

**Secondary  
School  
Handbook**  
*2020-2021*



NORD ANGLIA  
INTERNATIONAL SCHOOL  
ROTTERDAM

*Be Ambitious*

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## *NAISR Mission, Vision and Core Values*

### **Mission**

Our mission is to challenge and inspire students to be principled and resourceful citizens of the world.

### **Vision**

We will be recognized as an outstanding international school that empowers students to take control of their own learning; has a warm and welcoming learning environment supportive of the diverse needs of the school community; and offers a challenging, inclusive academic programme designed to afford all students opportunities for success.

### **Values**

- We believe that everyone can learn and achieve at high levels.
- We believe that every person has intrinsic worth and potential.
- We believe it is important to understand and accept others for who they are.
- We believe that embracing diversity promotes open minds and enhances perspectives.
- We believe that it is important to develop self-confidence and preserve the dignity of others.
- We believe that everyone should be included and afforded the opportunity to succeed.
- We believe it is important to work well with others and show appreciation for their contributions.
- We believe we all have a responsibility to contribute to society and the well-being of others.

## *Welcome from the Secondary Team*

Dear Parents and Students,

A very warm welcome from the Secondary School Team here at NAISR. This handbook will answer many of your questions about life at our school, especially for those who are new to NAISR.

Our commitment to inclusive education at NAISR means that we provide effective learning opportunities and appropriate learning challenges for all students. All children are equally valued regardless of their circumstances, and we endeavour to meet the individual needs of all children in an environment that recognizes their different talents, learning styles, backgrounds and cultures. We overcome potential barriers to learning in order to provide quality education for all.

Your child's homeroom teacher will be the main point of contact with the school, but the whole team is at your disposal. It is important that you know that we have an 'open door' approach across the school and that you can ask any questions that you may have.

I look forward to working together and trust that your experiences here at NAISR will be positive, healthy and enriching throughout.

Sincerely,

Mr. Brett Sullivan  
Secondary School Principal





NORD ANGLIA  
INTERNATIONAL  
SCHOOL  
ROTTERDAM

# Academic Calendar 2020-2021

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**NOTES: Total instructional days = 180; Teacher contract days = 187.**

  Vacation  
  Teacher Workday

  Early Dismissal Day  
  Important School Date

## Nord Anglia International School Rotterdam

NAISR is accredited by CIS and NEASC and is an IB World School

Verhulstlaan 21, 3055WJ Rotterdam The Netherlands. Tel +31(0)10 422 5351. [www.naisr.nl](http://www.naisr.nl)

## Introduction

### Curriculum Introduction

The Nord Anglia International School of Rotterdam regards each student as an individual learner with particular strengths, talents, interests and aspirations, and our curriculum aims at educating the whole person. At NAISR, we value the growth of the intellectual, artistic and creative as well as the physical and emotional dimensions. In addition to our academic programmes, a range of stimulating activities both on and off campus provides opportunities for students to discover interests and life skills that go beyond the classroom. Students are thus encouraged to create, inquire, participate, perform, lead and produce, so broadening their own experience and understanding of themselves, each other and the world we share.

### Secondary School Timetable

Period	Start Time	End Time	Duration
HR	08:15 AM	08:45 AM	30
1	08:45 AM	09:30 AM	45
2	09:30 AM	10:15 AM	45
3	10:15 AM	10:30 AM	15
4	10:30 AM	11:15 AM	45
5	11:15 AM	12:00 PM	45
6	12:00 PM	12:45 PM	45
7	12:45 PM	01:30 PM	45
8	01:30 PM	02:15 PM	45
9	02:15 PM	03:00 PM	45
HP	03:00 PM	03:05 PM	5

There are also “Early Dismissal Days” on Tuesdays, Wednesdays or Thursdays throughout the year; on these days the school day ends at 12:00. Early Dismissal Days are used by the staff to concentrate on curriculum and professional development. The dates are noted on the school calendar above.

**At NAISR, we believe that:**

- The goal of learning is to gain lasting understanding.
- Learning with understanding is enhanced by self-assessment, reflection and thinking about the way we think.
- Learning with understanding is facilitated when students construct meaning around the major concepts and principles of a discipline, make connects among the disciplines and apply trans-disciplinary skills.
- Learners benefit from continuous assessment that provides clear, thorough and individual feedback.
- Learners learn most effectively when they take an active role through enquiry, analysis, problem solving and discovery.
- Learners learn best when they are appropriately challenged, interested in the material, find it relevant and are confident that success is within their grasp.
- Learners possess multiple forms of intelligence and diverse ability and have different learning styles, which are most effectively addressed when teachers differentiate instructional opportunities.

**NAISR Philosophy**

The Nord Anglia International School of Rotterdam is committed to providing a high-quality English language education. The curriculum is international in nature, for students from a wide range of nationalities and cultural backgrounds.

The School pledges to consistently strive for educational excellence with a focus on learning. As a community of learners, NAISR is further committed to developing students who will interact positively with others.

**Equal Opportunity Statement**

No person shall, on the grounds of age, ancestry, colour, disability, gender expression/identity, sexuality, genetic information, marital status, illness, national and ethnic origin, pregnancy, race, religion be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any programme or activity at NAISR.

## *Middle School*

The Middle School programme at NAISR is based on the unique needs and characteristics of young adolescents and recognizes the various rapid changes taking place. We strive to enhance students' motivation, skills, and creative thinking to prepare them for high school and beyond.

### **An Integrated Approach to Learning**

Our student body is a diverse mixture of different cultures and nationalities, and NAISR strives to create an atmosphere of respect and acceptance of different perspectives. Students explore related themes throughout the academic programme with their teachers as well as learning from each other in and out of the classroom. At NAISR, our goal is to graduate students who have the intellectual capacity to acquire, analyse, and communicate complex knowledge and who can use methods learned in various disciplines to pose and solve problems for themselves. These skills are developed through rigorous coursework, lively class discussions and independent research and writing. Each academic area is designed for students to develop life-long personal skills such as time management, information analysis, teamwork, self-reliance, acceptance, delegation of responsibility, and risk taking.

All students take one-year courses in English, Science, Mathematics, Modern Languages, Social Studies and Health, Advisory and Physical Education (HAPE). Students also experience exploratory courses under the general subjects of Art, Drama and Music as part of a full and balanced academic programme.

### **The International Middle Years Curriculum (IMYC)**

All courses follow the International Middle Years Curriculum (IMYC). The IMYC provides a comprehensive structured curriculum that integrates all subject matters under one “Big Idea” during each unit. This integration provides a more cohesive and meaningful academic experience for our students as they see how each subject matter relates to the next and to the world around them. The IMYC units for the 2020-21 academic year are as outlined on the next page:

Grade 6	Grade 7	Grade 8
<b>Creativity</b> <i>Innovative ideas can happen when existing or new concepts are brought together or expressed in a new way</i>	<b>Curiosity</b> <i>The desire to know more drives exploration and aspiration</i>	<b>Community</b> <i>A shared sense of belonging occurs when people are able to negotiate and appreciate their complex and often messy differences</i>
<b>Consequences</b> <i>Very few actions are neutral. Most actions create impact or change that then have to be dealt with.</i>	<b>Communication</b> <i>When information is shared accurately and clearly, the end result is more effective</i>	<b>Identity</b> <i>Our sense of self and that of others is continually developing through our different interactions and impacts on how we exist in the world</i>
<b>Adaptability</b> <i>Adaptability is demonstrated by the ability to change, alter or cope with new environments or circumstances</i>	<b>Relationship</b> <i>Every individual thing affects and is affected by other things</i>	<b>Challenge</b> <i>Facing up to or overcoming problems and barriers increase possibilities in our lives</i>
<b>Structures</b> <i>Formal arrangements and relationships underpin or give organisation to complex issues</i>	<b>Respect</b> <i>It is important to honour behaviour and processes which have proven merit</i>	<b>Interpretation</b> <i>Only a very few things are true for all people.</i>

## High School

The High School academic programme at NAISR is designed so that students can successfully gain admittance to university. We work to develop internationally-minded students who are active in their local and world communities.

