



NORTHBRIDGE INTERNATIONAL SCHOOL  
CAMBODIA  
A NORD ANGLIA EDUCATION SCHOOL

# *Student Parent Handbook*

*2017 - 18*



*Caring hearts, Ambitious minds*

*Name:*





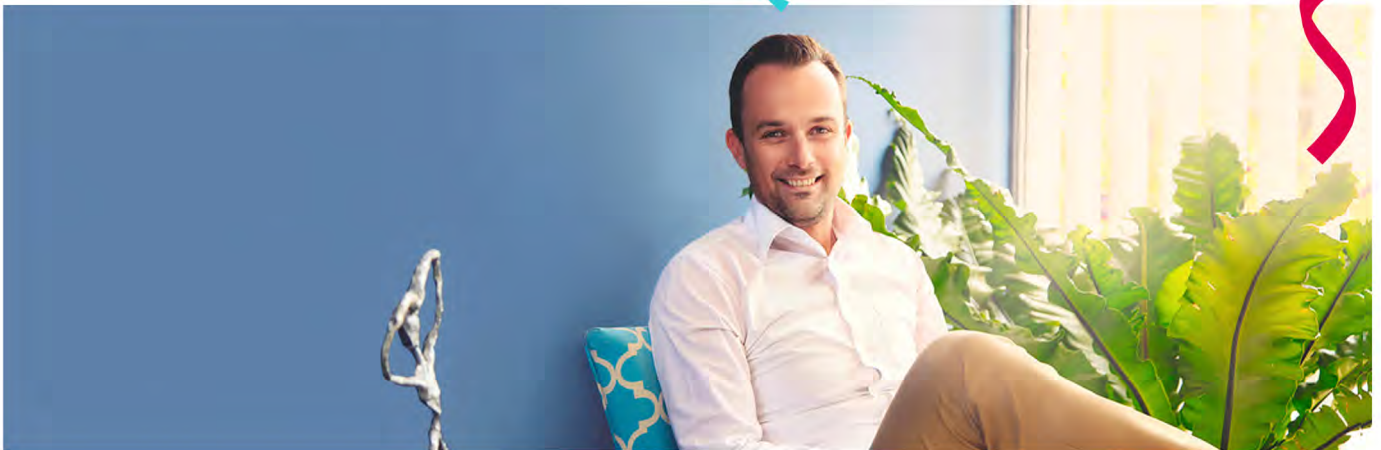
# Student Parent Handbook 2017 - 18

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# Welcome to the Secondary School



Dear Students, Parents and Teachers,

A warm welcome to the new academic year. My name is Mr. Ben Holman and I am very excited and happy to join you to start the new academic year. Northbridge has a strong, diverse and dynamic community and I one that is both ambitious and also caring.

It is my pleasure to work closely with students and parents in developing a strong sense of belonging, pride and identity, which is paramount for any community.

I believe in a simple approach to education, which is to always be ambitious, responsible for ones actions and be accountable to those that you represent. This can transfer to any member of the school community and these core values really ensure that everyone can thrive academically and emotionally. My approach to leadership is to always be open to new ideas with clear communication and any initiative or project having the sole purpose of, put simply, benefitting student well being.

I would like to wish you all a very successful and happy year ahead.

Mr. Ben Holman, MA.

Head of Secondary  
ben\_holman@nisc.edu.kh

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## Philosophy Statements

### Our Mission

“Inspiring dynamic, respectful  
and compassionate global  
citizens”

An environment of intercultural understanding and integrity. A place where everyone is involved, valued and happy. A hub of innovation, enabling creativity and contemporary learning. A community where individuals succeed and make a difference.

“We are many communities,  
but we are one”

### Our Values

We believe in the active engagement of the whole community. We believe that contemporary learning takes place when we are creative, collaborative and connected. We also believe that we have a shared humanity and we need to demonstrate compassion and ethical responsibility by enriching each other through our differences.

*"Caring hearts,  
Ambitious minds"*

## Global Campus

The global campus connects the Nord Anglia family of 44 schools and over 35,000 students around the world, giving our students daily access to global opportunities. This allows our students to develop a truly international perspective through outstanding online, in-school and worldwide experiences.

Global Campus offers  
learning opportunities that  
empower, excite, inspire and  
challenge our students.

Our students have the opportunity to travel overseas, collaborate with students around the world and benefit from Nord Anglia Education's outstanding global partnerships.



**GLOBAL  
CAMPUS**





# Northbridge Strategic Objectives



## Our Strategies

### Contemporary Learning & Ambition

Everyone will succeed.

### Leadership & Service

We will make a positive contribution to our local society.

### Community & Balance

Our community will be balanced and demonstrate unity.

### Passion & Loyalty

Our teachers will be reflective, passionate and professional educators who demonstrate loyalty and care.

### Sustainability & Pride

Teaching and learning will be supported and enhanced by a safe, clean and ever changing environment.

### Growth & Reputation

We will become the school of choice for students, parents and teachers.

## Fulfilling our Vision

Students at NISC have the right to learn in a mutually respectful and safe environment. Respect for self, peers, faculty and school is expected of all students.

Students are responsible for their choices and actions and are expected to conduct themselves ethically, responsibly, and with compassion. Students are expected to act in a manner that reflects positively on NISC while at school, school events, school trips or in the greater community.



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## Secondary School General Information

### IB Mission Statement

The International Baccalaureate programmes aim to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Students are responsible for their choices and actions and are expected to conduct themselves ethically, responsibly, and with compassion. Students are expected to act in a manner that reflects positively on NISC while at school, school events, school trips or in the greater community.

“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. (IBO)”

### The Learner Profile

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st Century. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. The attributes and descriptors of the learner profile define the type of learner the IB hopes to develop through its programmes. The IB has incorporated the learner profile into all three programmes so that it is the common ground on which all IB World Schools stand, and contains the essence of what they, and the three programmes, are about.

#### *Inquirers*

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

#### *Knowledgeable*

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

#### *Thinkers*

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

#### *Communicators*

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

#### *Principled*

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

#### *Open-Minded*

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

#### *Caring*

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

#### *Risk-takers*

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

#### *Balanced*

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

#### *Reflective*

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



## Secondary School General Information (cont.)

### *Grade Level divisions & Academic Programmes*

Northbridge is proud to offer the following International Baccalaureate programmes;

1. Primary Years Programme (EL-G5)
2. Middle Years Programme (G6-10)
3. Diploma Programme (G11 & 12)

### *The Middle Years Programme: Grades 6 - 10*

NISC is an authorised IB Middle Years Programme (MYP) school, providing a challenging, internationally focused, broad and balanced educational experience for students aged 12 to 16. Students are required to study eight subjects and complete the personal project in Grade 10. The programme is designed to equip students with the basic academic skills needed for the Diploma Programme, further education and their chosen profession, as well as developing the values and life skills needed to live a fulfilled and purposeful life.

### *The Diploma Programme: Grades 11 & 12*

NISC is an authorised IB Diploma school providing a challenging, internationally focused, broad and balanced educational experience for students aged 16 to 18. Students are required to study six subjects and a curriculum core concurrently over two years. The programme is designed to equip students with the basic academic skills needed for university study, further education and their chosen profession, as well as developing the values and life skills needed to live a fulfilled and purposeful life.

The driving force behind both the MYP & DP is a philosophy about the nature of education, which is expressed in the IB's mission statement, in the IB learner profile and in the fundamental principles on which the curriculum is based and which continue to inspire its development.

### *School Year*

The school year at NISC runs for approximately ten (10) months with 180 student learning days. The year is divided into two semesters (with two terms each) for grading and for fees payment purposes and generally runs from early-August to early-June.

### *School Day*

The regular school week runs from Monday through Friday. The length of the school day runs from 8:00am to 3:30pm. There is an After School Activities programme from 3:30 to 5:00pm.

Please note that every Monday the school has a delayed start to provide professional and curriculum development time for NISC faculty. School starts at 10:00am and students may report at 9:30am.

### *Block Schedule & Lesson Timings*

The teaching block schedule runs on a five-day schedule (Monday to Friday). See the opposite page for a sample timetable.



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## Block Schedule

Secondary	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:10	8:00 - 9:30 MMB Teachers 10:00 Students Start		Advisory		
Block 1 8:10 - 9:10					
Block 2 9:15 - 10:15	10:00 - 10:40 Advisory		Break		
Break 10:15 - 10:40					
Block 3 10:40 - 11:40					
Block 4 11:45 - 12:45					
Lunch 12:45 - 1:25	Break		Break		
Block 5 1:25 - 2:25					
Block 6 2:30 - 3:30					
ASA 3:30 - 5:00					



## Secondary School General Information (cont.)

### *School Communications*

Northbridge is proud of its commitment to digital communication and communicates through blogs, email, social networks and the school website. We have a commitment to protecting the environment and avoid sending paper communication home. It is vital that we have your up-to-date email account in order to communicate with you regularly.

The NISC Facebook page provides informal updates, photographs and videos of school life. There is an annual Yearbook, which is provided to all students every year in June.

Other means of communication include email, telephone calls, student reports and scheduled conferences.

Parents are able to view their child's performance through Managebac and are also encouraged to have direct communication with their teachers. Appointments can be scheduled through the Secondary Office.

For emergency situations that arise without warning are communicated to parents via email and telephone. Please make sure the school has your up to date mobile phone number.

