RISS Handbook 2019 – 2020

ROTTERDAM
INTERNATIONAL
SECONDARY
SCHOOL

Enjoy your school year

Student and Parent Section

Contents

Page

RISS Vision and Mission **07**
Definition of Internationalism/Interculturalism 07
Curriculum 08
Academic Programme **08**
Foundation Course: Grades 6 to 8 08
Languages Policy regarding EAL students 11
IGCSE: Grades 9 and 10 13
IBDP: Grades 11 and 12 17
Target Setting and Student Learning **23**
Assessment **23**
Term Assessment 23
End-of-Year Examinations 24
Calculation of Report Grades 24
Magister Grade Boundaries 25
Reports **28**
Homework **29**
Effort Grades **30**
RISS Website **32**
Magister 6 Database **32**
RISS Academic Achievement and House Point Schemes **36**
Awards presented Throughout the Year 37
Awards presented at the End of the Year 37
Promotion Criteria 40
Grades 6 to 9 41
Grades 9 and 10 41
Grades 10 and 11 41
Grades 11 and 12 42
RISS High School Diploma **42**

The School Day **44**
Subject Abbreviations used in the Timetable **45**
Members of Staff **46**
Specialist and Administrative Staff 46
Teaching Positions/Staff 49
List of Tutors/RISS Organizational Chart 53
General Description of Staff Positions 55
Student Organisations at RISS **58**
Student Council 58
House System 58
House Point System 59
House System and Student Council **61**
Student Representatives 63
Formal Code of Conduct or Restorative Process **66**
Restorative practices 66
- Smoking
- Alcohol
- Drugs
- Weapons
- Vandalism
- Theft
- Violent/Abusive Behaviour
- Violence
- Corvee
- Around the School Building

Academic Honesty and Malpractice Policy **71**
General School Information and Guidelines **74**
- School/Home Communication
- ID Cards, Charging cards
- Lessons
- Deadlines
- Attendance
- Lateness and Absence
- Illness at School
- Special Leave
- Official Policy -Lates and Absences
- Breaks and Free Periods
- Food and Drink
- Healthy School
- Electronic Equipment
- Public Recording
- RISS Wireless Internet Policy
- Hats, caps and so forth
- Dress Code
- Lockers
- Valuables
- Elevator
- Language
- Security Cameras
- Visitors
- Roof Terrace/Balcony
- Play Area
- Bicycle Storage
- Evacuation Exercises and Routines

School Trips 87
Extra Curricular School Activities 87
Extra Curricular School Activities (Paid) 87
RISS Learning Diversity Programme 88
Learning Support Entrance Requirements 90
The School Counsellor 90
Bullying 91
Child Abuse 92
Child Protection Policy 92
Student Protection & Crisis Team 93
Higher Education at RISS 93
The Parent Teacher Association 94
United Nations Universal Declaration of Human Rights 97
The Convention on the Rights of the Child 99
Study Materials for Different Curricula 101
Some School Calendar Highlights 2019 - 2020 105
Acknowledgement Form 107

While every effort is made to ensure this handbook is up to date changes do occur.
Please check the version on our website if in doubt.
The website version is always the most up to date and endeavours to reflect changes which occur during the year.

Our mission
is for every student to enjoy their youth.

Our approach

- Providing innovative approaches to learning.
- Encouraging achievement.
- Fostering international mindedness with local and global engagement.
- Modelling ethical behaviour
- Acting respectfully and with honesty.

RISS Vision and Mission

Our Vision

Educating for self-awareness, curiosity and integrity in a changing world.

Culture

- Love for and enjoyment of learning
- Joy in achievement
- High expectations
- Collaboration
- Tolerance, Diversity and Belonging
- Sense of Service

Performance

- Providing a broad, balanced and connected curriculum
- Developing innovative and outstanding pedagogy
- Fostering inquiry, action and reflection
- Promoting multilingualism and intercultural understanding
- Addressing the school community's social, emotional and physical well-being
- Identifying and valuing learning diversity
- Modelling citizenship, leadership and lifelong learning

Strategic Goal

To be an exceptional example of an international school.