### Grade 9 and 10

High School is both a time of transition from middle school and the foundation for preparing students for the IB Diploma Programme in grades 11 and 12. Great care is taken in to offer courses that begin an optimal path toward advancement in areas of strength.

Students will participate in a Core Values Program (CVP) to help them develop skills that

will enable them to better cope with challenges they may face both inside and outside of school. In addition to this, the program aims to improve their awareness of social/global issues, develop research/project management skills and undertake service projects. CVP will also help students understand and prepare for essential components of the IBDP Core.

All students take courses in English, Science, Mathematics, Modern Languages, Social Studies and Health and Physical Education. For their electives, students choose from courses such as Visual Arts, Media and Publications or Music as part of a full and balanced academic programme. Elective offerings vary each year according to student interest.

Nearly all students continue to the next level in their chosen modern language (as both fulfilment of a graduation requirement and as a matter of effective learning).

The choice of Mathematics courses typically follows the path established through middle school, with placement guided by student performance in the earlier courses. Upon entering high school, parents and students need to consider prerequisite courses for future IB study:

<b>IBDP Group 5 Mathematics Course</b>	<b>NAISR High School Prerequisite Course</b>
Analysis & Approaches: HL	Precalculus (or equivalent)
Analysis & Approaches: SL	Algebra 2/Trigonometry (or equivalent)

*Further information on these courses can be found in the IB Handbook*

In addition to subject-specific learning, students are introduced to the next level of sophistication in writing, reasoning, computational and research skills that are appropriate for the high school curriculum, and they assume greater responsibility for managing their own academic progress. It is the time for students to begin to examine their academic interests and strengths in anticipation of the IB courses that may await them in the next two years.

### **Grades 11 and 12**

Students at Nord Anglia International School Rotterdam may take courses that lead to the International Baccalaureate, a challenging two-year programme of international education for students aged 16 to 19. It is designed for highly-motivated high school students who wish to challenge themselves to a greater degree and become highly

involved with the community. The IB has earned a reputation for rigorous assessment, giving successful IB students access to the world's leading universities.

NAISR students may take either the full Diploma Programme, or they may take IB courses in a few of their strongest subjects. At NAISR, virtually all of our 11th and 12th Grade students take at least one IB class and a majority attempt the full Diploma. If you are considering the IB Programme either as a Diploma or Diploma Course certificate candidate, please seek advice from teachers and the IB Coordinator. Carefully and realistically assess your educational needs, abilities, interest and your level of commitment.

For more information and specific guidelines about IB courses, please refer to the *IB Student/Parent Handbook* and the *NAISR CAS Handbook* available on the NAISR website.

### **Diploma Programmes**

NAISR provides 3 pathways towards graduation: the IB Diploma, the NAISR Academic Diploma and the NAISR General Diploma. Students can strive towards any one of these or both the NAISR Academic and the IB Diplomas.

The **International Baccalaureate Diploma Programme (IBDP)** is a demanding pre-university course of study that leads to external examinations. The Diploma programme is a comprehensive two-year international curriculum, that aims to have students share an academic experience emphasizing critical thinking, intercultural understanding and exposure to a variety of perspectives. To receive an IB Diploma, a minimum of 24 points is required. The maximum possible number of points is 45 – a maximum of 7 points for each group plus a maximum of 3 points for Theory of Knowledge (ToK)/Extended Essay/Creativity, Action, Service (CAS). Three courses are taken at Higher Level (HL) and three at Standard Level (SL).

The NAISR **Academic Diploma** is the culmination of a challenging university-preparatory programme for students who plan to pursue higher education upon graduation from NAISR. Courses include a range of offerings in English, modern languages, social studies, science, mathematics, and a variety of electives. A minimum of 24 credits is required to graduate with an NAISR Academic Diploma. One year of coursework in one subject area = one credit. An NAISR Academic Diploma is a minimum requirement for acceptance to universities in the United States and Canada.

The NAISR **General Diploma** provides an appropriately challenging and flexible programme for students who benefit from substantial learning support and an

individualized programme. A variety of courses are available to support student success in reaching individual post-secondary goals. It is possible that students who earn an NAISR General Diploma may not meet the requirements for admissions to a university after High School. It will be important to research early the options available to those students upon graduation from NAISR

### **Graduation Requirements**

A minimum of 24 credits is required to graduate from NAISR with an NAISR Academic or General Diploma. Students can choose to take coursework in 11<sup>th</sup> and 12<sup>th</sup> Grade to earn the International Baccalaureate Diploma as well.

## *Student Health and Wellbeing*

### **Student Services Team (SST)**

The health and wellbeing of students comes first at NAISR. Our aim is that every student in our school feels known, understood, and supported by the community. Our Student Services Team is led by our Head of Student Services and is comprised of:

- School Nurse/Head of Health & Safety
- Head of Learning Support
- Social Emotional Coach
- Principals
- School Social Worker (liaison with local community and support services)

### **School Nurse**

Please ensure your medical form is returned to the school nurse prior to the start of school. Parents are responsible for maintaining correct contact information as this will be used in the event of any medical matters.

The school nurse is the first point of contact in terms of the physical well-being of the children in school. This includes immunizations and other forms of preventative medicine (such as information on healthy eating). The school nurse is responsible for coordinating between all government bodies (the Ministry of Health), visiting physicians, health care providers and parents. Where children need off-site (doctor or hospital) medical care, parents will be contacted by the nurse to make the relevant arrangements. When a child becomes ill at school, the nurse will assess them and decide on the best course of action. Children who are ill should not be sent to school.

Parents with children with special medical needs should meet with the nurse to discuss any special provision required. This includes chronic illness, congenital conditions or transient medical issues such as a broken leg. The nurse can administer over the counter medication with consent from parents. Any, and all, medication to be administered during the school day has to be signed for by a parent.

### **Learning Support**

NAISR provides a variety of learning support services tailored to fit individual needs. Provisions for students who require support are identified in four tiers:

#### **Tier 0**

Tier 0 students are students who have been reviewed by the Student Services Team (SST) and identified as needing basic classroom-based interventions and progress monitoring, but may not be appropriate for direct Learning Support services. These students may receive an intervention plan with objectives that will be tracked and monitored. Progress monitoring will be conducted as determined by the Student Services Team. Follow-up meetings with the Student Services Team will occur at this level after 6-8 weeks of intervention. If no progress on the identified objectives have been made, then the Student Support Team will review the case and the child may become eligible for Tier 1 services.

#### **Tier 1**

Tier 1 students are students who have been reviewed and evaluated by the Student Services Team (SST) and/or outside professionals and determined that extra Learning Support is needed to ensure a proper educational programme. Evaluations may include academic achievement assessments (WISC, Woodcock Johnson III) or behavior rating scales (ADHD screeners). These students will be instructed using the Grade level curriculum with an Individualized Learning Plan (ILP) to monitor improvement.

#### **Tier 2**

Tier 2 students have been evaluated by a professional psychologist, Head of Learning Support, or prior Learning Support specialist and are determined to require more comprehensive Learning Support Services. From an evaluation by the Student Services Team, it is also determined that these students' difficulties are not primarily based on social emotional issues, lack of prior educational opportunities, or a language learning difficulty. At the time of consideration of admissions, the student may or may not carry a label of a specific disability, but reports indicate concerns that impede learning to a degree that the child is not able to be successful in the general education classroom without Learning Support assistance. These students may be 1-2 years behind in 2-3 core subject areas, require behavioural intervention, or a modified curriculum that will be outlined in the child's Individualized Learning Plan (ILP) provided through the Learning

Support Department.