### *Meet your Teachers*

Within the first few weeks of the school term, we will invite parents to meet teachers. This is held during the early part of the school year to enable parents to meet teachers, administrators, and staff.

During the course of the interaction, teachers are provided with the opportunity to explain their course programmes, materials, schedule, and classroom expectations for the school year.

We will also share emails and make sure parents have access to Managebac and blogs.

### *School Supplies*

The School Store supplies the various notebooks students will require for their lessons. Students will receive a 'Back to School' supply pack at the beginning of the school year.

Classroom teachers issue all books and various instructional materials (most of which are shipped from abroad) directly to the students. There is no charge for these materials as long as the items are returned in good order after use. However, in the case of loss or damage of a textbook, library book or workbook, the student must pay a replacement fee. Students will be issued replacements after fees are paid. Fees are levied at the current cost of the lost or damaged book plus 50% for shipping and handling.

### *PE Uniform and Swimming Attire Expectations*

All students in from Kindergarten – Grade 10 are given two sets of clothes for physical education from the NISC School Store each school year. All students should wear proper, supportive athletic shoes for PE.

Swimming is taught as a component of the Physical Education program. Students are expected to follow their assigned schedules and come appropriately prepared – with swimsuit and towel – on the designated days to be in the pool.

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### *You Belong @ Your Library*

The NISC Library is located on the ground floor and the Maker Space is location on the frist floor of the Hub building. It is open during the following times:

**Monday - Friday: 7:30 am - 4:30 pm.**

The library provides 24/7 access to subscription databases, resource lists, pathfinders, and online learning opportunities. The library supports the MYP Approaches to Learning and DP Extended Essay through the instruction of 21st century information literacy skills.

The librarian works in collaboration with teachers to promote lifelong learning and a love of literacy. The librarian also manages the collection and sets program and collection goals. As a community library, we serve students, teachers and parents. If you have any resources you would like the library to acquire, please communicate your recommendations to the library staff.

The Maker Space is a creative environment which, in partnernship with MITm explores all things S.T.E.A.M.

### *BYOD. Bring Your Own Device*

NISC believes that ICT plays an essential role in empowering learners to become knowledgeable and active global citizens and inspiring them to be ethical, respectful and compassionate global leaders. ICT supports students engage in a balanced program which offers opportunities for social, physical, emotional, artistic, and intellectual development. In order to meet these goal, students need to understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. NISC Secondary School students are expected to:

#### **Advocate and practice safe, legal, and responsible use of information and technology.**

- At school we use technology that supports our learning.
- We keep in mind the amount of time we spend using screens and balance F2F with online interactions.

- We ensure that the information, images and materials we post online will not put us at risk.
- We are careful not to publish personal details, contact details or a schedule of activities.
- We are proactive in protecting passwords, accounts and resources.

#### **Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity**

- We show respect to others.
- We don't abuse our rights of access and don't enter other people's private spaces or areas.
- We don't use electronic mediums to flame, bully, harass or stalk other people.
- We show respect for other people in the choice of websites we visit.

#### **Demonstrate personal responsibility for lifelong learning**

- Before we post anything we always consider how sharing information about our life, experiences, experimentation or relationships might impact our future.
- We suitably cite any and all use of websites, books, media etc.
- We acknowledge all primary and secondary sources.
- We use free and open source or purchase, license and register all software.
- We purchase music and media, and refrain from distributing these in a manner that violates their licenses.

#### **Exhibit leadership for digital citizenship**

We report any attacks or inappropriate behavior directed to ourselves or others and we seek support from our parents, teachers, counselors, and appropriate organizations and authorities.

We protect others by reporting abuse, not forwarding inappropriate materials or communications and not visiting sites that are degrading or inappropriate.

We report conversations that are inappropriate or unacceptable.



## Secondary School General Information (cont.)

### *Assessment Grading and Reporting to Parents*

#### **Student Assessment**

NISC believes in using a balanced system of assessment tools and strategies to know and understand our students as learners, including both formative and summative assessments. We believe that assessment is integral to student learning and is vital in supporting the NISC vision and mission.

#### **Grading and Reporting**

Students in the MYP and DP are graded using the IB grade descriptors. Mid-semester reports focus on Approaches to Learning (ATLs). Full academic reports go home to parents at the end of each semester.

#### **Opportunities to review learning**

NISC Secondary School schedules two formal opportunities for parents to find out more about their child's progress.

- Three-way conference (TWC) – Teacher, Student and Parent conference

Parents are encouraged to ask the student questions about what they are learning, their work habits, their strengths, and the goals they have set for improvement on an ongoing basis. There is an opportunity for students to share their goals at the Hopes and Dreams conference at the start of the academic year.

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### Rights & Responsibilities

NISC aims to promote a positive working and social environment. Members of the school community are expected to be honest and to treat each other with respect and dignity. The IB philosophy actively cultivates this aim throughout its Primary Years Programme, Middle Years Programme and Diploma Programme.

Students at NISC have the right to learn in a mutually respectful and safe environment. Respect for self, peers, faculty and school is expected of all students. Students are responsible for their choices and actions and are expected to conduct themselves ethically, responsibly, and compassionately. Students are expected to act in a manner that reflects positively on NISC while at school, school sponsored events, school trips or in the wider community.

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet help to create a better and more peaceful world. Northbridge International School Cambodia's approach to behaviour management utilizes the IB philosophy by emphasising cooperation, achievement, respect and empathy. An emphasis is placed on:

- Students being guided in their understanding that with rights come responsibilities.
- Teachers providing an environment in which positive behaviour is rewarded and inappropriate behaviour is modified.
- Encouraging appropriate behaviour
- NISC's restorative approach to behaviour management.

It is our aim to nurture well-balanced, mature individuals who are able to take responsibility for their own actions and who will grow to be valued members of the international community.

We expect students to behave, both in and out of school, in a courteous manner that will bring respect and honour to the school, their families, and their own communities.

Students have the right to learn in a mutually respectful and safe environment. For this to happen, students must realize that their personal behaviour is a key determinant of the school's environment. An IB student has many responsibilities and expectations. Students should also be aware that performance in the last years of High School is the key to university admission. Universities look not only at grades but also for evidence of maturity and responsibility. A student record with instances of inappropriate behaviour and behaviour consequences (i.e. suspensions, letters concerning malpractice, etc.) would not be to a student's advantage.



## Rights & Responsibilities (cont.)

*Students at NISC are encouraged to recognise that rights bring with them equivalent responsibilities. Student rights are balanced against responsibilities in the following ways:*

### Students Rights and Responsibilities

- Students have the right to learn and to be free to express their opinions, feelings and ideas.
- They also have the responsibility to work hard, to do their best, to complete assignments and to respect others' opinions, feelings and ideas.
- Students have the right to be happy and to be treated with understanding and respect.
- They also have the responsibility to respect others, to treat them with understanding and not to hurt their feelings.
- Students have the right to hear and be heard and the right to quiet times for learning and studying.
- They also have the responsibility to listen to others, to wait their turn to speak and to be respectful of other's quiet times.
- Students have the right to be safe and secure in school.
- They also have the responsibility to respect others' right to safety, to treat others with the same kindness they would expect themselves and to obey school rules.
- Students have the right to bring their belongings and materials to school and the right to utilize school materials.
- They also have the responsibility to look after their own possessions, to respect other people's property and to use and share school materials in an appropriate manner.

### Teachers Rights and Responsibilities

All members of staff in the Secondary School have a professional obligation and commitment towards students. Teachers will:

- Speak and act toward students and colleagues with respect and dignity and deal judiciously with them, always mindful of their rights and

sensibilities.

- Provide a caring, supportive and safe learning environment.
- Respect the confidential nature of information concerning students and only give it to authorized persons.
- Respect the privileged relationship with students and colleagues and refrain from exploiting those relationships for material, ideological or other advantage.
- Corporal punishment of any kind is expressly forbidden, including the physical restraint of students, except in cases of ensuring student or personal safety.

### NISC Community Rights and Responsibilities

- Parents and guardians at NISC have the right to open communication with teachers regarding their child's progress and needs.
- Parents and guardians have the responsibility to contact teachers if there are issues or concerns regarding their child's progress e.g. Learning Support, ELS and Counselling.
- Parents and guardians have the right to participate in changes to their child's education including being informed about formal assessments and the support their child is receiving.
- Parents and guardians have the responsibility to utilise the school support services, such as the Learning space and counselling services, as needed to provide the best education available for their child.
- Parents and guardians have the right to formalised feedback in the form of written reports and Student Led Conferences throughout the school year.
- Parents and guardians have the responsibility to raise questions and concerns with teachers at an appropriate time and in an appropriate manner.
- The NISC Community has the right to open communication between all levels of school administration to provide a nurturing and safe atmosphere for students, staff and parents.

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### General Student Rules

- Students are expected to behave in a courteous and responsible manner at all times.
- Students are expected to keep all school areas clean and tidy and to clean up after they have used an area.
- Public displays of affection between students is considered inappropriate behaviour.
- Cellular phones must be switched to silent during lesson times and only used during recess.
- Students are responsible for using their provided lockers and ensuring that they are locked.
- Intentional damage to the premises or to educational materials or books will be billed to the student's parents. Penalties for vandalism are severe and, in all cases, the student's parents will be informed.
- Students are encouraged to not bring expensive personal items to school. If such items are brought to school, it is the student's responsibility to keep the items stored in their locked lockers. There is a Lost Property Box in the Main secondary office.
- Students may not leave the school site without permission. Students will need to provide the Secondary School Secretary in the Secondary Office with a written request from the parents who will provide an off-campus pass.
- The possession of illegal drugs, tobacco, alcohol, or weapons at school or official out-of-school activities may result in expulsion.
- Students are to behave in a courteous fashion, use good manners and show respect for teachers and school personnel at all times.
- Students who are habitually late to school will receive a lateness detention of one hour after school.

