 3 3º ciclo do básico	7º ano	12 yrs	Year 8 / MYP2
	8º ano	13 yrs	Year 9 / MYP3
	9º ano	14 yrs	Year 10 / MYP4
Secondary	10º ano	15 yrs	Year 11 / MYP5
	11º ano	16 yrs	Year 12 / DP1 / IBCP 1
Secundário	12º ano	17 yrs	Year 13 / DP2 / IBCP 2

Academic Standards:

Our end of year marking scheme records progress on a scale from 7 (Excellent) to 1 (Very Poor/Insufficient).

Please see Portaria 433/2005, April 19th for equivalence (on our website <http://oeirasinternationalschool.com/ois-equivalence-table/>) and Deliberação 974/2015/CNAES. Both guarantee the legality of our programmes in Portugal as the host country.

If a student earns a 3 or below in three or more subjects, this may constitute failure of the year for MYP and DP. In IBMYP a grade 2 in the Personal Project (PP) or non-completion of Service as Action (SA) should be viewed as failing conditions. In the IBDP non completion of Internal Assessments, the Extended Essay (EE), Theory of Knowledge (TOK) or Creativity, Activity and Service (CAS) are also viewed as failing conditions.

The School Year

Oeiras International School 2020-2021 School Calendar

Notes:

Term 1 - 69
Term 2 - 55
Term 3 - 51
Academic Year begins on 1st of
September 2020
National Holidays:

- 5th October
- 1st November
- 8th December
- 25th December
- 1st January
- 2nd April
- 4th April
- 25th April
- 1st May
- 3rd June
- 7th June
- 10th June
- Term 1. Sep 1-18 Dec
- Term 2. Jan 4-26 March
- Term 3. April 12-25 June
- Public Holidays ■
- School Holidays ■
- Mid-term Break ■
- Term Begins/Ends ■
- Staff in School ■

September 2020	October 2020	November 2020	December 2020
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
January 2021	February 2021	March 2021	April 2021
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May 2021	June 2021	July 2021	August 2021
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The School Week

The school week is Monday to Friday and all students should be in school prior to 8.10am. Period 6 on Wednesday afternoon is co-curricular time for all students in Years 2 to 11. During the covid crisis this period has become a study lesson with class tutors.

The School Day for IB-PYP

DAY STRUCTURE PYP		
Block1	08:15-10:30	1
		2
BREAK	10:30-10:50	
Block 2	10:50-12:30	3
		4
LUNCH	12:30-13:130	
Block 3	13:30-15:30	5
		6
		7

The School Day for IBMYP and IBDP

TIME	ACTIVITY
8.10am	Arrival
08:15-08:30	Tutor
Travel time	
08:35-09:30	Period 1
Travel Time	
09:35-10:30	Period 2
10:30 – 10:50 Break	
10.50-11.45	Period 3
Travel time	
11:50-12:45	Period 4
12:45-13:45 Lunch	
13:45-14:40	Period 5
Travel Time	
14:45-15:40	Period 6

Lunch

The school provides a nutritious three-course lunch, with several options for MYP and DP students. For PYP students the menu is adapted to the age of students. Students may bring their own lunch and may also purchase (MYP and DP students) break-time snacks. School meals need to be booked monthly or termly in advance through the business office. If a student forgets to bring his/her lunch, a ticket for that day may be purchased from the school office.

Bus

The School has its own bus routes, from Cascais, Estoril, Sintra and the Lisbon area. In the morning, buses will arrive in school at 8:10 am. In the afternoon buses will leave school at 4:10pm and at 5:30pm (to allow students to participate in after-school activities), except during the covid crisis when there will not be a 5:30pm bus. Transportation will be invoiced PER TERM: single or return journeys.