### **Tier 3**

Tier 3 is for students, regardless of a diagnosis, who require intensive Learning Support services and who may be 2 or more years below Grade level in several subject areas and/or require intense behavioural support as documented in their comprehensive evaluations. Their academic struggle may be attributed to lower cognitive ability, social emotional issues, or a specific diagnosis. It cannot be attributed to lack of prior educational opportunities or a language learning difficulty. These students will use a modified curriculum as stated in their ILP and/or require the support of the school psychologist. The ILP and /or behavioural intervention plans will be provided through the Learning Support Department along with any recommendations from the child's psychologist.

### **Learning Support Grading**

**Regular/Mainstream Courses:** In general, the students who receive learning support services on Tier 0 or Tier 1 are Graded by their classroom teachers just as they would Grade any of their other students in the class. This is the case unless the child has a Tier 2 or 3 plan and modifications are noted in their Individual Learning Plan (ILP).

**Modified Courses:** The Learning Support department works with the classroom teachers to input modified Grades for students in Tier 2 or 3. Modified Grades are noted with the # mark in our online reporting system, PowerSchool, and on report cards.

**General Courses:** Courses that are described as "General" are courses that have a modified curriculum to tailor the needs of the students in the learning support programme. These classes are typically taught in a small group setting and are instructed at the level of the student's understanding. A "#" is not typically indicated on the report card for General Courses, unless the students' needs were to a degree that even a modified course needed to be adjusted to the student's learning ability.

### **Social Emotional Learning (SEL) Coach**

Our SEL Coach provides individual, small group, and classroom guidance services to students on topics such as friendship skills, problem-solving, empathy, emotion regulation, bullying prevention, personal safety and communication. He/she works with the school staff, parents and the community to create a caring climate and atmosphere.

The SEL Coach supports students in developing the following skills:

- Self-management: Managing emotions and behaviours to achieve one's goals
- Self-awareness : Recognizing one's emotions and values, as well as one's strengths and limitations

- Responsible decision making: Making ethical constructive choices about personal and social behaviour
- Relationship skills: Forming positive relationships, working in teams, dealing effectively with conflict
- Social awareness: Showing understanding and empathy for others

### **English as an Additional Language (EAL)**

EAL support is available for all students in Grades K-5 whose first language is not English and need additional language support because of their language background. The EAL programme at Nord Anglia International School Rotterdam (NAISR) provides the support students need to be successful in the English-speaking environment of NAISR.

The curriculum at NAISR is built upon students' cultural and language experiences within an intercultural learning environment. Classroom teachers differentiate in the classroom to help EAL students develop both their academic and English skills according to their needs and abilities.

Goals of the EAL Programme:

- To provide academic support for non-native speakers of English
- To provide balanced instruction in the areas of reading, writing, listening and speaking
- To provide an environment which promotes self-esteem and independence
- To provide advice to parents on how to support language learning

## *General Secondary School Information*

### **Official Hours**

Official school hours are **08:15-15:05**. The office is open daily from 07:45 until 17:00.

### **Early Dismissals**

Once a month on a Tuesday, Wednesday or Thursday throughout the year, the school day ends at **12:00**. Early dismissal days are used by the staff to concentrate on curriculum development and professional growth. The dates are noted on the school calendar.

### **Homeroom**

All students in the Secondary School have a homeroom teacher.

### **1:1 Laptop Programme**

In the 1:1 laptop programme at NAISR, each student receives a laptop for educational use at the beginning of each school year. Laptop availability enriches student learning at home and at school, and maximize each student's opportunities for success. Within the curriculum, students learn how to utilize their laptops and applications efficiently and effectively. As digital citizens, students develop the skills necessary to demonstrate creativity, communication and collaboration in local and global communities. They are able to conduct research, evaluate information, think critically, make responsible decisions, and use technology effectively and ethically. In support of this programme, students and parents/guardians are required to accept the 1:1 Laptop Agreement.

The students understand that:

- The laptop assigned to them on loan, is a learning tool and should be brought to school every day
- Laptop use in class time is only following teacher instruction
- They should treat their laptop with care and attention, both for hardware and software
- In the case of damage or theft, they should immediately notify the IT department to handle the issue
- They should show responsible, ethical behaviour as digital citizens and should abide by the rules as stated in the contract.

At the end of the school year, students turn in their laptops and cases. Damage assessments are made, and students are expected to pay for any and all damages due to negligence. Spot checks will also be made through the year. Failure to turn in a laptop will result in the student being charged the full replacement cost.

### **1:1 Laptop Approach Rationale**

The use of digital technology challenges students to become more active participants in their own learning. No matter the device, technology is simply one tool, but a pivotal one, that supports both our curriculum and our students, as they become independent and self-directed learners.

The 1:1 programme at NAISR facilitates such skill development and support digital learning through the following:

- Develop common agreements for digital citizenship across the NAISR community
- Provide greater access to authentic research and learning environments offering multiple paths to student learning and understanding

- Encourage creativity, collaboration and communication through multimedia digital technology
- Ensure equity in access to digital resources and assistive technologies
- Encourage student-centred and personalized learning and assessment through differentiation
- Increase student engagement through collaboration and self-direction
- Widen the range of classroom teaching, learning and assessment opportunities
- Prepare students as well as possible to enter an ever-changing digital world

Digital learning provides students with greater ownership of their educational process as global communicators, collaborators and contributors.

### **Co-Curricular Activities**

The Nord Anglia International School Rotterdam (NAISR) offers an excellent after-school programme that includes opportunities for students to join a number of sports teams, participate in the band or orchestra, as well as participate in a number of clubs and activities that allow students to learn new skills or develop existing ones. The **Co-Curricular Handbook**, which is available on our website from September each year, contains details of all Skill Development Sessions, After-School Clubs and Activities that we offer at NAISR this year.

### **PowerSchool**

PowerSchool is a web-based student information system that we use to enhance the efficiency of our operations and to foster meaningful communication about student learning and progress. PowerSchool provides parents with the opportunity to engage in their students' learning by providing the tools to:

Track Students' Grades, Assignments, Performance, and Attendance: Parents and students can view real-time Grades and attendance, as well as assignment submissions and teacher comments.

Track Student Performance Over Time and Plan for the Future: Grade and attendance history is available for the full year, allowing students and parents to monitor patterns and improvement in performance.

### **Projects and Tests Schedule**

Please note that teachers communicate project and test schedules to students both via PowerSchool and during class time. Major assessments (projects, tests, etc.) are posted at least two weeks in advance. Students should not have more than 2 major assessments in one day. Students must inform teachers if this happens. Exceptions can be made if there is

a consensus among the students to take more than 2 assessments on a single day.

### **Homework**

Homework is simply a tool to extend and enhance student learning. It provides students with opportunities to consolidate their classroom learning and establish organizational habits that help them become independent lifelong learners. In assigning homework, it is also important to keep in mind that students need a balanced lifestyle with time for leisure activities, family and cultural pursuits.

Homework, if set, should be purposeful, relevant, age appropriate, differentiated and should support what has been learned in the classroom. Homework is not a replacement for classroom instruction.