RISS Definition of Internationalism/Interculturalism

At RISS, we strongly believe that international mindedness is simply our capacity to recognise that we are one world - a world whose inhabitants are interconnected as one community with values, aspirations and faiths better served by focusing on our commonalities than our divisions. As a community we promote Internationalism and Interculturalism as dynamic processes where people from different cultures engage, question and learn from each other, while retaining a strong sense of appreciation of their own identity. This increases our ability to understand each other, work together more effectively and enhance the sense of sharing while creating a community. While many schools claim to be international simply because of the curriculum

they offer, RISS is a genuinely comprehensive coalition of teachers and students drawn from across the globe, united by a common belief in the importance of an inclusive, culturally diverse, child-centred, Inquiry-/ Concept-based driven education that not only prepares young people for university and life beyond, but that ensures young people actually enjoy their youth too.

Curriculum

Our curriculum is international in character, catering for students 11 to 19 years of age. The details are as shown in the table below.

Grades	Age	Course
6 – 8	11 – 14	Foundation Years
9 – 10	15 – 16	Middle Years/IGCSE
11 – 12	16 – 19	Senior Years/IB Diploma

Students in the first three grades of the school join the Foundation Course. In grades 9 and 10 students study for the Middle Years by participating in the IGCSE (International General Certificate of Secondary Education) course and in grades 11 and 12 students prepare for the IB(International Baccalaureate Diploma). **The language of instruction is English.**

Academic Programme

At RISS students take an active role in their learning and they are encouraged to take responsibility, have the courage to challenge themselves, build positive relations with their peers and to embrace the opportunities given to them during their time at our school.

Foundation Years Grades 6 to 8

Our Foundation years consists of grades 6, 7 and 8, for students aged 11 to 14 years. The focus of this programme is on Inquiry-based and Concept-Based Learning with a focus on developing skills. Our students stand at the centre of our learning provision and work.
Our aims for this programme links strongly with our core values at the RISS.

Our students stand at the centre of our learning provision and work.

Students are supported to:

- be engaged and confident in their learning and progress
- establish strong relationships with their peers and teachers in their learning and everyday life
- take responsibility for their learning and wellbeing
- be courageous, innovative and risk takers
- be reflective about and challenge ideas with inner steel and resolute diplomacy
- be respectful of the school environment, of others and towards themselves
- recognise that other individuals have different interests, needs and aspirations
- develop their understanding of international mindedness, which entails to acknowledge that we are one world and we are responsible for one another

All of the above aims at preparing students to enjoy life now and be ready for strong learning for the future.

Curriculum offer in Foundation Years

Grade 6	Grade 7	Grade 8
Core subjects	**Core subjects**	**Core subjects**
English First language English Second language Dutch Mathematics Integrated Science Integrated Humanities Art and Design ICT Drama Music PE	English First language English Second language Dutch Mathematics Integrated Science Integrated Humanities Art and Design ICT Drama Music PE	English First language English Second language Dutch Mathematics Integrated Science Geography History Art and Design ICT Drama Music PE
Foreign languages (electives) *Students can choose two languages.* *EAL students' choices depends on their EAL level.*	***Foreign languages (electives)*** *Students can choose two languages.* *EAL students' choices depends on their EAL level.*	***Foreign languages (electives)*** *Language choice depends on EAL level*
French Spanish German Chinese	French Spanish German Chinese	French Spanish

Student Data and Assessments

In grade 6 students sit MidYIS, a computer-adaptive assessment that provides information to help identify strengths and areas for improvement and predict how students are likely to perform in the future. This assessment will be delivered this year for the first time and it is intended to provide us with further information about students' learning stage and needs. Our Head of Foundation will engage with parents further on this.

Additionally, in grade 8 students have the opportunity to participate in external exams in French and Spanish. These tests provide the school and students with an external, international benchmark

for individual student performance. Each student receives a statement of achievement and a diagnostic feedback report, giving the school detailed information and the parents extra trust in the feedback they receive.

- DELF (Diplôme d'Etude en Langue Française) exam in French at level A1 and A2
- DELE (Diplomas de Español como Lengua Extranjera) exam in Spanish at level A1 and A2

Language Policy in Foundation Years

The below are the main themes in relation to our main Language Policy.
This specific document can be found in our website.

English First language

Gr 6 & 7 - All students except EAL Beginner students will have English as a First Language
in Gr 8 - All students will have English as a first language.

English as a second language (EAL)

Students have EAL classes to support their learning English as an additional language.
All non-native English speakers are tested at the beginning of the school year to determine their English language proficiency. Should a student test into the program, we offer three levels:

- EAL Beginners (4 lessons a week)
- EAL Intermediate and (2 lessons a week)
- EAL Upper-Intermediate (2 lessons a week)

At the discretion of the Head of Foundation Years and the Curriculum Leader for Languages, students may be re-tested after the first term. All students are tested again at the end of the school year to determine whether they stay in the program or move up a level. The exception is Grade 8 students, who are tested in March due to IGCSE subject choices.