After School Activities (ASA)

After School Activities (ASA) at OIS comprise of sports and other activities. Which are also open to the wider community. Adults and students that register for any of these activities are invited to participate in various sporting events in both Portugal and abroad. These activities include: Taekwondo, surfing,

chess, creative dance, tennis, Lego-robotics, Mathematics club, English as an Additional Language (EAL) tutoring by a qualified teacher and many other activities.

The OIS Arts Centre is part of the After-School Activities programme. It consists of cultural and artistic activities that embrace art, music, dance and theatre. The programme is also open to the wider community. Adults and students that register for any of these activities are invited to participate in various performances. Art lessons cover fine arts and design as well as some craftsmanship; music includes a variety of instrumental lessons, as well as orchestra, quartet or pop/rock band; dance offers a variety of styles. OIS has choirs that perform regularly.

All these activities involve a cost and parents will be sent monthly invoices, once informed of the respective price.

The Homework Club is a free afterschool activity which runs from 4.00pm to 5.00pm.

Until restrictions on visitors are eased there will be no after school activities, and all students are requested to leave at 4pm.

Career Guidance

OIS uses Bridge - U to assist students with their further and higher education course selection and choices. Our Higher Education Counsellor, Cynthia Pekarovic, is available for students in Years 10 to 13 to discuss career pathways and subject choices. Students are required to make an appointment with Ms Pekarovic for such discussions.

School Uniform

The school uniform is required for all students in Years 2 - 11. It is compulsory for students to wear the formal dress on occasions when students are representing the school or for occasions as requested by the Principal.

Boys: Years 2-11	<ul style="list-style-type: none"> Grey trousers or shorts White shirt or polo shirt with school logo Grey socks Dress leather shoes (black) Light blue jumper (cotton or wool) Grey or blue fleece
Girls: Years 2-11	<ul style="list-style-type: none"> Grey skirt, skorts or trousers White shirt or polo shirt with school logo Grey socks or tights* Dress leather shoes (black) Light blue jumper (cotton or wool)
MYP students only:	<ul style="list-style-type: none"> Grey or blue fleece Blue Top coat Scarf Beanie Lab coat

*In Summer Term and up to mid-term break of Autumn Term, students do not have to wear socks or tights, if suitable footwear is worn. “

PE Uniform

Girls & Boys: Years 2-13

Dark Blue/Grey shorts*
Blue polo shirt
Grey tracksuit
OIS Leggings
Appropriate Footwear
Football socks
Shin Pads
Plimsolls (optional)

The school P.E. uniform, or the school designated team uniform and school tracksuit is compulsory for all sporting activities, both internal and external, and when travelling to participate in sporting activities and events.

Years 12 & 13 Dress Code

Clothes should be clean, tidy, socially and culturally acceptable. Students are NOT permitted to wear: T-shirts with inappropriate slogans, spaghetti straps, strapless or low-cut tops or dresses, shorts and skirts above mid-thigh, backless sandals or ripped jeans. Shorter shorts may be worn over leggings. Shirts or tops should meet trousers or skirts, without exposing underwear. Hats or caps should not be worn inside the building.

Subject Specific Requirements

- A Lab coat is required for lab work in all science subjects.
- Students are required to have a protractor, set of compasses and ruler for maths and a scientific calculator (from Year 9 onwards).

Togs Comercio de Uniformes, Lda

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Tlf +351 214 837 187 or Tlf +351 309 854 330