### **Homework assignments may include:**

- Preview: research and preparation for upcoming class work; investigating, creating, drafting, designing and collecting materials and information
- Practice: assignments to support but not replace classroom instruction
- Extension: application and extension of knowledge and skills in a new or different context
- Creativity: activities which integrate several skills towards the development of a response or product

### **Teachers use the following guidelines when assigning homework**

- Time is provided in class to explain the homework assigned and its purpose
- Homework is posted on the board and in PowerSchool.
- Homework assignments and expectations recognize and differentiate for individual student differences, achievement levels and need.
- Homework is checked regularly but does not count towards the final Grade. Feedback may be provided.
- A rough guideline for homework in terms of minutes is the Grade level multiplied by 10. For example, a student in 6th Grade should spend (on average) approximately 60 minutes daily on homework for all classes. This means that if a student has homework in 4 subject areas, he/she shouldn't spend longer than approximately 15 minutes on homework for each subject.
- As students move through Grades 7 and 8, they are encouraged to become increasingly independent learners. Greater responsibility is taken for the organization of work both in and out of school.
- The homework guideline from IB is 2 hours per week for SL subjects and 4 hours per week for HL subjects. This adds up to 18 hours per week excluding time spent on TOK, Extended Essay, Internal Assessments and portfolio projects.

## **Make-up Work**

When a student returns to school from an excused absence, it is their responsibility to approach his/her teachers to obtain work that was assigned during the absence. The student and teachers agree on a reasonable date for the work to be completed. If a student does not comply with this responsibility, he/she does not receive credit for missed work. Students whose absences are not excused are not permitted to receive credit for missed work.

In the case of a pre-arranged absence, it is the responsibility of the student to receive an absence/school work form from the office **at least 3 days** prior to the absence and have teachers provide assignments for the days that he/she will be out. The teacher and student arrange a date as to when the missed work is due. This also applies to absences due to school events such as NECIS sports events, MUN etc

## **Reporting**

Reporting of progress and achievement in the Secondary School includes the following formats and processes:

- PowerSchool
- Personal conferences with students and/or parents
- Parent and/or student emails
- Mid-semester progress reports (comments only)
  - Teachers complete reports for each student in the Secondary School in order to inform parents about their child's academic achievement and approaches to learning.
- Reports cards at the end of each semester
  - The student's Grade for the semester results from a representative range of evidence, collected across the semester.
- Communication of Concern
  - Notice may be sent to parents by the teacher at any time during the semester if a student is receiving a lower mark than a '4' in any subject, or if his/her effort and/or conduct are unsatisfactory and/or need improvement.

## **Grading Policy**

### **Assessment Rationale**

Assessment is the systematic collection, analysis and recording of information about student learning. The NAISR faculty recognizes that assessment can be a powerful educational tool for improving student learning and the quality of our instructional programmes. The fundamental purpose of assessment is to raise student achievement. Assessment helps students:

- Understand the level, depth, and breadth of learning, and their ability to interpret and apply knowledge
- Identify strengths, weaknesses and learning needs
- Identify the need to improve specific study skills
- Develop appropriate academic goals and objectives

Assessment provides feedback to teachers, which in turn:

- Helps monitor class and individual progress
- Determines achievement in terms of knowledge and skills
- Evaluates the effectiveness of instructional methods and materials
- Identifies specific learning needs
- Determines readiness for advancement (content, class or Grade level)
- Provides information on student learning and achievement so that progress can be reported

### **Types of Assessment**

- Formative assessment occurs regularly during a unit of work to provide feedback on student understanding and to improve student work.
- Summative assessment summarizes student learning at the end of the unit and is used for reporting purposes.

### **Grading/Marking**

Grading procedures are directly related to stated learning outcomes. These learning outcomes are documented in the form of standards and benchmarks. The reported Grade is based on summative assessments that consist of a variety of assessment tools and types. Some formative assessments are recorded in PowerSchool, but not included in the final Grade.

### **Professional Judgment**

Grading is an exercise in professional judgment wherein the teacher seeks to ensure that the Grade each student receives is an accurate representation of his or her achievement. Prior to the assessment, teachers inform students about the grading criteria and methods used for determining Grades. Teachers measure student attainment of standards and assign Grades based on predetermined, consistent grading procedures in the same courses and across Grade levels. To maintain consistency, rubrics or clear goals are used in all subject areas. Students are provided with multiple opportunities to demonstrate their knowledge and skills.

### **Evidence**

In determining Grades, teachers must decide whether they have sufficient evidence of

achievement. If not, the Grade recorded shall be an “I” (Insufficient Evidence/Incomplete). The “I” will remain until the student provides the missing evidence within the reporting period. An “I” could affect the overall year results and the student's promotion to the next Grade level. Extra credit does not form part of NAISR’s approach to grading. Final Grades are determined according to the most consistent level of achievement with emphasis on the most recent work.

### **Standards-Based Grading**

The individual achievement of these stated learning outcomes (standards/benchmarks) is the basis for all Grades. Achievement is reported using a 1-7 scale (see following page). Effort, participation and other behaviours are reported separately and referred to as ‘Approaches to Learning’.

### **NAISR Achievement Descriptors**

Grade	Label	Descriptor
7	Exemplary (credit awarded)	<ul style="list-style-type: none"> <li>• Demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations.</li> <li>• Provides consistent evidence of analysis, synthesis and evaluation where appropriate.</li> <li>• Demonstrates originality and insight.</li> <li>• Structures answers in a logical, original and well-developed manner with appropriate examples and terminology (i.e. always produces work of high quality).</li> </ul>
6	Meets/ Exemplary (credit awarded)	<ul style="list-style-type: none"> <li>• Demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations.</li> <li>• Provides consistent evidence of analysis, synthesis and evaluation where appropriate.</li> <li>• Generally demonstrates originality and insight.</li> <li>• Structures answers in logical and well developed manner with appropriate terminology (i.e. produces quality work).</li> </ul>

5	Meets (credit awarded)	<ul style="list-style-type: none"> <li>• Demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations.</li> <li>• Generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.</li> <li>• Structures answers in logical and coherent manner with some use of appropriate terminology (i.e. produces mostly quality work).</li> </ul>
4	Approaching/ Meets (credit awarded)	<ul style="list-style-type: none"> <li>• Demonstrates a good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations.</li> <li>• Provides occasional evidence of the skills of analysis, synthesis and evaluation.</li> <li>• Structures answers with some logic and coherence with occasional use of appropriate terminology.</li> </ul>
3	Approaching (credit awarded)	<ul style="list-style-type: none"> <li>• Demonstrates limited achievement against most of the objectives, or clear difficulties in some areas.</li> <li>• Demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.</li> <li>• Structures answers in a limited manner.</li> </ul>
2	Beginning (no credit awarded)	<ul style="list-style-type: none"> <li>• Demonstrates very limited achievement against all the objectives.</li> <li>• Has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.</li> </ul>
1	Does Not Meet (no credit awarded)	<ul style="list-style-type: none"> <li>• Demonstrates minimal achievement in terms of the objectives.</li> </ul>

### Approaches to Learning

Through Approaches to Learning (ATL), students develop skills that have relevance across the curriculum and help them learn how to learn. ATL skills empower students to succeed in meeting the challenging objectives of the academic programme. The NAISR Approaches to Learning (ATL) Descriptors are as follows:

<b>ATL 1: Works Cooperatively</b> <ul style="list-style-type: none"> <li>• Uses time efficiently</li> <li>• Contributes positively to tasks at hand</li> <li>• Accepts responsibilities within the class and group</li> <li>• Shows respect for the ideas of others and listens without interrupting in the class and group</li> </ul>
<b>ATL2: Works Independently</b> <ul style="list-style-type: none"> <li>• Uses time efficiently</li> <li>• Initiates and attends to the task at hand</li> <li>• Follows routines and instructions</li> <li>• Seeks assistance when necessary</li> <li>• Proactively communicates regarding late or missed work</li> </ul>
<b>ATL3: Completes Tasks</b> <ul style="list-style-type: none"> <li>• Follows directions (and consults rubrics)</li> <li>• Completes tasks within required time</li> <li>• Demonstrates commitment to excellence</li> </ul>
<b>ATL4: Is Prepared for Class</b> <ul style="list-style-type: none"> <li>• Arrives on time with required materials</li> <li>• Follows classroom and school routines</li> <li>• Listens to and follows instructions</li> <li>• Engages with content</li> </ul>

<b>Student meets expectations:</b>	<b>Grade</b>
Consistently (all times)	4
Frequently (most times)	3
Inconsistently	2
Rarely	1

**Teachers set deadlines/due dates for all evidence to be assessed:**

- Students are expected to complete all required work and to meet deadlines in order to receive comprehensive feedback on their work.
- Late submission of assessment evidence leads to parent contact and may be noted in the report card comment.
- Persistent late submission of assessment evidence will lead to intervention or further disciplinary action.
- While late submission of work is not reflected in an individual Grade for a late assignment, an incomplete Grade (I) is noted on the report card if there is insufficient data to determine the semester Grade or year Grade.