### A Supportive School Environment

In order to encourage and facilitate a respectful supportive school environment where all students can learn in a conducive atmosphere we provide a structured Homeroom Advisory Programme with homeroom advisors and counsellor support. The Homeroom Advisory Programme seeks to:

- Reinforce student's sense of identity and cultural awareness.
- Develop inter-personal skills and respect for others.
- Foster student recognition and development of universal human values.
- Equip students with the skills to learn and acquire knowledge
- Help students develop personal health awareness
- Give students a support system to help them with personal concerns

The intention is that our homeroom programme, with counsellor support, will lead to students conducting themselves according to our student code of conduct and displaying appropriate behaviour at all times.

### Student Code of Conduct

The School Code of Conduct outlines 2 main types of behaviour: Appropriate and Inappropriate.

#### Appropriate Behaviour

Positive behaviour is demonstrated by students:

- Who are cooperative and considerate of others.
- Who follow school and safety rules.
- Who solve their own problems if possible and seek help when necessary.
- Who are courteous.
- Who work co-operatively as well as independently.
- Who use materials and equipment in an appropriate way.
- Who are responsible.
- Who make sensible choices with their behaviour/ inappropriate behaviour.



# Rights & Responsibilities (cont.)

## Student Code of Conduct (cont.)

### Inappropriate Behaviour

When students disobey school rules, they will always be given the opportunity to explain their actions and to reflect upon what they have done. The teacher involved will counsel students on appropriate ways to deal with a problem. The underlying goals of addressing students' inappropriate behaviour include protecting students and others from harm and helping students understand the reasons for their behaviour and for them to correct their behaviour in the future.

However, if a student chooses not to accept his/her responsibilities or impinges on the rights of others, the school's disciplinary procedure will be followed as outlined below:

#### STEP 1:

##### Not Taking Responsibility

Minor offences that do not directly disrupt the teaching and learning of others such as:

lateness	chewing gum	incorrect uniform
materials not brought to class		homework not done
food brought to class		inappropriate phone use in class
littering/not cleaning up after self		
leaving valuables unattended (e.g. laptops, phones)		
bringing inappropriate items to school.		

#### STEP 2:

##### Not behaving respectfully

These include behaviours which disrupt teaching and learning (or repeated Level 1 behaviours) such as:

disturbing others	interrupting teacher
bullying	frequent lateness to subject class
absent from class without permission	lack of academic honesty
failing to follow instructions	inappropriate phone use in class

#### STEP 3:

##### Serious Offences or Repeated Level 2 Behaviours

These include behaviours which are considered to violate the rights of others and/or are considered dangerous such as:

violence toward self, others or property vandalism  
fighting theft  
lack of academic honesty on an externally moderated piece of work  
possessing dangerous items or weapons  
possessing or accessing pornographic material  
computer hacking, trashing, or tampering in any way with another persons' work or intellectual property  
using, possessing or distributing tobacco, alcohol or other chemical substances on school premises, field trips; in school uniform or any instance that places the school in disrepute.

#### STEP 1:

##### Consequences are designed to promote responsible behaviour.

Depending on the behaviour, the following interventions are employed by the teacher:

Verbal warning - provide feedback regarding behaviour and reminder of rule  
Discuss strategies for improvement  
Stay after class or short break detention  
Email to Homeroom advisor and/or parent  
Removal of item  
Report if necessary to counsellor or Head of Secondary.

#### STEP 2:

##### Consequences are designed to allow students to reflect on their behaviour and plan improvement which may involve the support of the Counsellor, the parents and the teachers.

Daily report/contract Temporary removal from class  
Conflict mediation/counselling  
Academic Behavioural Concern (ABC)  
Parent-Teacher Conference After School Detention  
Lunch Detention/loss of break time  
Limiting access to internet if appropriate.

#### STEP 3:

##### Consequences are designed to demonstrate that students will lose privileges if they don't respect the rights of others which may involve the Teachers, the Parents, the Counsellors, the Administrators as appropriate.

In-school Suspension  
Parent-Teacher-Administrator Conference  
No grade for report/automatic failing condition  
Suspension at home  
Ban from using device  
Pay expenses if damage or repairs are necessary  
Referral for outside counselling  
Incident to be reviewed by the Head of secondary and School Head.



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### NISC Academic Integrity Policy

As an IB World School, NISC uses the IB Learner Profile. Our students strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. Academic integrity encompasses a set of values and skills that are essential for the students' development as principled communicators, who use information responsibly. It is the responsibility of all members of the NISC community to enforce and maintain a high level of academic integrity.

NISC will instruct students on proper research and citation techniques as well as the responsible and ethical use of information. Students are expected to understand the definitions of plagiarism and cheating and to adhere to the guidelines set forth in this policy. NISC will take disciplinary action to address cases of academic dishonesty.

**Cheating** is defined as seeking an advantage by unfair or dishonest means on an assignment or assessment.

**Plagiarism** is defined by Merriam Webster Online Dictionary as: "...to steal and pass off (the ideas or words of another) as one's own; [to] use (another's production) without crediting the source; to present as new and original an idea or product derived from an existing source".

*Plagiarism does not necessarily involve intentional deception, it may include:*

- Using another author's words or ideas without giving proper citation or credit.
- Representing someone else's words or ideas as your own (copying directly from another's work).
- Having someone else complete or contribute substantially to the work (such as a sibling, tutor or friend) and turning it in as one's own.
- Failing to properly apply quotation marks to a quotation.

- Giving incorrect information about the source of a quotation
- Changing words but copying the sentence structure, intent or facts of a source without giving credit.

### Specific expectations regarding academic honesty

are made of students at all levels of the MYP and DP. The academically honest student is expected to understand the expectations taught during ATL sessions and:

- Document source material in a formal and appropriate manner.
- Use direct quotation appropriately.
- Understand the concepts of plagiarism.
- Acknowledges explicitly and appropriately help provided by another person

Does not:

- Copy the internal assessment work of other students.
- Give another student his/her own work to copy.
- Present material written by another as his/her own.
- Present artistic or creative work in any medium that has literally been reproduced except in a manner allowed by the teacher or permitted by the examination rules.

Consequences will vary depending on the seriousness and frequency of the offense in question, at the discretion of the Head of Secondary. Academic consequences may range from a warning to no credit awarded for an assignment. In extreme cases no credit may be awarded for the course. In addition to the academic consequences, students may receive discipline consequences ranging from a documented warning to suspension. Extreme cases may result in the student's expulsion from NISC.



## Rights & Responsibilities (cont.)

### *Attendance, Lateness and Absences*

Attendance is vital for success in the IB MYP and DP. It is the student's responsibility to be present in class and to inform their teachers when they will be away. It is also the student's responsibility to make up missed work and it is not the teacher's role to re-teach the units missed by a student due to absences.

Regular and punctual daily attendance has a positive influence on academic performance and growth, is a demonstration of respect for teachers and other students and is expected of all students. If an MYP or DP student misses more than 10% of a class each semester course credit may be denied. Loss of credit may affect promotion to subsequent Grade levels and/or graduation. Determinations regarding absences and consequences are made at the discretion of the Head of Secondary School. Students arriving more than 20 minutes late to a class will be counted as absent from the class.

Therefore, we strongly encourage parents to plan vacations in conjunction with NISC's scheduled holidays and to make transportation arrangements that allow students to arrive to school at least 15 minutes before the start of the school day (0945 on Mondays and 0745 Tuesdays – Fridays).

### *Attendance Policy and possible loss of credit*

Subject teachers record class attendance on Managebac at the beginning of each lesson. The number of absences for each subject is indicated on the school Semester report. Parents may also access attendance and other academic information via the Parent access on Managebac. Please contact the Secondary School Secretary if you do not currently have Managebac parent access.

The parent or guardian is expected to inform the school of the reason for an upcoming absence. When adequate notice is given, arrangements can be made

to supply absent students with any assignments or homework they can complete during their absence. Students will be responsible to complete missed assignments and exercises. It is the students' responsibility to inquire with their teachers about work missed during an absence.

All schoolwork given prior to an absence or following an absence is expected to be completed in a timeline established by the teacher. Failure to complete work will be reflected in student's grades.

### *Lateness Policy*

Students arriving late to class miss valuable learning and disrupt the learning of others. As members of the NISC community, it is the responsibility of students to respect themselves, their teachers and peers by arriving promptly for the start of all classes.

Issues of students arriving late to individual classes will be addressed by their teachers. This may include consequences and impact on student grades for chronic cases. Teachers will track student's lates for their classes through Managebac.

When buses are late, the Secondary School office will send an email notifying teachers, including student names. These students will not be counted as late. The office will keep track of students late to school.

- *3 -7 lates to block 1 class in one semester will earn an after school reflection for each occurrence (per subject)*
- *Additional lates to school will be referred to the Head of Secondary for further consequences, which may include a parent meeting, Friday reflections, suspension from school, student contracts, loss of privileges, or other consequences deemed appropriate at the discretion of the Head of Secondary.*

In cases of excessive absences from school, at the discretion of the Head of Secondary, alternative consequences may be used to help the student solve the problem.