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Image Wear, Lda

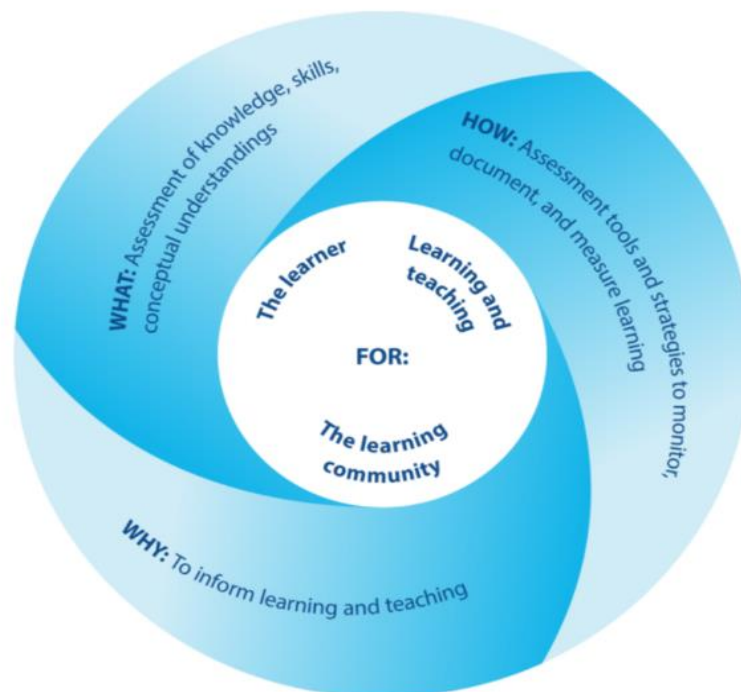
info@imagewear.pt

PYP Assessment

Within the Primary Years Programme framework, the primary purpose of assessment is to promote individual growth and help learners reflect on their learning in order to identify:

- Where they are now;
- Where they want/need to get to;
- The next achievable steps that they need to take to get where they want/need to be.

Assessment is an ongoing formative and summative process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching. It involves all members of the Learning Community, students, educators and parents, collaborating to monitor, document, measure and report in order to feed-forward and plan the next steps of learning.



MYP Assessment

Assessment in the MYP is progressive and continuous for all students in Years 7-11. Formative assessment happens regularly, for teachers to evaluate the learning of the students to make decisions regarding teaching and learning. Summative assessment happens in a more formal way, where students are given the chance to show how they have improved in the skills for each criterion. This happens a minimum of twice per year in each subject.

Overview:

- Each subject has FOUR Criteria (A, B, C, D)
- Each criterion is assessed summatively TWICE per year
- Each criterion is assessed out of 8 for each summative task
- The descriptors for each criterion are in RUBRICS that match the skills of the student with a numerical level
- Those four criteria levels are added together, and this number is used to form a GRADE
- The grades 1-7 are given once per term on the school report, and based are based on all the work completed during the year in that subject

MYP Assessment Criteria:

Subject area	A	B	C	D
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Individuals & Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating in response to spoken, written and visual text	Using language in spoken and written form
Language & Literature	Analysing	Organizing	Producing text	Using language
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Community Project	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

DP Assessment

Students take written examinations at the end of the programme which are marked by external IB examiners. Students also complete assessment tasks in the school which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on theory of knowledge and the extended essay. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, activity, service requirement. The highest total that a DP student can be awarded is 45 points.

Assessment is criterion-related, which means student performance is measured against specified assessment criteria based on the aims and objectives of each subject's curriculum, rather than the performance of other students taking the same examinations. The range of scores that students have attained remains statistically stable, and universities value the rigor and consistency of Diploma Programme assessment practice.

POLICIES AND CODE OF CONDUCT

ADMISSIONS POLICY

Policy reviewed as needed, then approved at ELT and Board levels

Our admissions policy is commensurate with our vision and values.

Guiding principles:

- The school accepts students between 6 and 18 years of age regardless of ethnicity, religious belief, nationality, social background or gender and wishes to promote cultural and international understanding.
- Oeiras International School is committed to attracting students who have a positive attitude and wish to be involved in the Primary Years, Middle Years or the Diploma programmes of the International Baccalaureate.
- Students will receive appropriate support to achieve their academic and social potential.

Priorities for admission:

- Present students, students of OIS staff and founding members/associates will have the priority for places in the following year.
- Second priority is for siblings of students who are already students at the school.
- International applicants have third priority.
- Other applicants will be accepted as they apply, if there is space in the school, and subject to the procedures set out below.
- Under equal previous conditions an offer will be made to the student with the best previous academic records.