**Incomplete assessment evidence is handled as follows:**

- Cheating and plagiarism are serious breaches of academic honesty. Any student found cheating or plagiarizing does not receive a Grade for the assignment and is subject to further disciplinary measures. Students are required to complete another assignment without cheating or plagiarizing in order to receive a Grade.
- An incomplete Grade (I) will be noted on the report card if there is insufficient data to determine the semester Grade or year Grade. Zeros will not be used for unsubmitted work.

**Absences are handled as follows:**

- Student work is not penalized based only on absence.
- Students with an excused absence are given opportunities to make up any missed summative assessments without penalty before the end of the reporting period.

**Cooperative Learning Activities:**

- Group work is cooperative learning and an instructional strategy.
- Cooperative learning is not cooperative assessment.
- Individual assessments must be used to determine each student's individual achievement and understanding of the specific learning outcomes.
- Group assessment may not be used to determine an individual student's achievement.

**IB “Self-Taught” Language Grading**

Pass/Fail grading is used to assess “self-taught” IB language courses. The P or F is awarded each semester and is determined by the IB Coordinator or Head of Modern Languages who helps students with their book list, meets with them regularly, and monitors their progress. Each P for a semester results in a 0.5 credit towards our Modern Language graduation credit requirement. No credit is awarded for a Grade of F.

**High School Class Rank/Grade Point Averages (GPAs)**

NAISR does not provide class rank. This is because the small size of our school and the transient nature of our student population make minor differences in averages produce wide differences in rank. NAISR also does not calculate GPAs.

**Pass/Fail Grading Option**

A student may be Graded on a pass/fail basis if they have transferred to NAISR and attended less than 4 weeks of classes or by teacher or administrative recommendation. A ‘P’ for pass will earn credit and means the student has met the minimum basic requirements of the course. An ‘F’ for fail will not be awarded credit on the High School transcript.

### **Insufficient Evidence/Incomplete Grades**

A student who has not completed course requirements due to illness, late transfer, or other authorized absence will receive a Grade of "I". Students who receive an "I" normally have two weeks to finish requirements for the course. The "I" automatically becomes an "F" if the work is not completed within two weeks after the close of the reporting period.

Any exceptions to this must have the approval of the Secondary Principal.

I	Insufficient Evidence/Incomplete
WP	Withdrawn with Passing Grade
WF	Withdrawn with Failing Grade
M	Medical Excuse (PE only)

### **Grade Changes**

A teacher may change a student's final course Grade at any time if that change is required as a result of:

- An error in calculation or recording of coursework, assignments, or assessments;
- Consideration of make-up work permitted by the teacher;
- Late submission of required assignments permitted by the teacher; or
- Additional or make-up testing permitted by the teacher

The teacher turns in records for verification that the change met one of the above requirements.

The teacher completes and submits a "Grade Change" form to the Secondary Principal noting the Grade as it is currently reported, the corrected Grade, and the reason for the change.

All changes must be made within the academic year of requested change.

### **Dropped Classes**

In the event that a student drops a class, the following grading policy applies:

- If a student drops a class within the first 10 days of classes, no Grade is recorded on the report card or transcript.
- If a student drops a class it must be replaced by another course. Students must carry a full load at all times.

## **Honor Roll**

At the end of each semester, secondary school students who meet the following criteria are placed on the honor roll and receive a certificate:

- at least 4 Achievement Levels are a minimum of 6 for High School students
- at least 3 Achievement Levels are a minimum of 6 for Middle School students
- all Achievement Levels are a minimum of 5
- all ATL Grades are a 3 or 4
- there are no Grades of “I”

## **Grade Promotion**

Grade promotion occurs according to the following guidelines:

- Acceptable completion of the curriculum, as determined by the subject, teachers, and the administration.
- Factors such as age, level of maturity, physical development and social consideration.
- Consideration of the level of English fluency.

## **Course Changes**

During the registration process, every effort is made to plan and select a programme that best suits each student's needs. Occasionally, however, it becomes evident to a teacher, or a student that, for a variety of reasons, a course change is necessary. The procedure for changing a class is as follows:

- Discuss the reasons and feasibility of proposed change with the teacher.
- Discuss whether the change is in the student's best interest.
- The Secondary Principal approves the change and notifies the teachers involved.
- The student must continue attending the initial class until the change is approved.
- Changes are made during the first two weeks of school and, occasionally, at the start of the 2<sup>nd</sup> semester.

## **Standardizing Testing**

Students (Grades 6-10) participate in Measures of Academic Progress (MAP) testing two times during the year (September and May). MAP tests are used to determine each child's instructional level and to measure academic growth throughout the school year, and from year to year in the areas of mathematics, reading, and language usage. Results of these assessments are sent to parents at the end of the year or by request following a testing session.

Students have the opportunity to take the PSAT test at NAISR in the October of their 10<sup>th</sup> and 11<sup>th</sup> Grade years. This test gives the students an indication of how well they will do on the SAT Reasoning Test they may take as 11<sup>th</sup> and 12<sup>th</sup> Graders at local test centres. It can also be used as a qualifier for the National Merit Scholarships for US citizens.

### **Reporting to Students and Parents**

It is the school's responsibility to keep parents informed of their children's progress. Parents are encouraged to follow progress on PowerSchool and to contact the specific teacher in an effort to work together to improve a student's performance.

Progress reports for Grades 6-12 are issued to parents mid-semester. Report cards are issued at the end of each semester. Progress reports consist of comments referring to the progress a student is making in all subject areas. Report cards consist of Grades only.

Report cards and/or progress reports may be withheld pending payment of financial obligations, including tuition fees, lost or damaged books/ equipment, and library fees.

### **Parent-Teacher Conferences**

Parents are always welcome at NAISR. If they wish to arrange a conference with teachers or administrators, they should call or email in advance so that a mutually convenient time can be arranged. Dates for regularly-scheduled parent-teacher conferences are printed on the school calendar (following the mid-semester reporting periods).

### **Withdrawal During the School Year**

Students withdrawing from NAISR must complete the following procedures:

- Obtain a withdrawal form from the office at least two weeks prior to the intended withdrawal date.
- Have his/her parents fill out their part of the form, which includes the reason for the withdrawal and the specific date of withdrawal.
- The student's teachers and the librarian must sign the form denoting that all books and materials have been returned. The student will be billed for any unreturned books or materials.
- The school office issues a transcript of a student's performance at the time of withdrawal, provided the office receives notification at least two weeks prior to withdrawal.

### **Attendance**

Frequent or unnecessary absences of students can negatively impact academic progress. As such, the school has a few important expectations related to student attendance outlined below.