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### Homework Responsibilities

#### Students are responsible for:

- Recording assignments appropriately in their Student Planner or digital organizer.
- Asking for assistance from the teacher if the instructions are unclear or are not fully understood.
- Developing a homework routine.
- Completing and turning in assignments on time and to the best of their ability.
- Following up on work with your teacher and peers – after attempting to complete an assignment independently.
- Catching up on homework when absent, including staying apprised of missed work.

#### Teachers are responsible for:

- Ensuring that assignments are recorded and added to the Managebac system.
- Giving sufficient time for students to record their homework in their chosen organiser.
- Providing a range of relevant and meaningful assignments and tasks during the school year.
- Modifying expectations, when necessary, to meet the needs of individual students.
- Correcting and providing feedback on homework so that student learning is enhanced.
- Ensuring that assignments are understood by students.
- Encouraging students to seek assistance when necessary.
- Communicating with parents when homework is not completed on time either by email or telephone.

### Attendance Policy and possible loss of credit

Subject teachers record class attendance on Managebac at the beginning of each lesson. The number of absences for each subject is indicated on the school Semester report. Parents may also access attendance and other academic information via the

Parent access on Managebac. Please contact the Secondary School Secretary if you do not currently have Managebac parent access.

The amount of time a student actually spends 'doing homework' depends upon many factors, most noticeably the use of social media whilst doing homework. But as a guide, students should expect to spend the following amount of time each night working on the tasks set.

<b>Grade 6 - 8</b>	<b>60min per night</b>
<b>Grade 9</b>	<b>80min per night</b>
<b>Grade 10</b>	<b>90min per night</b>
<b>Grade 11 &amp; 12</b>	<b>150min per night</b>

The Personal Project in Grade 10 will require a considerable amount of extra time outside of school hours and should be planned for by the student accordingly.

Grade 11 and Grade 12 will require extra time for Extended Essay, TOK, and Review.

#### Parents are responsible for:

- Providing students with the time, materials and facilities for work at home.
- Regularly checking the student planner and/or Managebac calendar.
- Assisting students to develop a homework routine.
- Ensuring that students work on their assignments.
- Encouraging effort, achievement and a positive attitude towards homework.



## Rights & Responsibilities (cont.)

### *Late or missing homework/summative assessments*

Some homework may be part of summative assessment tasks – completing research, collecting data, writing assignments, etc. Levels of achievement are NOT deducted for being late (e.g. a '5' is not reduced to a '4' because the work is late). Work marked against specific criteria should reflect a valid assessment of the skill and not measure the lateness of the work.

When a summative assessment deadline is missed, the student receives a zero for that assessment and the parent and homeroom advisor is informed that the student has been provided the opportunity to stay after school with the teacher or in the Learning Space for up to 7 school days to complete the assignment which will then be graded. If the assignment is not handed in after the 7 school days grace period, the assignment remains as a zero.

### *Student Retention - repeating the academic year*

Retention has serious long-term implications and will only be considered in extreme cases where documented classroom interventions have been unsuccessful and where regular communication with parents has failed to remedy academic or developmental concerns.

A final decision to retain a student will be made by the administration through conversations with the parents and in writing following the end of the school year.

### *Appropriate Dress at School*

At NISC we believe in respect for others and ourselves and choose not to impose a school uniform upon students, rather we allow students to dress in a manner that makes them feel comfortable and prepared to learn. Student learning is our primary focus as opposed to focusing upon school uniform violations. That said, occasionally students will dress

somewhat inappropriately and so we would like to remind students that although we don't have a school uniform, we do have a dress code. To help clarify what is meant by 'appropriate school dress' please be aware that the following can be considered disrespectful to others and should not be on display at school:

- Short shorts
- Underwear on display
- Bare stomach on display
- Spaghetti strap tops
- Closed toe shoes should always be worn when having Design class, or science as a safety requirement.

### *Cell Phones and Electronic Devices*

Students in the Secondary School are allowed to use cell phones and other electronic devices before and after school and between classes. All students using personal technologies must agree to and adhere to the NISC Acceptable Use Policy. Students should use the office phone to call parents when they are sick. Students unable to use their personal technology responsibly will lose the privilege. NISC is not responsible for lost or stolen cell phones and other electronic devices.

# Student Parent Handbook

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### Student Services & Support

#### After School Activities (ASA) Programme

The After School Activities (ASAs) programme at NISC provides participating students with the opportunity to broaden their interests and skills in areas that complement the regular school programme.

ASAs provide a wide range of activities which promote skill development and social and personal growth. The activities include options for students to participate in sports, visual arts, performing arts, ICT, language learning and more. Activities vary with each session depending on scheduling and availability of facilities. Fees are charged for participation in ASAs and costs for activities differ.

Activity schedules and registrations form are available in the NISC Administration office at the beginning of every session.

#### Field Trip and Travel Policies

Educational field study trips are an important part of the school's overall co- and extra-curricular programme. They play an integral role in students' intercultural learning experiences. It is expected that all students will participate in planned field trips. When a field trip is planned, parents will receive notice of the trip and related details including any costs associated with the trip. Parents are required to sign a permission slip allowing their child to go on the trip. We also ask parents to sign a local field trip permission slip that will be valid the entire school year. Students without permission will be ineligible to attend the trip. Students should come prepared for varying weather conditions, which includes bringing a hat, sunscreen, and a raincoat when appropriate.

#### Interscholastic Sports and Exchanges - MRISA

The Mekong River International Schools Association (MRISA) is our regional sports and activities league, of which NISC is a charter member. The organization is made up of eight international schools: NISC, International School of Phnom Penh, Vientiane

International School, International School of Ho Chi Minh City, Saigon South International School, Hanoi International School, United Nations International School in Hanoi, and the International School Eastern Seaboard in Thailand. Teams compete against other local international schools throughout the season, culminating in the MRISA Sport Exchange. The Sports Exchanges are broken into two divisions: Junior (Grades 6 to 8), 14 years of age or younger by the first day of competition; and Senior (Grades 9 to 12), 18 years or younger by the first day of competition. Sports exchanges offer students two days of competition against the other MRISA schools as well as the opportunity to make new friends and experience different cultures. Students participating in an exchange are expected to take part in all practices leading up to the event. In addition to the practice schedule, athletes will compete against other local teams in preparation for an exchange. A schedule of these games is published at the beginning of each sports season.

Students are expected to cover all travel costs associated with MRISA exchanges, including required travel insurance. When NISC is hosting a MRISA event, it is our hope that our students and their families will support this exchange with their time and energy and/or by providing accommodation for visiting participants.

Travel/Health Insurance: Ensuring the safety of children is our top priority. To that end, NISC will require and provide travel insurance for all children when they travel on school sponsored trips outside of Cambodia. The insurance will cover lost luggage, cancellation of tickets, medical care, and emergency evacuation. The cost of the insurance will be added to the expenses for the trip and will not exceed \$35.00.



## *Student Services & Support (cont.)*

### *Student Lockers*

Students in Grade 6 through Grade 12 are issued lockers. The lockers are located on the second and third floors of the Secondary School building. Students must not affix permanent attachments (such as labels or stickers) to their lockers. Students must pay for any locker damage and provide their own lock.

### *Lost and Found*

The lost and found is located in the school's Main office. Students should check there for lost articles. We ask that students refrain from bringing valuable jewelry or other expensive non-essential items to school.

NISC is not responsible for any loss or breakage to these items.

### *Parent Group*

The NISC Parent Group brings together parents for the purpose of furthering the development of the school, promoting the welfare of the students, enhancing communication and encouraging social interaction between the school families and the school. The Parent Group supports the school in maintaining its standard of excellence and believes that parent involvement enriches the educational experience for all students.

### *Correspondence, Inquiries and Office Hours*

NISC school personnel are here to assist you as needed. NISC offices (Main Office, Admissions Office, and Business Office), telephones, and email are attended daily from 7:30am until 4:30pm, Monday to Friday except on holidays as designated by our school calendar. We welcome meeting with all parents as needed; however, due to the busy nature of the school, we ask that you make a prior appointment before meeting with administrators and teachers. To communicate with NISC, please use the contact

information provided at the end of this Handbook.

During the Summer holiday admissions staff are available to answer your general questions, supply you with appropriate forms and documents and undertake admissions testing if required.

### *Guidance and Counseling Services*

Students are supported academically, socially and emotionally by a qualified school counselor. The counselor provides support to all Grade 6 through Grade 12 students, parents, teachers and staff. The counselor meets with individuals and groups both privately and in classrooms. The counselor provides both social and emotional counseling as well as career and university planning.

The counselor works with the Admissions Office to help students transition successfully into our school and as they exit our school to pursue their studies elsewhere. The counselor also works closely with administrators, the school nurse, coordinators of the Middle Years Program and Diploma Program, and teachers to support students who may need additional guidance. Referrals are made to the counselor when there are concerns regarding students' behavior, social, mental, or physical needs.

Counseling students in Grades 6 through 12 focuses on helping students to continue developing their social skills and exploring their career and university opportunities. Students are assisted with the university selection, application, and acceptance process. The counselor also helps 12th Grade students examine their impending transition from NISC to university.

# Student Parent Handbook

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### Health Services and Requirements

The school's Health Room is overseen by a registered nurse. The Health Room is provisioned with medical kits and other items to deal with minor illnesses and injuries. The services of the Health Room are available throughout the school day. For emergency needs, a school vehicle is available for transporting an ill or injured student to a local clinic or to their home. Parents are notified immediately whenever an emergency occurs.