Restrictions on admission:

- A learning support programme has been developed at Oeiras International School as in any other inclusive IB World school. Applicants with severe emotional and intellectual needs cannot be catered for.

Procedures for admission:

It is the intention of the school to enroll applicants

- After the Admission test (Years 3 and above only) has been completed, as well as the questionnaire sent to the former school, having been received
- After the respective coordinator has interviewed the applicant and approves the applicant's admittance
- When it has been decided which level is appropriate for the applicant after receiving full academic records from the previous school and Admissions test has been analysed
- After parents have completed the registration form and the student has signed the Academic Honesty, IT Use and Code of Conduct Agreements with the School
- When the contract between the school and the parents has been signed and the registration fee has been paid.

The school has no deadline for applications, and students may be admitted during the academic year. If acceptance takes place after the winter break, school fees are payable for the second semester only. If parents are in doubt whether the student will be successful at the school, a week's trial period can

be arranged. This trial period is free of tuition charge if it is decided that the child is not to join the school permanently.

Note: in order to ensure that teaching and learning is differentiated to meet the needs of students, it is very important to receive relevant and available documentation from any previous school and to have an interview with the applicant.

Minimum requirements for admission in the Diploma Programme

Minimum grade of 5 in MYP English Language Acquisition – Capable phase.

Higher Level subjects: a minimum grade 5 in the MYP or equivalent in the same or related subject. Mathematics HL, a minimum grade of 5 in MYP Mathematics Extended or equivalent.

SL Subjects: a minimum grade 4 in the MYP in the same or related subject or requirement.

LANGUAGE POLICY

The language philosophy of the school is grounded in the OIS values, respect, growth, excellence / personal challenge and integrity.

Respect

- We respect the identity of our learners and understand that they bring with them rich and diverse language profiles.
- We respect the identity of the OIS community and its diverse languages as this promotes international mindedness and intercultural understanding.
- We respect the language of our host country and aim for all students to be able to function linguistically in Portuguese society.

Growth

- We aim to foster the ability to communicate with clarity and confidence in more than one language.
- We recognise that all teachers contribute to the teaching and learning of language.
- We recognise the central role of language in constructing meaning, sustaining personal growth and cultural identity.
- Strive to provide the necessary resources and support so that all language learners have equal learning opportunities.

Excellence / Personal Challenge

- We develop the ability to interpret, analyse and think critically using language.
- We understand that successful human endeavor, including life-long learning, is underpinned by sustained language development.
- We support ongoing mother tongue and multilingual language development throughout all areas of learning.

Integrity

- We acknowledge that all teachers are responsible for the teaching and learning of language.

Language Teaching and Learning Practices

- The school's language of instruction is English.
- Differences within and between languages (for example, the Portuguese used in Portugal, Mozambique and Brazil) is recognised, explored and celebrated.
- Language is fundamental to all learning within the school.
- A learner's development in each subject area is partly dependent on language proficiency.
- Each unit of study provides an authentic context for the development of linguistic skills.
- All teachers model language by explicitly teaching relevant structures, registers and subject-specific terminology.
- Different language skills are explicitly taught using various forms of communication.
- Collaborative learning within relevant and challenging learning engagements is encouraged to facilitate effective communication in a range of contexts for a variety of purposes.
- Displays are used to support language development.

Language expectations in the PYP

There are four developmental continuums for each area of language development, oral language; speaking and listening, visual language; viewing and presenting and written language; reading and writing. English is the language of instruction. An additional language will be offered.

Running records for reading are kept from Year 2 – Year 6 in order to ensure that students acquire proficient literacy skills and are able to maintain and further develop them.

The development of life-long reading habits and the recognition that writing can convey students' voice is supported by unrestricted access to books in print, audio and digital format. The fundamental belief is that children learn to read by reading and to write by writing.