EAL Beginners will have 4 lessons of EAL per week. In gr 6 & 7 these lessons will run parallel with the English first language lessons. Gr 6 EAL Beginner students and Intermediate students will also have extra EAL support lessons.
All EAL Intermediate and Upper-Intermediate students in Foundation years will have two lessons of EAL per week.

Dutch

All Students have to take Dutch, excluding EAL Beginner Students. Dutch is offered at the following levels:

- Dutch foreign beginner level
- Dutch foreign intermediate level
- Dutch foreign advanced level
- Dutch first language

All Students have to take Dutch, excluding EAL Beginner Students.

Students who have had no exposure to the language will be in the Dutch foreign beginner level. Students who have had some exposure or students whose heritage language is Dutch, will be tested to determine their Dutch language proficiency. At the end of the year students will be tested again and moved to the next level, should they test into a new level.

Foreign languages

Grade 6 and Grade 7:

Selection 1 (French, Spanish, German and Chinese)

- Students not taking EAL will select one of the following languages offered: French, German, Spanish or Chinese

Selection 2 (French, Spanish, German and Chinese)

The following students will choose one language:

- All the English First students (this cannot be the same language as in selection 1)
- All EAL Students whose Heritage language is either, French, Spanish, German or Chinese, have to select their heritage language
- All EAL Intermediate and EAL Upper intermediate students whose heritage language are not offered may select one of the four languages

EAL Beginner students without a Heritage Language offered, will take the EAL Support Program when language lessons are in session.

Grade 8:

- EAL Beginners have no other languages (with the exception of their own language if it is Dutch, French or Spanish)
- Intermediate Students may take Dutch and French or Spanish if it is their own language
- Upper Intermediate Students may also take French or Spanish
- If a student was an EAL Upper-Intermediate in Grade 7, and they took French in 2018/2019, then they must continue with French in Gr 8
- If a student was promoted to Upper Intermediate at the end of Grade 7 2018/2019, then they take Spanish in Grade 8 2019/2020
- If a student exits the programme at the end of Grade 7 2018/2019 and has taken Spanish in Grade 7 then they do not need to take French in grade 8 unless they are keen to do so, but they have to continue with Spanish

IGCSE (International General Certificate of Secondary Education): Grades 9 and 10

The International General Certificate of Secondary Education (IGCSE) is a two-year examination course followed by students in Grades 9 and 10. It provides a curriculum and methods of assessment appropriate for a wide range of ability.

English, Mathematics, Coordinated Science, Dutch and Global Perspectives are compulsory for all students. The selection of other subjects is guided, and the school strongly advises that students study a wide spectrum of subjects. Please contact the IGCSE team leader for more information.

All students are entered for their ICE (International Certificate of Education) diploma, which they can only obtain if they gain a passing grade for **7 IGCSE** subjects from 5 different subject groups. This should include two passing grades in the language groups and one passing grade for the four other subjects groups. Students must take two different languages from Group I, and one subject from each of groups 2, 3, 4 and 5. The seventh subject can be taken from any of the five subject groups. Candidates must pass at least seven subjects.

Group Number	Group Name	Subjects
1	Languages (2 needed)	First language: Dutch and English English Second Language Foreign language: Dutch, French, Spanish Own Language: self-study Latin (on-line)
2	Humanities and Social Sciences	Geography, Economics, History, Global Perspectives and World Literature - which is compulsory with English First Language.
3	Sciences	Coordinated science (counts as two subjects)
4	Mathematics	Cambridge International Mathematics
5	Creative and Professional	Art and Design, ICT, IGPE, Business Studies or Drama

A new subject package has been introduced for the 2018 -2020 cohort of students, which is reflected in the choices above.

Yellis will be delivered this year for the first time and it is intended to provide us with further information about students' learning stage and needs.

Student Data and Assessments

In grade 9 students sit Yellis , a computer-adaptive assessment that provides information to help identify strengths and areas for improvement and predict how students are likely to perform in their IGCSES. This assessment will be delivered this year for the first time and it is intended to provide us with further information about students' learning stage and needs. Our Head of Middle Years will engage with parents further on this.