With their teacher's permission, an ill or injured student may check in at the Health Room at any time during the school day. Otherwise, a teacher may refer a student to the school nurse for specific reasons – personal health, hygiene concerns, or other problems related to their health and general wellbeing.

**Reminder:** *Parents are required to provide emergency contact information for each child enrolled at NISC. The school will call the emergency contact in the event neither parent can be reached. It is vital that the school is able to contact a responsible adult in time of an emergency. Please help us keep contact numbers current by updating any changes.*

In case of serious injury or emergency, a First Aider will first carry out stabilizing first aid procedures while the nurse is notified. Shortly thereafter, the school will notify the parent. If deemed necessary, the school will see that the student is transported by school car or bus or a contracted ambulance service (accompanied by a school employee) to the designated medical clinic for treatment.

Note: The cost of any ambulance is the responsibility of the parents.

If parents find that a child has a contagious disease or condition – such as the influenza, measles, chicken pox or pediculosis (lice) – they need to immediately notify the School Nurse or the School Office. Exposure notices will be distributed to affected students,

alerting parents and providing them with pertinent information. When the student is ready to return to school, they must bring a doctor's note before resuming class.

### Old Injuries, Chronic Illnesses and Medication

Full disclosure of a student's medical history helps us to help you. School personnel are not able to treat pre-existing injuries or to prescribe treatment or medication for students. The school nurse may, however, give Tylenol for minor headaches, earaches, sore throats and to reduce fever, as long as parents have given the school prior permission to do so by completing and signing the Health Form.

In addition, the office staff may administer medicine prescribed by a physician, if the student brings a signed note from the parents or doctor with the medication name, dosage and reason for its need. If your child requires a special medication from time to time (for example, an inhaler for asthma; Benadryl for a known allergy), please send it along in a clearly marked package to the School Nurse to be used as needed. Students are not allowed to carry medicine during school hours.

### Special Education Needs (SEN)

NISC provides Special Education Needs (SEN) services on a limited basis to students whose needs can be met in an inclusive classroom setting. As an IB World School, we believe a diverse and inclusive learning community enables us to demonstrate the Learner Profile in action.



## *Student Services & Support (cont.)*

### *Cafeteria Food Service and Drinking Water*

All NISC students have a mid-morning break, providing for a snack, if desired. Students may bring snacks with appropriate drinks or buy on school site.

All students in Grades 6 - 12 eat lunch in the Secondary School Cafeteria. Students may bring their lunch from home or purchase a lunch program option.

Students are cautioned against drinking from the general water supply. However, commercially prepared drinking water is available at all times from water coolers located around NISC. Secondary school students should bring their own drinking containers.

### *Transportation: Optional Busing Provision*

For the convenience of students needing transportation to or from NISC, the school sub-contracts bus services through a local transportation company.

Student bus service is applied for through the Main office. Bus transportation is an optional service and fees must be paid in advance. Fees are charged on a per term basis; any use within a term is levied a full term's fee.

Bus students wishing to ride a bus other than their regularly assigned bus MUST bring a note signed by a parent or guardian to the school office early at the beginning of the day of the change request. In case of crowded buses, such requests may not be honored. Students are not permitted to ride on a different bus without prior permission.

Students who have not signed up for the regular bus service may still ride the bus home on a specific afternoon by following these guidelines:

1. They must make prior arrangements through the school office to guarantee space;
2. A one-way ticket costs \$5.00 per trip. For requested use of the ASA bus (one-way only) by a non-regular bus rider, a fee of \$5.00 per day will be included in the student's ASA fees.

To discontinue use of the bus service, written notice must be given to the NISC Business Office at least two (2) weeks in advance. Refunds will be made for only terms in which the student has not used the bus.

Good behavior by students while entering, riding and disembarking from buses is essential and required. Failure to adhere to established expectations is grounds for discontinuing bus privileges. In case of suspension from riding the bus due to misconduct, a student will forfeit any refund of bus fees already paid.

### *Outside Resources*

The Head of Secondary, counselor, and teachers work closely to determine available outside resources that may help students who need speech therapy, testing services, hearing tests, professional counseling, etc. Services for students will be at the parent's expense. The school will assist in arranging this referral, if necessary.



# Student Parent Handbook

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## Security & Emergency Procedures

### Visitors

Visitors to the NISC campus are required to check in and out at the security station to receive a visitor's pass. Visitors must display their pass at all times while on the NISC campus. Visitors should not be on campus during school hours without official business and may be directed to the main office.

### Emergency Procedures

At NISC, safety is our top priority. To that end, NISC will conduct regular emergency drills. Emergency evacuation routes will be posted in each room. Students are expected to follow teacher directives to ensure their own safety and the safety of others.

### Fire Drill, Emergency and Evacuation Plans

Emergencies are occurrences that we all hope will never happen. Even so, the school's staff and students prepare for such events. Everyone on campus must follow plans and procedures centered on the need for a safe and well-executed evacuation or lockdown. Safe place and fire drills are regularly practiced under strict supervision throughout the school year.

In the event of a civil unrest, the school administration will be in contact with local authorities and embassies to determine the seriousness of the situation. In the event of an emergency or evacuation, parents will be contacted and asked to come pick up their children. Children will not be released to unauthorized people.

Situations may arise where the safety of NISC students is best served by having them remain on campus. In this case, parents will be notified by email and telephone. For this reason, it is extremely important that parents keep the school advised of any changes in home and/or emergency contact telephone numbers.

Serious flooding may occasionally disrupt the normal school day. This is not necessarily flooding of the school grounds, but more likely (during the rainy season) flooding of roads and residential areas away from the NISC campus. When flooding occurs, everyone may expect delays in the school buses' schedules. Students riding the school buses will be required to remain on board until they arrive safely at school, home, or at their designated pick-up/drop-off points.

### Insurance Coverage

NISC carries public liability insurance, which covers limited student medical treatment for injuries occurring at school; it does not include long-range health care coverage. In addition, the school carries passenger liability insurance coverage (for 24 hours a day) for all regular bus passengers – those who ride the school bus both ways. The school does not carry insurance to cover occasional riders.

### Driving Motorcycles and Cars

For safety reasons all NISC students are expected to wear protective helmets when driving or riding on a motorcycle to and from the school – on regular school days or for any school-sponsored events. Students who ride their motorbikes to/from school will need to provide a copy of their driver's license with the main school office staff.

Students who drive a car to and from school – on school days or for school-sponsored events – must be 18 years old (the legal age for car drivers in Cambodia) and possess a valid driving license, a copy of which has been given to the main office.



# Security & Emergency Procedures

## *Leaving School Early*

If a student needs to leave school before 3:00pm, they must have written permission from a parent or guardian. This should be given to the Office Manager in the Secondary School office who will call home to verify. A gate pass will then be issued for the student to leave school grounds.

## *Animals on Campus*

Due to safety and health concerns, we ask that pets and animals remain at home without advance permission from the school office. When visiting the school with an approved and anticipated pet, you are asked to accompany and keep them secured at all times. If you do bring a pet or animal to school without prior authorization, please tether the animal securely inside the school fence away from students or restrict its movements to your (well-ventilated) vehicle.

## *Closed Campus*

NISC is a closed campus. Once on campus, students are not permitted to leave the campus without parental permission and office approval before 3:00pm. This includes going to Northbridge Community residences. Parents are asked to contact the Office Manager if their child plans to leave school early. If a student feels unwell at school, the office staff will notify their parents and arrangements will be made to leave school. Students are not permitted to leave campus without prior parent written notification.

## *Nannies, Family Caregivers, and Bodyguards*

NISC has qualified and trained teachers and teaching assistants who care for your children as they learn to be personally independent and responsible. For that reason, it is our policy that nannies, family caregivers, drivers and bodyguards should not be on the school campus during the school day. If they stay at Northbridge during the school day, they must stay

in the driver and bodyguard area at the main security entrance.

## *Firearms and Weapons Policy*

Firearms and other weapons are not allowed on the NISC campus. Bodyguards are required to leave their weapons at the school's front guard gate; otherwise, they must remain outside the school grounds during the visit by their employers or when picking up and dropping off students.

# Student Parent Handbook 2017 - 18

## Welcome to the Middle Years Programme



Dear Students, Parents and Teachers,

My name is Jordan Marsh and it is my great pleasure to welcome all new and returning families to the Middle Years Programme (MYP) here at Northbridge International School Cambodia.

I coordinate the MYP as well as teaching Individuals and societies and Language and literature (English) in the Middle School.

I am Canadian and taught at the Middle and High School levels in Ecuador, Egypt and China before moving here to Cambodia.

At NISC one of the most important ways that we work towards our school vision of inspiring ethical, respectful and compassionate global leadership is by ensuring that we have a dynamic and challenging student-centered curriculum at each of the developmental stages. MYP at NISC runs from Grades 6 to 10 and naturally follows the Primary Years Programme (PYP) and can serve as excellent preparation for the Diploma Programme (DP) in Grades 11 and 12. Each of the three IB Programmes are designed to be comprehensive, age-appropriate curriculum frameworks that are academically challenging while helping students to develop the skills and attitudes to participate in an increasingly global society.

Over the course of the year there will be various parent information evenings about the MYP. Parents are strongly encouraged to attend so we can work together to ensure our students achieve their highest potential. Please feel free to contact me at any time if you have any questions about the MYP that cannot be answered by the contents of this handbook.