Language Pathways

In the Primary Years Programme (PYP) students are expected to study English. Portuguese, as host language, is taught three times a week as either a native or non-native language from Year 2 to Year 6.

In the Middle Years Programme (MYP) students are expected to study at least one language and literature course as well as at least one language acquisition course.

In the Diploma Programme (DP) students are required to study at least one group 1 studies in language and literature course and either a second group 1 studies in language and literature course or a group 2 language acquisition course.

- In Year 7 to 11, students study English and Portuguese mother tongue, and study additional bilingual or language acquisition courses (French or Spanish).

- In Years 12 and 13 students' study two language courses. One course is an English course (A or B) the other course can be:

- Chinese (language A),
- French (Language A & B),
- Portuguese (language A & B),
- Spanish (Language A & B), or
- A mother-tongue language – self-taught (literature).

In keeping with IB philosophy, we value sustained language learning and only in special circumstances can a student change their language option. This decision is based on the principle that the change will benefit the students' long-term language learning.

Placement and Progression in Language Acquisition

In language acquisition, there are three phases of learning which represent a developmental continuum of additional learning. Students may start their language acquisition course at any phase on the continuum and may exit the course at either capable or proficient. In English, students may start the course in emergent, except for Year 10, by which time students begin at capable.

Transition from one phase to another is determined by the class teacher and head of department and based on data gathered in formative and summative assessments throughout the term. Students may transition at the end of a reporting period following an analysis of the assessment data and written notification being shared with students, parents and teachers.

DEADLINE POLICY

MYP DEADLINES

In the case that an MYP student misses a deadline for a summative task, the following procedure applies:

1. As with any other absence, a parental note is needed to justify absence on the deadline day. Technological failure (loss of work from computer, etc.) does not constitute an acceptable excuse; all students are expected to back up their work. (If the student has not been absent, then proceed to number 3 below).
2. Work is expected on the first day back, otherwise under special circumstances, teacher and student can agree on an extension. If the justified absence has been prolonged, or other deadlines have been missed, then the homeroom teacher should supply a student support form.
3. If a parental note of explanation is not provided and the work is not submitted, the teacher has the option to supervise the student for 45 minutes during the next available lunchtime (12.55pm - 13:40pm) to enable the student to complete the work. The new work is then what is assessed. If the work is given in late with no agreement from the teacher, then an NS (Not Submitted) grade is entered. The teacher has the right to give or not give feedback and term grades will be based on work handed in on the agreed deadline.
4. Subsequently, the teacher contacts the Tutor who contacts parents and copies the MYP coordinator to express general concern about the situation.
5. If a deadline is missed for a second time, parents should be called in to attend a meeting with the Homeroom tutor and MYP coordinator to discuss solutions.

DP DEADLINES

In order to complete the Diploma Programme successfully it is essential that deadlines are met. This will allow students to develop time management skills and avoid the piling up of work hindering results. To help them develop these skills, students have group sessions on Time Management, Research Skills and individual sessions with teachers and career counselor to help them plan their time.

If a student misses a deadline:

1. Teacher will email parents on the day the deadline is missed, copy to Tutor and DP Coordinator.
2. Work will be awarded a grade of zero. However, because feedback from the assigned work is critical to success in the DP, the work must be completed.
3. If the student has a planned justified absence on the day the work is due, work must be submitted prior to the absence. In the event of an unexpected justified absence, work is due on the day the student returns to school.
4. If this is a recurrent situation, the Senior Tutor will contact the parents expressing general concern. A parent meeting will be arranged to determine what further action will be taken.
5. It is important to note that missing a deadline for final submission of a compulsory component such as an Internal Assessment, Extended Essay or TOK essay, may result in failure to successfully complete the Diploma programme.

All deadlines are posted on a school online platform to allow appropriate planning and time management. If exceptional circumstances arise, the student should discuss this with the teacher well in advance.