### **School Contact**

If your child will be absent for any reason, the school should be notified prior to 8:30am on the day of the absence by calling the school (0104225351) or sending an email to [attendance@naisr.nl](mailto:attendance@naisr.nl). Parents are expected to report and provide a reason for all absences

## **Illness**

Please do not bring your child to school if any of the conditions below occur:

- Diarrhea and/ or vomiting
- Temperature above 100.4 F or 38 C
- Excessive fatigue
- Skin or eye irritation
- Excessive runny nose

Your child should be free of fever without medication and/or without diarrhea and vomiting for at least 24 hours before coming back to school.

## **Vacation Request**

It is important that parents contemplating a vacation arrange the time when it coincides with the vacation period of our school calendar. No student is allowed more than five (5) school days per year for the purpose of family holiday. The following procedure must be followed if requesting pre-arranged absences:

- Parents must request a pre-arranged absence form. This form must be completed and submitted to the Front Office at least three days before the scheduled vacation. A copy of this form is available in the Front Office.
- The completed form will be reviewed by the Principal and a plan will be developed which identifies the missed schoolwork that is to be made up.

## **Early Departure/Late Arrival**

If students need to leave school early or arrive late for an appointment, parents must:

- Notify attendance at [attendance@naisr.nl](mailto:attendance@naisr.nl) in advance of the appointment
- Report to the main reception at departure/arrival time to collect child directly
- Sign in at the main reception on return (if applicable)

## **Punctuality**

Students are required to arrive on time for school. The times for all lessons are in the students' timetable (see p. ). This is part of taking personal responsibility for their own learning and academic development. We ask that parents ensure all students arrive on time for school.

It is important to note that if after several attempts to encourage students to be on time and the problem is not resolved, parents will be notified and further action will be taken by the Head of Student Services and/or Secondary Principal. A plan will then be put into place to ensure that students arrive to school on time, allowing students to take responsibility for their learning. Please note that 5 tardies are considered 1 absence.

### **Prolonged Absence**

Students must not be absent for more than 20 days in a given school year. Student absences from school are recorded regardless of the reason (i.e. illness, travel with teams/clubs, family matters, multiple tardies etc.). Promotion to the next Grade level is automatically subject to review in cases where a student has been absent for 20 days or more in one academic year. Repeated instances of unauthorised absence will call into question the student's future attendance at the school.

The Secondary Principal periodically reviews absences and tardies for each student. A letter of warning is sent when a student approaches the maximum limit of allowances. The student's pattern of attendance and reasons for absence are important considerations in this review. Reasonable explanations for the absences may include extended illness, family emergency, or attendance at school-approved activities.

Please be advised that Dutch law requires that schools report to local authorities prolonged or repeated unexcused absences of students.

### **Leaving School Grounds**

For the safety of all our students, NAISR operates under a closed campus policy. High School students, with written parental permission, may leave the campus for appointments once the student has followed the proper procedure for signing out of the building. Leaving the building without permission will result in a follow-up (consequences) by the Secondary Principal.

### **Class Cuts**

If a student is present at school, but absent from class without an approved reason, he/she is considered to have cut class. In addition to receiving no credit for the missed class, the following applies:

- First cut: the teacher informs the Secondary Principal. The parents are notified. Student receives one detention.
- Second cut the teacher informs the Secondary Principal. The parents are notified. Student receives one In-School Suspension.
- Third cut: the teacher informs the Secondary Principal. The parents are notified. Student receives two In-School Suspensions.
- Further cuts result in Out of School Suspension and disciplinary probation (1 semester).

### **Library**

The Library is designed to promote and support independent reading, learning and student collaboration at all educational levels. The LMC houses a collection of over 11,000

volumes. The collection is divided into approximately one-third fiction volumes and two-thirds non-fiction volumes.

Library books must be returned within two weeks or renewed for further reading. Overdue notices are sent out monthly. Invoices are sent home for very late or lost books. If students cannot find the books, they need to pay a fee to cover replacement costs. If the books are found after payment has been made, a refund is provided.

To use the Library, students must:

- Respect the rights of others to work in a quiet environment.
- Care for and return all library/media materials in a timely fashion.
- Respect internal library policies, especially the one related to not drinking or eating while in the library.

If in the opinion of the library staff students are not engaged in productive educational work, they may be asked to leave.

### **Textbooks**

All required textbooks are supplied to students on a loan basis from the school. Students are required to pay for any lost or damaged textbooks. School records are not released until all financial obligations to the school are met.

### **Mobile Phones**

Mobile phones are to be off and put away during class time, including when students are in the hallways. Students will only be permitted to use mobile phones during class time with teacher permission. The following is addition:

#### Grade 6-8

No cell phone usage during the school day unless explicitly requested by a teacher for a learning activity. All middle school students will provide their phone to their homeroom teacher during CVP and collect at the end of the school day.

#### Grade 9-10

No cell phone usage during the school day unless explicitly requested by a teacher for a learning activity. All high school students will provide their phone to their homeroom teacher during CVP and collect at the end of the school day.

#### Grade 11-12

Cell phones should be used minimally and with discretion - during studyhall, breaks and at lunchtime

The following procedures will be followed when dealing with infringements

#### First Offense

Verbal Warning

#### Second Offense:

Phone is confiscated from student and returned at the end of the block. Teacher will make a record as evidence of second offense.

#### Third Offense

Phone is confiscated and sent to the Principal. Students can pick up the phone at the end of the school day and will be assigned a detention. Teacher will contact parents and place another log entry.

Fourth Offense: One-day in-school suspension for defiance of authority. Phone is no longer allowed to be brought to school

### **Lockers/Backpacks**

Each student is issued a specific locker at the beginning of the school year. The school administration respects a student's right to privacy. However, all students should understand that school authorities have the right and responsibility to inspect lockers and backpacks in order to ensure the safety and welfare of all students. Students are encouraged to use their lockers throughout the school day rather than carry all of their belongings around in their backpack. As a precaution against loss of materials from lockers, students are urged to keep lockers locked at all times and not to give combinations to other students. The school does not assume responsibility for articles that are lost or stolen from student lockers.

### **Yearbooks**

Yearbooks are available at the end of the academic year. Yearbooks may be withheld pending payment of financial obligations, including tuition fees, lost or damaged books/equipment, and library fees.

### **Medical Office**

The health and well-being of our students is a primary concern. The medical office is open throughout the school day from 8:00-16:00, where a qualified nurse is available. Students who need to seek medical attention or advice must first check with their classroom teacher. Parents will be notified in the event that a student needs to return home due to illness or cases of emergency. From time to time, students may need over-the-counter medications such as paracetamol. In these cases, the medical office will request parent

permission. The school nurse determines whether the student should return to class or go home. If the student needs to go home, the nurse contacts the parents.

Parents must inform the medical office if their child is taking medication so it may be properly administered and monitored. Medications must be handed in to the medical office. The classroom teacher and school nurse need to be informed of any relevant health problems such as allergies, asthma, diabetes, etc. If your child uses specific medicine (inhalers, EpiPen, etc.) for an ongoing health condition (asthma, allergies, epilepsy etc.), it is necessary to supply the medical office with this medicine.

At the beginning of the new school year or upon arrival to the school, health forms must be completed and on file in the medical office. If there is any change in circumstance during the school year, for example vaccination update, new allergies, change in medical status, the medical office should be informed.

### **Transportation Services**

All school and contracted buses have seat belts for student safety. Parents are reminded to be sure that their child is aware of the need to have seat belts fastened at all times and to obey the directions of the driver. Buses will only carry the number of passengers for which the bus was designed.

The prime concern of the school is safe transport to and from school. Each student is entitled to have a safe, comfortable and pleasant ride between home and school. To achieve this goal, there must be cooperation on the part of parents, teachers, drivers and the students.