Best regards,

Jordan Marsh, BA (Honours) B. Ed  
Jordan\_Marsh@nisc.edu.kh



## The MYP Curriculum

### *Language and literature*

MYP language and literature is academically rigorous, and equips students with linguistic, analytical and communicative skills that can also be used in an interdisciplinary manner across all other subject groups. There are six skill areas: listening, speaking, reading, writing, viewing and presenting, which develop as both independent and interdependent skills. Students develop these skills through the study of both language and literature. The choice of texts also provides opportunities for and influences students in further developing the attributes of the IB learner profile.

### *Language acquisition*

The International Baccalaureate (IB) acknowledges that learning additional languages greatly contributes to the holistic development of students. Proficiency in a second language gives students access to a broader range of input, experiences and perspectives, and is believed to raise achievement in other subject areas, as well as giving the student the enjoyment of being able to communicate in multiple languages. The study of MYP language acquisition aims to encourage in the student a respect for and understanding of other languages and cultures, and to provide a skills base to facilitate further language learning.

### *Individuals and societies*

The aim of individuals and societies in the MYP is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole. Individuals and societies aims to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

### *Design*

Inquiry and problem solving are at the heart of MYP Design. During the course students are expected to solve problems using technology. MYP Design uses the Design Cycle as the model of thinking and the strategy to help students investigate problems and design, plan, create and evaluate the products/solutions that they generate.

### *Mathematics*

Mathematics plays an essential role both within the school and in society. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Moreover, understanding and being able to use mathematics with confidence is not only an advantage in school but also a skill for problem solving and decision-making in everyday life. Therefore, mathematics should be accessible to and be studied by all students.

### *Sciences*

In this rapidly changing world, education should prepare students for life in the twenty-first century. The MYP holistic approach to teaching and learning, along with the perspectives of the areas of interaction, provides a structure for the development of thinking skills, attitudes and dispositions characteristic of independent, lifelong learners. The sciences and their methods of investigation offer a way of learning through inquiry that can contribute to the development of an analytical and critical way of thinking. MYP sciences emphasises the role of inquiry and encourages the development of not only scientific inquiry skills but also transferable thinking skills.

# Student Parent Handbook

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### Physical & Health Education

The primary aims of Physical & Health Education are to encourage the development of “intelligent performers” and to encourage students to understand the importance of a balanced, healthy lifestyle. Throughout the four years of the MYP, students should develop knowledge, critical thinking and reflection skills, and a sense of responsibility, as well as interpersonal and self-motivational skills that will help to promote healthy lifestyles.

### Visual and Performing Arts

The visual and performing arts in the MYP challenge students to consider authentic issues and develop their skills beyond superficiality and imitation. Students are provided with opportunities to function as artists, as well as learners of the arts. To be an artist one has to be curious, and by developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem solvers. In the MYP, students are guided to create, perform and present art in ways that engage and convey their own feelings, experiences and ideas. All NISC students in Grades 6 to 9 take Art and Music for one semester each. The Grade 10 courses are designed to give students a foundation for the arts courses offered in the Diploma Programme.

### Visual Art

The arts at NISC are not only an excellent opportunity for students to think about what they care about and learn how to express themselves visually, but are also important in developing problem solving and creative thinking skills that will serve them far beyond the art room. Art classes at NISC introduce both technical and conceptual skills within a range of artistic practices, to include drawing, painting, printmaking, mixed media and sculpture. Our aim is to help students develop a deeper understanding of the arts by incorporating art history and art appreciation alongside art-making into the courses.

In the MYP the focus is on exposing students to a range of artistic practices, mediums, and traditions in order to equip students with both technical and critical thinking skills needed in the visual arts. As students advance through the MYP courses the projects becoming increasingly student-driven preparing students for the DP. Students in the DP work on open-ended assignments with teacher guidance, until they develop a personal theme or area of study which they will pursue for the remainder of the programme. Student artwork is displayed around school and in the local community.

### Performing Art

In the MYP, students build upon the knowledge, skills, understanding, values and attitudes gained during PYP music lessons, to develop knowledge and skills in each of the individual areas of performing, composing and listening. The integration of experiences in these areas enhances the understanding and appreciation of music. The MYP values the process of creating music as much as the finished product. These skills are further enhanced during Grade 10 when students have the opportunity to study Music for the whole year as a preparation for undertaking the IB Diploma Music Course that offers options to study ‘Creating Music’, ‘Solo or Group Performance’ and ‘Music Technology.’

A range of performing arts activities is also offered as After School Activities (ASAs) to further students’ creative development. These include instrumental lessons for a variety of instruments, as well as the opportunity to be involved in the school musical production in a variety of on and off stage roles.



# The MYP Curriculum (cont.)

## The 6 MYP Global Contexts

IB programmes aim to develop international mindedness in a global context. These allow for relevance, engagement and a direct route for inquiry into next millennium perspectives.

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

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

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

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

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

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



# Student Parent Handbook

## 2017 - 18

### *Mission in Action Camps (MIA's)*

As part of the IB programme, students attend a three day retreat outside of school where they will focus on Global Contexts and will participate in Service Learning activities. The retreat is also intended to be a team building opportunity to develop an effective community of learners. The costs of the MIA trip are included in the student's invoiced school fees.

### *Approaches to Learning*

Through Approaches To Learning (ATL) in IB programmes, students develop skills that have relevance across the curriculum that help them "learn how to learn". ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning.

### *Homeroom time*

In order to develop their holistic learning experience at NISC, time is set aside for a range of pastoral care type activities, including: planning and reflecting for Community & Service activities, Mission in Action Trips and Student-Led Portfolios; developing Approaches to Learning skills and learning about a range of topics from our school counselors and nurse.

### *The Personal Project - Completed in Year 10*

All students coming to the end of the MYP course are required to complete a Personal Project which represents the opportunity for students to utilize the approaches to learning skills they have developed with the completion of a project which represents their own individual interests. Therefore no two projects will look alike and may take many forms.

Examples of Personal Projects developed by MYP students have included:

- A charity show event
- Building a jet powered go cart
- Design of fashion/jewellery
- Publishing books and guides
- A web page and photo essay on rock carvings
- A DVD of a self-scripted, acted and edited movie
- Design and build a car cycle rack

Students are introduced to this during the latter part of Grade 9 through attending the Grade 10s exhibition and the refinement of initial ideas and the identification of a related global context. During the start of grade 10 students will complete the INVESTIGATION phase. The PLANNING stage then requires students to develop their own project specification and working timeline. During the ACTION phase will work on completing their project to be displayed at the TEN-x personal project exhibition. A REFLECTION phase provides students with the opportunity to look back at what they have achieved and what they can learn about themselves.

Each student has access to a range of support materials through managebac. They are also required to regularly meet an allocated supervisor, whose role is to monitor and support the successful completion of a Personal Project.

Throughout all of these phases students are expected to keep a detailed process journal which documents their own project journey and highlights the approaches to learning skills which they utilized during this process. Once the project has been completed a final Personal Project report is required – this can also take a range of formats – but when done well utilizes the process journal entries. It is this final report which is used to assess the four related criteria: investigation, planning, action and reflection. The reports are assessed by the supervisor and then further standardised by an additional team of teachers. Then, as with all MYP subjects the levels allocated are added to calculate a final Personal Project grade.



## The MYP Curriculum (cont.)

### Assessment in the MYP

Effective assessment improves learning outcomes by providing information about student learning, and assists with program evaluation. Assessment in the Middle Years is considered effective when students are presented with adequate opportunities to show clearly what they can achieve. Effective assessment should allow students the chance to demonstrate to what degree they have mastered the subject specific objectives (or interim objectives). The criteria objectives for each subject should be assessed at least

twice per semester. Effective assessment should relate to the unit question and the area of interaction.

The MYP has ten different sets of criteria objectives, one for each of the eight subjects, one for the personal project and one for interdisciplinary units. Student grades are reported as progress towards achieving these criteria as evidenced by internal summative assessments.

	A	B	C	D
<b>Language and literature</b>	Analysing	Organizing	Producing text	Using language
<b>Language acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
<b>Individuals and societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical and health education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>MYP projects</b>	Investigating	Planning	Taking action	Reflecting
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting



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## International Schools Assessment (ISA)

The ISA is administered in February for students in Grades 3 through 10. This assessment is based upon international standards and measures skills in math, reading, and writing. The test includes both multiple choice and open ended (requiring written responses) questions. A comprehensive report of each student's performance is provided for teachers and parents prior to the end of each school year.

Students are given written notice for each summative assessment that includes specific requirements and the criteria being assessed. NISC subject criteria are taught and provided to students and are available to the NISC community upon request.

Upon assessing the subject-specific criteria, teachers determine the student's highest sustained level of achievement for each criterion using the grade boundaries, published annually by the International Baccalaureate Organisation, for their specific subject to determine the overall grade level. This "best-fit" approach to grading differs from traditional grading practices in that it does not use an average to calculate a grade.





## Welcome to the Diploma Programme at NISC



Dear Students, Parents and Teachers,

I am honoured to welcome all new and returning students and their parents to the Diploma Programme at NISC. My name is Piotr Mazowiecki-Kocyk. I am from Poland. I started my IB teaching adventure 8 years ago as an IB DP biology teacher. Previously, I taught in Poland and Qatar. I coordinate the Diploma Programme and teach IB DP biology.