Adequate planning will allow for completing the assignment on time, technical failure (loss of work from computer, no ink in the printer, etc.) does not constitute an acceptable excuse for missing a deadline.

Conditions to complete Year 12 of the Diploma Programme

In order to move on to Year 13, students need to comply with the OIS passing conditions of no more than two grade 3s, at least 83% attendance, and have acceptable standards in the completion of the key assignments listed below. Work must be handed in on time in order to be assessed. Deadlines can be consulted on ManageBac.

IB GROUP	SUBJECT	ASSIGNMENT
Core	Extended Essay (EE)	First draft: About 2000 words and summer plan
	Creativity, Activity, Service (CAS)	Completed Activities: CAS questions, reflections and supervisor reviews completed on ManageBac On-Going Activities: Reflections up to date At least one meaningful activity under each of the 3 areas of CAS At least one activity for each of the 8 learning outcomes
	Theory of Knowledge (ToK)	Presentation
Group 1	English A Lang/Lit	Written assignment 1 x2 (HL and SL) Further Oral Activity 1 Oral Commentary
	Portuguese A Lang/Lit	Written assignment x2 (HL and SL)
	Chinese A Lang/Lit	Written assignment x1 (HL and SL) Individual Oral Presentation
Group 2	Language B and ab initio	N/A
Group 3	Business	HL: Research Project Plan SL: Written Commentary Plan
	Economics	Commentary x2
	Geography	Internal Assessment
	History	Written assignment x2 (HL and SL)
	Psychology	N/A
Group 4	Biology / Chemistry / Physics / Sport, Exercise and Health Science	Group 4 Project and Group 4 Reflection
	Environmental Systems and Societies (ESS)	Internal Assessment
Group 5	Mathematics Analysis and Approaches (HL+SL)	Mathematical Exploration
	Mathematics Applications and Interpretations (HL+SL)	Mathematical Exploration
Group 6	Visual Arts	9 Studio Works + Investigation WB 6 Studio Works + Investigation WB
	Music	N/A

ABSENCES

1. All absences from school must be accompanied by a letter/email from the parents explaining the absence. Please write to office@oeirasinternationalschool.com stating name of child, tutor group and reason for absence.
2. Justified absences include:
 - a. Doctor's appointment with medical certificate or letter
 - b. Illness: for less than three days, students must bring a note from a parent. For three days or more, students must bring a medical certificate for the full period of absence
 - c. Special circumstances approved by the school.
3. All other absences are considered unjustified, including exclusion from a classroom for disruptive behaviour, holidays that extend into school days not pre-authorised by school, etc.
4. Arriving late to a lesson or to morning tutor group is unjustified. When this occurs frequently without written notification, a meeting with parents is required. If students are late to tutor group, this counts as a ½ day absence.
5. More than five days of unjustified absence may constitute failure of that year.
6. More than five unjustified absences from any **single subject** may constitute failure of that subject for the year.
7. Total number of absences amounting to less than 83% attendance in one school year may constitute failure of that year.
8. If a student is absent for more than 5 consecutive days without written notification from parents, he/she will be considered withdrawn from the school.

CERTIFICATION

MINIMUM CRITERIA TO AWARD THE MYP CERTIFICATE

- Have gained at least a grade of 3 in at all MYP subjects, including the Interdisciplinary Unit. However, one grade of 2 is allowed
- Have gained at least a grade 3 for the personal project
- Have met the expectations of Service as Action to the satisfaction of the school
- Have gained a grade total of at least 28

MINIMUM CRITERIA TO AWARD THE DP CERTIFICATE

- Have gained at least 24 points. However, a minimum of 12 points from HL subjects and minimum of 9 from SL subjects is required)
- Have meet the IB expectations of Creativity, Activity & Service
- At least a grade D in the Extended Essay and TOK

HOMEWORK POLICY

We at OIS believe that regular homework is necessary to support students' understanding in the subjects. Homework is set by teachers in their subjects and students take down the details in their homework diaries, on the day that it is set. Homework can be completed during the 4 - 5:00pm homework club by younger students, with support from older mentors and the teacher in charge. If the class teacher has not set any concrete homework, set time should be used for reading.