In cases where students do not exhibit expected behaviour, the following actions will be taken:

- The student will be warned, and the student's parents will be notified.
- Further occurrences of unacceptable behaviour will result in suspension of the student's bus riding privilege.
- Continued unacceptable behaviour may result in a total loss of transportation privileges.
- In extreme cases, a student's bus privileges may be suspended without prior warning.

Any questions or concerns regarding the bus transportation policy should be addressed to the transportation coordinator at [transportation@naisr.nl](mailto:transportation@naisr.nl).

## **Cafeteria**

The Cafeteria is open for students to purchase snacks before and after school, and during breaks. In addition, it serves a daily lunch menu to secondary school students. The following rules should be followed with respect to the cafeteria and food in general on campus:

- Food and drink may be purchased before school, after school and at break times. Students should not buy food or drink at other times.
- Orderly, courteous behaviour is expected in and around the cafeteria area. If a student accidentally drops food or spills something, he/she should clean it up or report it to a cafeteria worker. Students may not push, run, or cut in line.
- Tables, chairs, and floors must be kept clean. Trash and garbage must be disposed of in the containers provided. Trays and eating utensils must be returned to the wash station. These practices apply at all times.
- A schedule for Grades 6-11 student table clean-up duties is posted in the cafeteria.

## **College Counselling**

Traditionally, the students of NAISR apply to a diverse group of universities around the world. We work closely with all 11th and 12th Grade students and their parents through individual meetings and larger presentations as they plan for post-secondary opportunities. The college counsellor provides extensive individual support for students during the application process.

## **Academic Freedom**

Academic freedom is recognized and encouraged by the school. Programmes presented must be objective, accurate, appropriate to the class being taught, and views must be balanced. Faculty members should recognize that the internal affairs of the host country are outside the scope of the school and that proper restraint should be exercised.

Teachers are responsible for proper guidance in selecting topics for discussion and study in the classroom and in this regard shall be familiar with and observe the following relative to instructional topics:

- No textbook, chart or other instructional material shall contain any matter prejudicial to any person because of race, creed, or national origin (except as a point of study into that "offensive" statement or idea).
- No publication of a sectarian, partisan or denominational character shall be distributed or discussed with the intention of espousing or encouraging a particular ideology or belief.
- No teacher shall advocate or teach political or religious points of view with the intent of indoctrinating or influencing students. The teacher shall also refrain from

using his/her classroom privileges and prestige to promote a partisan, cultural or religious point of view.

- No teacher shall invite any lecturer or guest speaker to his/her classroom without previous approval of the Secondary Principal.

## **Plagiarism Guidelines**

### First Offence

- Once plagiarism is found, teacher meets with student. Areas of concern identified
- Student is offered an opportunity to explain
- Teacher provides an explanation of plagiarism and the seriousness nature of copying other people's work and ideas
- Teacher provides student with information sheet on plagiarism
- Incident form filled out but not sent home (paper trail)
- Advises that if it happens again, the consequences will be greater
- Principal and other teachers emailed
- Student offered opportunity to resubmit work. If student chooses to not resubmit, then awarded 1
- Student advised to inform parents

### Second Offence (including different subject)

- Once plagiarism is found, teacher meets with student. Areas of concern identified
- Incident form filled out including detailed message to parents. Recorded on student files
- Meet with Principal
- Student work is given a 1 Grade, no opportunity to resubmit
- Student provided with additional assessment on plagiarism (essay)
- Advises that if it happens again, the consequences will be academic probation
- Other teachers emailed

### Third Offence (including different subject)

- Once found, teacher meets with Principal. Areas of concern identified
- Principal meets with student. Areas of concern identified
- Student placed on academic probation
- Principal sends letter home to parents. This will include consequence tbd by Principal (in/out of school suspension, additional assignment, loss of privileges)

- Student work is given a 1 Grade, no opportunity to resubmit
- Cover sheet required for all assignments (all subjects) for period of time

### **Academic Probation**

If a student fails more than one course at the end of a semester, the student is placed on Academic Probation. Academic Probation lasts for at least one quarter.

Once a student is placed on Academic Probation, a conference is held with the student, the parents and the Secondary Principal to develop an improvement plan or contract. Progress toward fulfilling the contract must be made by the student. Progress is monitored on a bi-weekly basis. While on Academic Probation, a student is not allowed to participate in co-curricular activities. At the end of the semester, the student's progress is reviewed and a determination regarding his/ her status in the school is made. In a worst-case scenario, a student could be asked to withdraw from NAISR.

### **Community of Respect**

The school provides a Community of Respect (COR), an atmosphere in which the rights of individuals are respected. NAISR promotes self-expression and freedom of thought and will. At the same time, the school has rules in place in order to protect the rights of all students as a group.

It is the intention of the school to ensure that each student:

- Be secure and safe in his/her person and property.
- Be treated with respect, courtesy, and consideration by every student, teacher, administrator, and adult in the school.
- Know the rules of student behaviour.
- Benefit and be recognized for one's own efforts.
- Has the right to appeal decisions of teachers and administrators in a proper, specific, and orderly way.
- Have the space, texts, and equipment needed for work and work preparation.

Each student has the privilege to:

- Undertake and participate actively in, with proper assistance and guidance, those classes, courses, programmes, and activities that have the most potential for the student.
- Participate increasingly in the middle and higher Grades in developing and improving the rules and standards of pupil behaviour in the school.

## **Misbehaviour and Consequences**

This Handbook is not intended to cover all possible student misbehaviour and the consequent school response. Each student bears the responsibility for his or her own conduct.

### Prohibited at NAISR – Some Things We Don't Wish to See Here Ever!

*Please note...this list is not exhaustive*

- Bullying/Intimidation (of any kind!)
- Harassment/Sexual harassment
- Unacceptable items (the list includes, but is not limited to knives, matches, lighters, toy guns – or anything which the Secondary Principal and the staff believe is inappropriate or unsafe in a school environment)
- Discriminatory remarks in reference to a person's race, ethnicity, religion, physical ability, or learning ability
- Cheating/Plagiarism
- Fighting
- Graffiti
- Abusive language
- Swearing
- Substance possession/use/abuse (drugs, alcohol, tobacco)
- Theft
- Vandalism
- Insubordination
- Skateboards (on campus)
- Rollerblades (on campus)
- Skates (on campus)

## **Bullying/Harassment**

Bullying and/or harassment may be verbal, physical or take place through social media and the Internet. It will not be tolerated by the school in any form what so ever.

Bullying or harassment on the basis of race, national origin, religion, gender, sexuality, age, or disability in any form will not be tolerated. Such harassment includes unsolicited remarks, gestures, or physical contact, display or circulation of written materials, or pictures derogatory to gender, race, ethnicity, religion, age, or disabled individuals or groups.

Students who believe they are the victims of bullying or harassment should report the conduct to appropriate staff/administrators. Procedures to resolve the problem will then

begin as soon as possible. The parents of both students will be contacted by the school. No student will be subject to any form of coercion, intimidation, retaliation, or discrimination for reporting harassment. Any student who is found, after appropriate investigation, to have engaged in harassment of a member of the school community will be subject to appropriate disciplinary action, such as detention, suspension or recommendation for expulsion.

### **Substance and Drug Abuse**

NAISR is to be a drug, alcohol, and tobacco free campus for all students. The school administration views substance abuse and dependency as treatable health problems, and that treatment is primarily the responsibility of the home and community. The school does, however, assist with this responsibility through preventive educational efforts and support for those experiencing difficulties. The school's administration, together with the teachers, will provide support whenever possible.

Drug use -- possession of drugs or drug paraphernalia:

- 1st offense: Suspension of up to two weeks; parent conference.
- 2nd offense: Expulsion from school.

Sale or distribution of drugs

- 1st offense: Expulsion from school.
- Local authorities may also be contacted.