Middle Years (Grades 9 and 10)

Subject Groups	Subjects offered
English Language and Literature	English First language English Second language World Literature
Mathematics	International Mathematics
Science	Co-ordinated Science (Double award)
Languages	Dutch First Dutch Foreign French Foreign Spanish Foreign Own language self-study (any of 36 offered as listed by CIE)
Humanities and Social Science	Global Perspectives Geography History Economics (also available online) Latin (online only)
Creative and Professional	Business Studies Art and Design Information and Communication Technology Drama IGPE

Candidates who meet the requirements of the Cambridge ICE diploma can be awarded a distinction, merit or pass under the following circumstances:

Results	Award
Grade A or above in five subjects and grade C or above in two subjects	Distinction
Grade C or above in five subjects and grade F or above in two subjects	Merit
Grade G or above in seven subjects	Pass

At RISS, if a student would like to continue on to the IB diploma, a minimum of 6 C grades is required for admission to the IBDP. However, to help form a subject package, students require a B or higher for subjects they would like to take on Higher Level.

Grade 10 students who do not meet the criteria are considered individually by the IGCSE and IBDP team leaders, considering factors such as the student's level of English, work ethic and attendance record. Students who are not eligible for the IBDP programme, can either repeat grade 10 (and all the subjects for an ICE diploma) or leave the school to continue their education at another level.

A student who gains an ICE diploma and would like to leave the school can continue at an MBO level, as the IGCSE and ICE diploma together is more or less equivalent to a VMBO TL4 level. There are a number of courses in English provided at this level in the Netherlands. If a student only gains a pass or no ICE diploma, the student could continue at MBO 2 or 3 level, however, to our knowledge, there are no courses in English offered at this level. For further information, please contact our careers officer.

Summary of IGCSE Grading System
Students can take some subjects in the IGCSE either on core or extended level. Students taking core can only gain a maximum of a c grade. The certificate will not mention whether the student has taken core or extended level. In Mathematics, all students start with the extended level, and the decision whether to move to core is taken after consultation with students, parents and teachers after term 1. Students are advised to take a subject at core level either if there is a fear they will gain an F or G on higher level, or if they would like to ensure a strong possibility of gaining a C grade. Teachers discuss the options individually with students and their parents, and make a recommendation.

	A* or A	B	C	D	E	F	G	U
CORELEVEL			AVAILABLE GRADES					FAIL
EXTENDEDLEVEL	AVAILABLE GRADES					FAIL		

International Baccalaureate: Grades 11 and 12

The International Baccalaureate Diploma Programme (IBDP) is an academic examination course designed for students aged 16 - 19 years, and is followed in the final two years in 156 countries across 5,057 schools throughout the world. The unique international curriculum combines a wide scope of learning with the specialized focus from a variety of national educational systems. The IBDP is recognized by governments and universities worldwide as an entrance qualification to higher education, as IBDP graduates demonstrate the commitment to approaches of learning and self management necessary to be successful. The course is academically demanding, however, a student with a good work ethic will succeed.

Through the development of the IB learner profile and the Approaches to Teaching and Learning, the IBDP programme places student agency at the core of the programme, thus developing communication, social, research and thinking skills to support students and encourage their continual self-development as they pursue achievement throughout their lives.

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.

IB Learner profile plus!

We are an IB Diploma Programme School and we have a duty to develop the Learner Profile from early on and across the school to secure appropriate transition, continuation and progression for our students within the principles and practices of the programme. The learners profile plus applies to teachers and students.

- **Inquirers** - We develop our natural curiosity. We are skilled in inquiry and research and show independence in learning. We enjoy and are engaged in their own learning and this will be sustained throughout their lives.
  » Students: "I ask questions to help my learning."
- **Knowledgeable** - We explore ideas and issues that have local and global significance. We acquire in-depth knowledge and understanding across a broad and balanced range of disciplines.
  » Students: "I try to learn many things."