For the Diploma students, it should be realised that two hours per night is an absolute minimum and more will often be required.

SUGGESTED MINIMUM HOMEWORK AMOUNTS:

Y2 & Y3 – Nightly reading

Y4, 5, 6 - Inquiry based work and/or maths/English/social studies/sciences/nightly reading

Y6 & Y7 – 30 mins a night Mon-Thursday (no H/W Friday unless needing to catch up)

Y8 – 45 mins

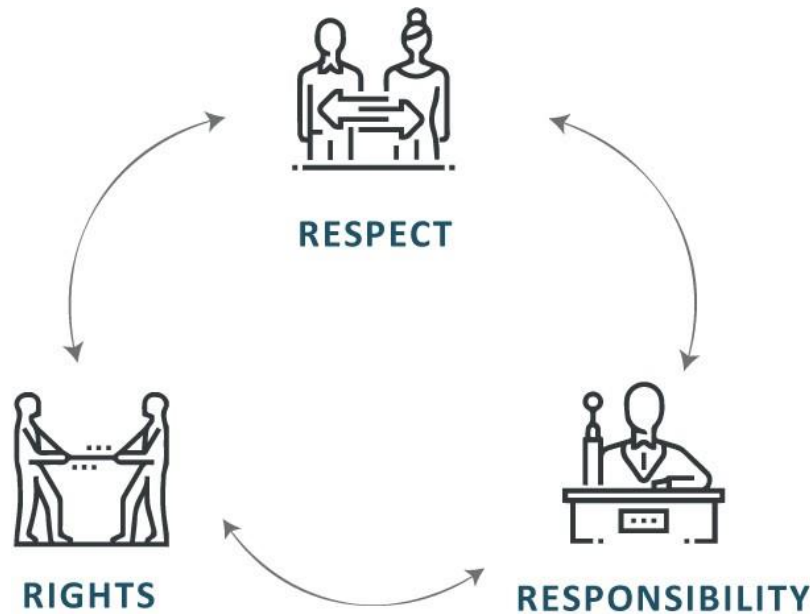
Y9 – 60 mins

Y10 – 75 mins

Y11 – 100 mins per night

Y12 & Y13 - DP – 2 – 3 hrs

CODE OF CONDUCT



INTRODUCTION

The OIS code of conduct sets the standard by which members of the OIS community measure their relationships with others. The code is based on the development of attributes of the IB learner profile.

We have high expectations of the entire community at OIS. Mutual co-operation, respect for property, respect for our environment and, above all, respect for each other are essential to our happiness. The purpose of this code is to set the context for a safe and productive learning environment by outlining expected behaviour in a caring school.

Reference is made to the school community throughout this code. The school community includes students, staff and parents.

Equal Education Opportunity Statement

No student at OIS will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any programme or activity on the basis of sex or sexual orientation, race, religious belief, national origin, ethnic group, or disability.

ROLES OF STUDENTS, SCHOOL PERSONNEL AND PARENTS

The cooperation of students, parents, school staff, and the community remains essential in providing an appropriate environment for learning to take place. Our students must understand their rights and responsibilities in relationship to achieving the maximum from every educational experience.

OIS Code of Conduct Agreement for Students (as per Portuguese laws)

1. STUDENTS

The cooperation of students, parents, school staff, and the community remains essential in providing an appropriate environment for learning to take place. Our students must understand their rights and responsibilities in relationship to achieving the maximum from every educational experience.