My primary aim is to support and empower IB students to become critical thinkers and open-minded inquirers who are capable of applying their learning in a sustained and practical way throughout their adult's lives. I would also like to foster a sense of joy in the learning itself and make this experience unforgettable.

The Diploma Programme (DP) at NISC will enable each and every student to develop as a human being and prepare every of them to face an increasingly developing and interconnected world. We aim to establish an unrivaled learning community which emphasizes high academic standards and individualization of teaching.

IB DP students will be expected to fulfill challenging requirements in order to obtain an IB Diploma. They will be exposed to different assessment tasks and stimulated to develop skills such as time management, communication and critical thinking skills. Often, IB DP students will sharpen their research skills and independence in acquiring knowledge. As a result, they will broaden their horizons and maximise their individual growth affecting their future career prospects.

I am here to support and help you to handle demanding IB DP tasks. Should you have any inquires related to the DP, do not hesitate to contact me. I look forward to meeting you and strongly encourage parents to support us continuously in education of their children.

Regards,

Piotr Mazowiecki-Kocyk, MA.

IB DP Coordinator

Piotr\_kocyk@nisc.edu.kh

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## The DP Curriculum

The curriculum is made up of a balanced range of subjects as well as the Extended Essay, Theory of Knowledge and Creativity, Action, Service. The Extended Essay, a 4000-word research paper on a subject chosen by the candidate, encourages the student to work independently and prepares the student for their future studies at university level. Each essay is externally assessed against a range of criteria.

Theory of Knowledge (TOK) helps students to understand more about the nature of knowledge itself and the strengths and weaknesses of knowledge claims made in each of their subject areas. TOK gives students an insight into their programme of study that inevitably strengthens their ability to specialise at college or university in an informed way.

Creativity, Action, Service requires students to actively participate in the wider aspects of life both within the NISC community and beyond. Through their involvement in such non-academic activities students can develop important life skills, and demonstrate how well-rounded and interesting they are. These are important attributes that university admissions officers are looking for in applicants.

Each subject has a set curriculum with focused content and clearly defined aims and objectives. Within each subject the curriculum develops content while also building and defining skills. The Diploma Programme takes two years to complete and this provides the time needed for a student to mature and develop both skills and content and be ready for success at college or university.

The IB ensures that all the objectives for each subject are assessed through a range of assessment tasks. These assessment tasks pay attention to the higher-order cognitive skills of synthesis, reflection, evaluation and critical thinking, as well as the more fundamental skills of knowledge, understanding and application.

IB Diploma and DP Course option students will sit external examinations that assess these skills. Each subject has a variety of examinations as well as internal assessment components which can include oral examinations.





## The DP Curriculum (cont.)

NISC Diploma option students will sit NISC-developed final examinations that determine their graduation. Their cognitive skills, knowledge and understanding will be assessed internally throughout each of their courses using IB assessment tasks. This way, we can ensure that all students are assessed in a rigorous way and against recognized standards and expectations.

### *NISC Diploma Courses for Grade 11:*

#### **Group 1**

- Language & Literature - English
- Language & Literature - Korean
- Khmer Literature
- School Supported self taught mother tongue

#### **Group 2**

- English B
- French B
- Mandarin ab-initio
- Mandarin B
- Pamaoja languages

#### **Group 3**

- History
- Geography
- Economics
- Business & Management

#### **Group 4**

- Biology
- Physics
- Chemistry

#### **Group 5**

- Math Studies
- Math standard level
- Math higher level

#### **Group 6**

- Visual Arts
- Music

### *The Extended Essay*

IB Diploma Option students must complete a substantial piece of independent work in one of the six subject areas of the IB Programme. The following points should be noted:

- The Extended Essay is externally assessed by an examiner appointed by the IB, and along with the TOK Essay may qualify for bonus points added to the overall IB score.
- The main purpose of the essay is to train the candidate in the methods of work and research in their chosen subject, which is, in general, the subject they intend to specialize in at university.
- The topic chosen may be original, or developed from course content. In the latter case, the candidate examines the subject matter in considerably more depth, giving evidence of personal research and produces a finished piece of work in essay form.
- The length of the essay can be no more than 4000 words; there is an informal expectation that the work will not be fewer than 3000 words.
- The language used should be English, Spanish or French, except in essays submitted for Languages A or B.

Each student has a supervisor, a teacher whose job is to help guide the student in the planning, data collection, organisation and writing of the essay. Students are given details of the Extended Essay including how it is assessed.

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### *Creativity, Activities and Service (CAS)*

All NISC students must engage in an extracurricular activity known as Creativity, Action, and Service (CAS). Work in CAS will not be formally assessed, but will be recorded on a report. Diploma Option students must spend the equivalent of approximately 3-4 hours per school week and a minimum of 150 hours over the course as a whole in creative, active and service-oriented endeavors with the time equally distributed between the three areas. Students in Diploma, DP Courses or Graduation options must demonstrate that they have met the eight CAS learning objectives by April of their second year. It is important that students balance their commitment to CAS over the eighteen months of Grade 11 and 12. Completion of CAS in Grade 11 is not possible and activities must continue into Grade 12 to allow for maturity and growth.

CAS activities should involve collaborative group work as well as individual effort, and the requirements for completion emphasize social interaction with others rather than passive involvement in activities. CAS experience may be gained either on or off campus. NISC offers a number of activities that are suitable for CAS, including Model United Nations, Student Council, sports teams, drama productions and service projects. Students should, through these activities, develop a greater awareness of themselves, a concern for others and the ability to work cooperatively with other people, as well as counterbalancing their academic commitments.

It is necessary that a teacher or another adult (a non-family member) acts as a supervisor who evaluates the student's performance in any CAS activity. A record must also be kept by the student on Managebac documenting the amount of time devoted to CAS activities. Students work closely with the CAS Coordinator and their CAS Advisor who will help them to reflect on and record their experiences of CAS, as well as to plan and structure their time effectively.

Students create a CAS exhibition at the end of Grade 11 which highlights their experiences thus far in the CAS programme. Failure to meet the eight Learning Outcomes of CAS by the end of Grade 12, or to comply with the CAS requirements, will result in the IB Diploma award being withheld by the IB.

### *Assessment Practices in the Diploma Programme*

#### **Purposes of Assessment**

At Northbridge International School (NISC) our Grade 11 and Grade 12 assessment and reporting practice is designed to satisfy the International Baccalaureate Diploma requirements as well as supporting our school's vision and mission.

NISC DP Assessment follows two types:

Internal NISC assessment: These are the grades we award throughout the year and which appear on student reports and transcripts. These also include non-moderated marks for Internal Assessments.

External IBO assessments: IBO (International Baccalaureate Organisation) external assessments comprise examination papers set by the IBO in the majority of subjects at the end of the second year of the Diploma Programme and internally assessed but externally moderated 'Internal Assessments.' The Head of Secondary aim of conducting internal assessment is to evaluate student achievement against those objectives that do not lend themselves to external written examinations or tests.

### *Submission of Assessment Tasks*

All work submitted to the teacher for possible submission as internal assessment work must be accompanied by a 'declaration of academic integrity' and will be stored by the teacher responsible for that course. The DP Coordinator will check regularly with teachers to ensure that internal assessment work is being undertaken and stored safely.



## The DP curriculum (cont.)

### *Semester Grades (Grading/Marking)*

In most cases the subject grade is based predominantly on performance in tests (approximately 70-80%) with Internal Assessment taking a smaller role (all courses have an Internal Assessment component set by the IBO, often about 20-30%). Teachers take this into consideration when assessing marks and awarding grades. IB Internal Assessments for moderation are solely based on the subject requirements set in the DP Course Guides. However, during the course, subject teachers may also develop alternative methods of assessments considering the needs of students and the course aims and objectives. These alternative assessment strategies will be explicitly explained to students but will not be used to determine subject grades.

Grade 11 students sit for end of semester exams in December and May. These exams are set by teachers and modeled on IB Exam papers. Grade 12 students sit for end of semester exams in December and sit for formal 'mock exams' in February with IB final exams in May. The semester exam and mock exam in February are based solely upon IB past paper questions and are marked using published IB mark schemes where appropriate. The 1 – 7 grade awarded is determined by the subject grade boundaries published in the subject report at the end of each examination session.

A grade 3 or above in a semester report is considered passing in the subject with 1 or 2 being a failing condition. Students failing a subject for the semester will not earn credit.

Grade 11 semester grades will be reported for each subject. The DP semester report has an individual report for each subject including TOK. Grade 12 semester grades will be reported in Semester One; the Semester Two final grade will be based upon the predicted grade given by each subject teacher and will include an internal assessment component which may be sent away for external moderation.

### *Preliminary Scholastic Aptitude Test (PSAT) and Scholastic Aptitude Test (SAT)*

The PSAT and the SAT are external exams taken by high school students who plan on attending colleges and universities. NISC requires all Grade 11 students to take the PSAT as both an external measure of their learning and as a preparatory step for the SAT. The PSAT is offered annually at no cost to Grade 11 students. Students in other grades may also take the PSAT for a small fee.

Students wanting to take the PSAT and/or SAT exams are helped to register and told how to prepare for the exams. The PSAT and SAT exams are administered at NISC.

### *The NISC Grade 11/12 Programme*

At NISC we offer 3 graduation options to meet the needs of a diverse student population.