ENDLESS
youth
OPEN
REFERENCE
NOW

- **Thinkers** - We exercise initiative in thinking critically and creatively to recognize and approach complex problems. We make reasoned, ethical decisions as a consequence.
  » Students: "I try to connect the things I know."
- **Communicators** - We are confident, creative and fluent in expressing complex ideas in a range of ways and languages. We work effectively and willingly in collaboration with others.
  » Students: "I share my ideas with others."
- **Principled** - We act with integrity and honesty, with a strong sense of fairness and respect for the dignity of the individual, groups and communities. We take responsibility for their actions.
  » Students: "I try to do what is right."
- **Open-minded** - We understand and appreciate our own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
  » Students: "I listen and accept other points of view."
- **Caring** - We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.
  » Students: "I help others and I am kind."
- **Risk Takers** - We approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to embrace new roles, ideas and strategies. We are enterprising individuals.
  » Students: "I try new things that add value to me as a person!"
- **Balanced** - We understand the importance of intellectual, physical, economic and emotional balance to achieve personal well-being for themselves and others and they are in control of their own lives. We can act independently but we understand our responsibilities as citizens.
  » Students: "I work and play hard!"
- **Reflective** - We reflect deeply on our lives, knowledge and experience in ways which may be profoundly spiritual and emotional.
  » Students: "I think about what I do and how that can help me."
- **Leaders** - We show character and have vision and can motivate others to achieve it. We are brave and articulate in defending our beliefs. We understand and take responsibility for others in the process.
  » Students: "I believe that this is the right path for me and my community."

- **Adaptable** - We have the attitude and skills to respond to and take advantage of changes in an increasingly technological world.
  » Students: "I know what and how to do this in this case."
- **Global minded** - We understand that we are citizens of the world. We understand global interdependence and appreciate diversity and have the confidence and skills to relish the challenge of the future in a global society and workplace.
  » Students: "I feel that the misfortune of others is my own and I want to do something about it!"

IBDP Subject Offer

Candidates study a total of 6 subjects from a broad spectrum: One subject is chosen from each of the following groups. (***Note:*** *it is possible to take two Languages from Group 1 and none from Group 2*):

Nr	Group Name	Subjects
1	Studies in Language and Literature	English Literature, English Language and Literature or Dutch Language and Literature or the student's own language with literature as school supported self study.
2	Language Acquisition	A second language B (Dutch, French, English, Spanish) or Ab initio Chinese, Spanish or French
3	Individuals and Society	Economics, Geography, History, Information Technology in a Global Society, Business Management, Psychology (Blended), Philosophy (blended)
4	Experimental Sciences	Biology, Chemistry, Physics, Environmental Systems and Societies, Sports Science, Exercise & Health
5	Mathematics	Mathematics HL, SL and Mathematics Studies (Grade 12 only) Mathematics Analysis & Approaches and Mathematics Applications & Interpretations
6	The Arts/Electives	Visual Arts or Another subject from Groups 1, 2, 3 or 4

At the RISS, students have to make their choice from the following subjects, which are offered: 3 Standard Level (SL) and 3 Higher Level (HL) subjects. Games is a compulsory subject

Students choose one subject from each column from 2 to 7
– Students only choose one subject from 7A or 7B

1	2	3	4	5	6	7A	or	7B
Games	English A - Literature SL/HL	USS - SL only (School supported self-study own language A)	History SL/HL	Biology SL/HL	Mathematics: Analysis & approaches SL/HL	Visual Art SL/HL		Philosophy SL (Blended)
	English A - Lang/Lit SL/HL	Dutch A - Lang Lit SL/HL	Geography SL/HL	Chemistry SL/HL		Spanish B SL/HL		Film Studies SL (Blended)
	English B - HL only	French B - SL/HL	Economics SL/HL	Physics SL/HL	Mathematics: Applications & interpretation - SL only	Business Management SL/HL		Psychology SL/HL (Blended)
		Dutch B - SL/HL	ITGS SL/HL	ESS - SL only		Geography SL/HL		Special Requirement - approval from IB
		Spanish B - SL/HL		Sports Science, Exercise & Health - SL only		Biology SL/HL		
		Chinese Ab SL				Physics SL/HL		
		Spanish Ab SL						
		French Ab SL						

IB DP Core Component

There are **3 further requirements** which students must undertake in addition to their six subjects in order to successfully complete their diploma course. These three core subjects are designed to develop skills.

- **Theory of Knowledge (TOK)** explores the different methods by which knowledge claims are justified across each area of the IB programme, and provide students the opportunity to reflect on the nature of knowledge and how we know what we claim to know. TOK is taught two periods per week, and is assessed via a presentation and a TOK essay.

- **The Extended Essay (EE)** is an in-depth academic study on an aspect chosen from one of the student's six subjects for the IBDP. It promotes academic research and helps hone students' academic writing skills and intellectual curiosity. The 4000 word research essay is written in the students' own time with support and guidance of a school supervisor.

- **Creativity, Action and Service (CAS)** represents a practical aspect of service learning of the core values of the learner profile. Students will develop skills through a variety of individual and group experiences whilst at the same time allowing them to explore areas of interest to them, while they also develop their personality, passions, and perspectives.