Students enrolled in OIS are subject to **the OIS Code of Conduct and Expectations Policy** outlined above while at school/Distance learning and when attending all school-sponsored activities, which include but are not necessarily limited to the:

- Transportation on school buses
- Field trips
- Athletic functions
- Club or group meetings
- School-sponsored social events
- Trips by school groups to educational events

Students will:

1. attend all classes on time, in uniform (or following dress code regulations if in Year 12 & 13) and with the proper materials needed for school work;
2. show respect for all people and property;
3. seek changes in an acceptable manner and through proper communication with school personnel.
4. understand that mobiles are not allowed to be used in class or in common use areas.
5. not bring tobacco/e-cigarette products, matches, and lighters onto school property or to school-sponsored activities.
6. not use, be under the influence of, or have in their possession any alcohol, drugs or drug paraphernalia.
7. not use or have in their possession dangerous objects. Also included is the misuse of common place objects, including but not limited to keys, locks, etc.
8. cooperate fully with the teacher in charge, including whenever the need exists to evacuate the room or building in any emergency. Teachers will be instructed on proper procedures and everyone is to act accordingly with safety always in mind.
9. Conduct themselves in a responsible manner when attending any trips or events as a representative of OIS.
10. Be aware that OIS has a zero-tolerance policy towards alcohol, pornography and drugs.
11. Any type of medicine cannot be kept by students and must be given to the school nurse.
12. Be responsible for the tidiness and correct use of class materials, in and outside areas of the school.
13. Respect all belongings of the school community.

14. Be present in school during the school day and events, unless otherwise properly authorised by the Principal.
15. Participate in the election of the Student Council, House Captains and Tutor Representatives.
16. Not record images or sounds from any classroom or school activity; and consequently, these will not be published on Social Media or sent via internet without the Principal's permission
17. Overall abide by OIS code of conduct.

REMEMBER

- Students must conduct themselves responsibly at all times.
- The drinking of alcohol, bullying, smoking, sexual impropriety, stealing and vandalism are not tolerated.
- The school has a zero-tolerance policy towards the use, sale and possession of illegal drugs.

At all times we are representatives and ambassadors of Oeiras International School.

Absences

Justified Leaves:

1. Based on religious holidays
2. Sport activities legally recognised and accepted as such by the Principal.
3. Medical up to 3 continuous days justified by parents and/or guardians. For more days a doctor's note (medical justification) must be sent to school.

Non-justified Leaves:

1. All those not justified beforehand according to the above.
2. When justifications are not accepted by the school Principal.
3. Any as consequence of class expulsion.

Authorized, but non-justified:

All those not considered in 1. but authorised at parents/guardian's request.

More than 5 non-justified annual Leaves

May constitute failure of the year at the Principal's discretion, after consultation with the student's Tutor.

2. SCHOOL PERSONNEL

School personnel will:

1. maintain a proper environment for learning;
2. show respect for all students
3. support the use of proper guidance procedures;
4. communicate regularly with parents;
5. encourage parental support of school activities;
6. act in a professional, responsible manner;
7. take part in professional development activities;
8. employ various disciplinary and guidance procedures such as:
 - conferences and /or contact between administrator(s), parent(s), teacher(s), and student(s);

- referral to appropriate personnel for counselling, psychological evaluations, or other needed services;

3. PARENTS/GUARDIANS

Parents will:

1. maintain close communication with school staff concerning their child's performance and behavior;
2. make certain that their child attends school regularly and send a written note to school when their child is absent or late;
3. supply their child with materials needed for schoolwork and with the school uniform;
4. communicate to school any problems or condition that may affect their child or other children in the school
5. discuss reports and school assignments with their child;
6. supply school with current home and work telephone numbers.

REMEMBER

1. Students must conduct themselves responsibly at all times.
2. The drinking of alcohol, bullying, smoking, sexual impropriety, stealing and vandalism are not tolerated. In the last resort the Principal reserves the right to expel a student.
3. The school has a zero-tolerance policy towards the use, sale and possession of illegal drugs; as well as for any other type of business involving buying and selling.

Remember at all times that we are representatives and ambassadors of Oeiras International School.

SAPERE AUDE

Oeiras International School - ASFL

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