Alcohol use or possession:

- 1st offense: Suspension of up to one week; parent conference.
- Subsequent offenses: Additional suspensions, parent conference, possible expulsion from school.

Tobacco use or possession:

- 1st offense: One day of suspension; parent conference.
- 2nd offense: Two days suspension; parent conference; possible expulsion.
- Subsequent offenses: Additional suspensions; parent conference; possible expulsion.

### **Fighting and Abusive Language**

Settling differences through physical altercation is unacceptable social behaviour that endangers others. Any act of physical aggression including, but not limited to: pushing, tripping, hitting, punching or kicking will not be tolerated under any circumstances anywhere on school property or at school-related functions. Any student fighting on or near the school grounds will be subject to the following:

- First offense - Suspension of up to three days and a parent conference.
- Second offense - Suspension of up to five days and parent conference.
- Third offense - Suspension of up to twenty days and a parent conference.

Depending upon the severity of the incident, and at the discretion of the Secondary Principal, further consequences may be issued.

When, in the judgment of the administration, one student has clearly provoked the other into an altercation, or where one student has clearly abused another physically without retaliation (but of a less serious nature than a malicious attack), that student may expect to be penalized according to the above regulations, while the 'victim' will not be penalized at all. Also included in this category is any conduct or method of bullying or intimidation, which wilfully or recklessly endangers the physical or mental health of any member of our school community. These practices are strictly forbidden on or near campus. Swearing and/or abusive language will not be tolerated. Students who swear or use abusive language are subject to detention and suspension.

### **Theft/Stealing**

NAISR strongly believes in respecting the property and possessions of students and school personnel. The school has a right to search a student and his/her possessions if there is a reasonable suspicion that he/she has committed a theft. The administration urges students not to bring valuables, such as expensive watches or electronic equipment, or large amounts of money to school because these items are the most common targets of theft. Any student who is found, after appropriate investigation, to have engaged in stealing will be subject to appropriate disciplinary action, including detention, suspension or recommendation for expulsion.

### **Vandalism and Graffiti**

NAISR believes that respect for personal property should naturally extend to the school facility, equipment and materials. Vandalism and graffiti are considered very serious offenses. Any student found guilty of vandalism, graffiti or misuse of school equipment or facilities is subject to work detail, repairing the damage, paying for a replacement, and possible suspension. Serious or repeated offenses may result in expulsion.

### **Insubordination, Verbal or Physical Abuse of Faculty or Others**

Insubordination – refusal to follow the reasonable directive of a staff member – may result in detention or suspension, with parents being notified. Verbal or physical abuse of faculty members or other school personnel is not tolerated. This applies to behaviour during school or at any school-sponsored event. Any student who physically or verbally abuses school personnel is subject to the following:

- Verbal Abuse: Up to three days suspension and conference with parents.
- Physical Abuse: Immediate suspension from school, immediate notification of parents, referral to the Director for immediate action, possible expulsion.

### **Disciplinary Probation**

If in the judgment of the Secondary Principal, a student's behaviour is not responding to ordinary disciplinary procedures, the student may be placed on disciplinary probation. Disciplinary probation is a contractual agreement of the behaviors to be changed, signed by the Secondary Principal, parent and student. If the behavior(s) have not changed within the specified period of the contract, a recommendation for suspension/expulsion may be made.

### **Suspension/Expulsion**

Students must know what conduct is appropriate and what is unacceptable at NAISR. Suspension offenses include: possession, sale or use of alcohol, tobacco, or drugs; fighting; cheating; disrespect; skipping school; threats of violence; disruption of the academic process; stealing; vandalism; and any other infraction that poses danger to persons or property at NAISR. Any of these offenses may be deemed as grounds for suspension and/or expulsion.

Prior to any *suspension* the Secondary Principal or their designate shall:

- Advise the student in question and his or her parents of the particular misconduct and the basis for accusation;
- Provide the student an opportunity to explain the event or situation;
- Determine what type of suspension is appropriate;
- Remove from the school a student whose continued presence in the school poses a danger to people or property or an ongoing threat of disruption to the academic process.
- Give written notice of the suspension and the reasons thereof to the parent of the student suspended.
- Advise the student that the Secondary Principal, at his/her discretion, may suspend a student for an indefinite period of time.

In the case of a suspension, the student is not allowed to attend or participate in any school function(s) from the time he/she is notified of the suspension until the day following the completion of his/her suspension obligation. Furthermore, during the above mentioned time period, a student who has been suspended is not allowed to be on school grounds.

Prior to *expulsion*, the Secondary Principal or other designate shall:

- Advise the student in question and his or her parents of the particular situation and the basis for accusation, either behavioural or academic.
- Remove the student from the school immediately if the student's presence poses a danger.
- Provide the student and parents an opportunity to explain the incident;
- Present a final ruling, in writing, which is presented to the parents of the student.
- Advise the Director, who advises the Nord Anglia Education

Expulsions are final and are not reviewed by the Administration. However, policy allows for a written appeal to be made within ten days of the expulsion.

### **Age of Majority**

Students who reach the age of eighteen continue to be subject to school rules and regulations. Reports on academic performance, absences, and misbehaviour are sent to the parent. Parents of students over age 18 are still required to call the Front Office to report an absence.

### **Public Displays of Affection**

These are not appropriate in school.

### **School-Sponsored Events**

Remember that all NAISR rules and expectations apply on school-sponsored events as well as in school itself. Such events include (but are not limited to) athletics meetings and field trips.

### **Student Dress**

Student daily dress should reflect that the purpose of school is to learn. Dress should be neat, clean and tidy. In the last resort, the Secondary Principal decides what is and is not appropriate dress for school. In general, the following guidelines may be helpful, but are not exhaustive.

- No prejudicial or racial slogans or any form of offensive or profane displays are to be worn at school.
- Clothing that promotes the use of alcohol, drugs, or tobacco is not allowed.
- No items of clothing that reveal underwear.
- Spaghetti strap tops, strapless tops, halter neck tops, racer-back tops or low-cut tops *are not allowed*. Boys are not allowed to wear sleeveless shirts or sleeveless t-shirts.
- Clothing that reveals the midriff is not to be worn.
- Beach attire (short skirts, shorts, swim tops, flip flops, etc.) *is not allowed*. Skirts and

shorts must be no shorter than mid- thigh.

- Instances of clothing judged to be too revealing or suggestive by school personnel will be addressed to the individual student by the Secondary Principal.
- Instances of accessories (e.g. jewellery, piercings,) that are judged to be dangerous or otherwise inappropriate by school personnel is addressed by the Secondary Principal.

Students who wear clothing that does not meet this dress code will be asked to change or sent home.

### **Communication of Concerns and Questions**

At NAISR we all have the same goal – student success. Meetings and communications are dialogues to listen and learn. If a concern arises, the student should first approach the teacher. If the concern remains, the student, teacher, and parent should discuss a resolution. The next step is to discuss the issue with the student, teacher, parent, and Secondary Principal. Direct communication is always preferable for sensitive issues. Face to face is better than telephone, and telephone is better than email. Please make an appointment with your child’s teacher to discuss your concerns in person.

Rumours are not reliable sources of information and can be potentially harmful to any institution, as they may or may not be true. If you hear something that poses a concern, please go to the appropriate staff member and clarify the facts. If appropriate, contact the rumour source to correct the misperception.

### **Visitors**

Students wishing to bring a guest to school must obtain permission from the Secondary Principal at least two days in advance. The guest receives a visitor pass in the Front Office. Only by going through these channels is a guest permitted on school grounds. The school does not condone the bringing of a guest to school and, therefore, does not grant permission unless circumstances deem it appropriate. A half-day visit is the norm in most cases.

Any queries can be emailed to: [queries@naisr.nl](mailto:queries@naisr.nl)