- Option 1: IB Diploma
- Option 2: Diploma Programme Courses
- Option 3: WASC-Accredited NISC diploma

All students who meet the NISC graduation requirements covering Grades 9 to 12 inclusive will receive a NISC graduation Diploma in addition to an IB Diploma or IB Diploma Course results.

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### IB Diploma Option

This is the most demanding of the three options in terms of work required and level of thinking.

- IB Diploma candidates must take six subjects, one from each of five subject areas, plus a sixth course to be chosen from a range of electives.
- Of these six, at least three (but not more than four) must be taken at the Higher Level and the remaining three (or two) at the Standard Level.
- Higher Level (HL) courses each meet for a suggested 240 hours over two years, cover content in more detail and have more demanding requirements than Standard Level (SL) courses.
- Standard Level (SL) courses each meet for a suggested 150 hours over two years.
- An IB Diploma is awarded after successful achievement in the internal assessments, the end-of-course external examinations, and completion of the requirements for Theory of Knowledge (TOK), the Extended Essay and Community, Action, Service (CAS).
- For IB Diploma students, the TOK essay and the Extended Essay are both assessed externally by IB examiners.
- IB Diploma option students also qualify for the NISC High School Diploma as long as they meet the graduation requirements.

The IB Diploma programme is a pre-university programme that is recognized by most countries in the world and provides a key for university placement. At some universities in the USA a complete IB Diploma with grades of 6 or 7 may count for as much as one year of university credit, meaning a student could start University as a second year student. In the UK and Canada, an IB Diploma eliminates the need for a “foundation year”. Universities in the US, Canada and the UK are increasingly offering scholarships and bursaries to IB Diploma graduates.

### The Diploma Course Option

- Students who sit for DP Courses would follow a programme in which they do not take the minimum requirement of three subjects at HL, and/or they do not sit six subject exams.

- Achievement in their chosen subjects will be assessed in the same way as for the IB Diploma students, through a combination of internally and externally assessed work and examinations leading to NISC grades and IB validated course results.
- Students can construct a course that allows them to graduate with the NISC High School Diploma and which is relevant to their chosen university or college aspirations.
- Students would need to select up to six subjects, one from each of the five subject areas and one from the electives group, as described above.
- Students may register for fewer than six IB subject examinations as long as requirements are met for the WASC-accredited NISC High School Diploma and permission has been given by parents and Head of Secondary.
- DP Course Option students are required to participate in Theory of Knowledge (TOK). They must also demonstrate that they have met the eight learning objectives of CAS. They are not required to carry out an Extended Essay, but will be required to write an Extended Report that is based upon college/career interests and can be used as a focus for discussion at college/university interviews.

### NISC High School WASC-accredited Diploma Option

In the exceptional case where a student is unable, for whatever reason, to take any DP Courses examinations, the school will develop a programme of study that includes six IB classes at Standard Level. If the student meets the NISC graduation requirements, they will gain a WASC accredited NISC Diploma.

Students who also undertake the IB Diploma or DP Courses and have met the graduation requirements will automatically receive the WASC-Accredited NISC High School Diploma.



## The DP curriculum (cont.)

### Selecting the Graduation Options and Subjects

It is important that the graduation option chosen and the combination of subjects selected are appropriate for that student's ability and interests, as well as their university and career aspirations. It is also important that the combination of subjects is possible within the limitations of the timetable (and regulations of the IB in the case of IB Diploma option students).

Students will be counseled by the subject teachers, Diploma Coordinator, Head of Secondary and College Counselor in subject/option selections. The provisional student subject/option choices will only be confirmed once the parent has seen and agreed to the course of study. Parental support is a very important factor in promoting student success, and parents are encouraged to help students consider their options.

### University Entrance

IB qualifications are accepted worldwide for admission to university or college. Applications from students who graduate from IB World Schools such as NISC are welcome as they are recognised as candidates who have undergone a rigorous and challenging curriculum.

In the majority of countries, the IB Diploma can replace the national entry qualification for entry into university. North American schools: Cornell, MIT, Brown, Harvard and Yale all grant the IB Diploma holder advanced placement, often granting as much as a year of credit. In the United Kingdom, the Diploma is recognized as an entry qualification for all universities. Furthermore, there are a number of scholarships and bursaries available specifically for university and college students who are IB Diploma graduates.

### Awarding of the IB Diploma - Excluding Conditions

The IB Diploma cannot be awarded to students in the following cases:

All diploma (and retake) candidates.

- Candidate's total points are less than 24.
- A breach of regulations occurs for one or more subjects, Theory of Knowledge or the Extended Essay.
- A grade E has been awarded for both Theory of Knowledge and the Extended Essay.
- There is a grade 1 awarded in any subject and level.
- CAS requirements have not been completed.
- Candidate is guilty of academic dishonesty.
- A grade 3 or below has been awarded four or more times.

### Diploma (and retake) candidates with 24 to 27 points inclusive.

- There is one or more grade 2 awarded at higher level.
- A grade 2 at standard level has been awarded two or more times.
- Candidate has registered for three higher level subjects, and gained fewer than 12 points on these.
- Candidate has registered for three standard level subjects, and gained fewer than 9 points on these.
- Candidate has registered for four higher level subjects, and gained fewer than 16 points on these.
- Candidate has registered for two standard level subjects, and gained fewer than 6 points on these.
- Candidate has a grade E in either the Extended Essay or Theory of Knowledge.



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### **Diploma (and retake) candidates with 28 points or more.**

- A grade 2 at higher level has been awarded two or more times.
- A grade 2 at standard level has been awarded three times.
- Candidate has registered for three higher level subjects, and gained fewer than 11 points on these.
- Candidate has registered for three standard level subjects, and gained fewer than 8 points on these.
- Candidate has registered for four higher level subjects, and gained fewer than 14 points on these.
- Candidate has registered for two standard level subjects, and gained fewer than 5 points on these.

### **IB Examination Results**

IB Diploma and DP Course Option students access their IB examination results through the IB website on or after July 6th. Access is via an individual PIN code which is provided by the IB Diploma Coordinator. The IB does not release results to students or their family by other means, such as telephone. All communication concerning results must be made through the IB Diploma Coordinator at NISC.

### **Enquiry Upon Results**

A student who feels that their result does not reflect their performance may appeal through a process known as Enquiry Upon Results (EUR). This will result in a reassessment of the examination by a senior examiner. The deadline for applying for an EUR is usually 15th September. It should be noted that such a request can lead to a student's grade going down or up.

Students who wish to apply for an EUR must first consult the IB Diploma Coordinator. Additional examination fees will be incurred by making an EUR. Each candidate's parents/ guardians or fee-paying

company will be billed by the school accordingly. A request for an EUR must be approved in writing by a parent or guardian who will take responsibility for guaranteeing payment of the examination fees.

### **Retaking Examinations**

If an IB Diploma or DP Course Option student wishes to improve upon one or more subject grade, this is possible by retaking the subject in the next November or June examination session. The deadline for registering for the November six month retake exams is usually 29th July.

Students who wish to register for an examination retake must first consult the IB Diploma Coordinator. Additional examination fees will be incurred by retaking an examination. The candidates' parents/ guardians or their companies will be billed by the NISC accordingly. A request for an examination retake must be approved in writing by a parent or guardian who will take responsibility for guaranteeing payment of the examination fees.

### **Credits Required for Graduation**

Credits required for graduation come from two sources: (1) credits accepted from other schools at the time a student is admitted to NISC and (2) credits earned while at NISC.



## The DP curriculum (cont.)

All NISC students are International Baccalaureate students. Students in the Diploma Programme (DP) may choose not to attempt the full DP diploma. Instead, they may choose to take exams for only some of their courses and attempt to earn IB certificates in those courses. Or, they can choose not to take any external DP exams. Regardless, all courses in Grades 11 & 12 are Diploma Programme courses. For students not attempting the full DP diploma, modifications to Standard Level courses may be made for students with identified and documented compelling educational needs. Modification decisions will be made by the Head of Secondary in consultation with the DP Coordinator, teachers, counselor, student and parents.

All NISC High School students are expected to complete their Personal Projects in Grade 10 and Extended Essays in Grade 12. For students not attempting the full DP diploma, Personal Project and/or Extended Essay requirements may be modified to meet compelling educational needs of students.

All NISC High School students are expected to complete the requirements for Community and Service (C&S) in Grades 9 & 10 and Creativity, Action and Service (CAS) in Grades 11 & 12. For students not attempting the full DP diploma, C&S and CAS requirements may be modified to meet compelling educational needs of students.

<i>Programme</i>	<i>Category</i>	<i>Credits</i>	<i>Total Possible</i>
<b>Middle Years Programme</b> <b>Grade 9 &amp; 10</b>	Each MYP subject	0.5 credits per semester 1 credit per year	16
	Personal Project	0.5 credits per year (Grade 10 only)	0.5
	Community & Service	0.5 credits per year	1
<b>Diploma Programme (DP)</b> <b>Grade 11 &amp; 12</b>	Higher Level DP course	1.5 credits per year	up to 12
	Standard level DP course	1 credit per year	up to 9
	Extended Essay	0.5 credits (grade 12 only)	0.5
	Theory of Knowledge	0.5 credits per year	1
	Creativity, Action, Service	0.5 credits per year	1

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A watercolor-style background featuring a mix of colors including green, red, purple, yellow, and blue, with soft, blended edges. The colors are layered and textured, creating a vibrant and artistic feel.

*Be ambitious*