  The CAS programme consists of three strands:
  - **Creativity:** exploring and extending ideas, which leads to an original or interpretive product or performance
  - **Activity**: physical exertion contributing to a healthy lifestyle
  - **Service:** collaborative and reciprocal engagement with the community in response to an authentic need

  Students need to demonstrate that they have met all three strands and 7 learning outcomes to successfully complete the course over the full two years where they are enrolled in the IBDP. Experiences and reflections are documented via Managebac. Projects are done individually as well as in groups.

Student Data and Assessments

In Grade 11, the ALIS CEM adaptive baseline assessment (developed by a team at the University of Durham) for students aged 16 to 18, is taken. This test provides information to help students

identify strength and weaknesses, and see how they are likely to perform for their IB final results. After the test, our Higher Education Guidance Team (HE Team) meet the students individually and discuss the outcome with them. These results are the start of a conversation and it is never a clear-cut indicator of future performance.

Target Setting and Student Learning

At the RISS, it is one of the school's aims to create independent learners. We encourage students to be active, responsible learners who can identify their own strengths and weaknesses and address them with the help and support of their teachers and tutors.

One of the ways we strive to do this is by target setting. One aim of target setting is to give the student an individual, yet realistic year goal. The process seems simple, but requires the students to assess their own abilities and performance in collaboration with their teachers and tutor.

It involves discussion between students and subject teachers at the start of the school year. Based on past performance and abilities, a year-end target grade is agreed between them. This grade should be realistic. Once set, this target will be assessed each term to ensure that the student is operating at their expected level. At the end of each term there will be a learning conversation between the students and the teacher, of which the target and the performance of the students becomes part of the reflective process, helping students to self assess and identify strengths and areas for attention.

Assessment

Term Assessment

During each term, students are assessed in a variety of ways during class. There is a minimum of three assessed items per term. The type and length of the assessments will vary depending on the subject. The results of these tests will form the end-of-term report grade. Teachers must announce the date and nature of tests to students at least one week in advance. Teachers super-

vising internal assessments (IA) **in Grades 9 - 12** may include students' coursework assessment as one of the three assessment items for the term. Please see the Teaching and Learning Policy, Assessment Policy and Student Charter in our website for an in depth understanding.

The current status of student grades is available via Magister so that parents can monitor the progress of their children throughout the year. Please go to our section on the website for details.

Specific assessments can be awarded different weighing: for example a class quiz may have a different weighing to an essay or a comprehensive term test. The weighing, determined by the teacher, is indicated on magister.

End-of-Year (EYE) Examinations

Students in Grades 6, 7, 8, 9 and 11 are examined in all subjects during an official exam period at the end of each school year. The students are assessed on the entire year's work. A timetable for the exam is drawn up and distributed to staff, students and parents/guardians ahead of the exam weeks. The results of this end-of-year exam contribute to the end of year report grade as shown below.

Calculation of Report Grades

For Terms 1 and 2, the report grade is based upon the assessed work completed during the term. At the end of Term 3 the complete year's work is tested in the end-of-year Exam.
The end-of-year grade is calculated as follows:

Item	% Weighing for Year Grade
Term 1	20%
Term 2	30%
Term 3	20%
End of Year Exam	30%
Total	**100%**

The figures used in this calculation are the raw marks used in the calculation of the original term report grades. Adjustments will only be made in the case of a student who has enrolled after the first term.

Calculating Report Grades for Students Enrolled for Less Than One Year
Terms 2 & 3 only including End of Year (EYE) Examination

	TERM 2	TERM 3	EYE EXAM
% Weighting	30%	20%	30%

This is then expressed as a percentage as if it were for a whole year.

In general, to enable a year grade to be assessed it is necessary that a student attend for at least 2 terms.

Magister Grade Boundaries (2019-2020)

These are the grade boundaries that are programmed into the automatic grade and report software Magister. All Marks are automatically translated into letter (FC and IGCSE) or numbers (IB) grades.

Foundation Years Grade Boundaries

Grade	Percentage %
A*	100-95
A	94-83
B	82-74
C	73-58
D	57-45
E	44-35
F	34-25
G	24-15
U	14-0

The current status of student grades is available via Magister so that parents can monitor the progress of their children throughout the year.

IGCSE / Middle Years Grade Boundaries

English First Language	A*	100-95	**World Literature**	A*	100-92	**Dutch, Spanish, French English Second language**	A*	100-95
	A	94-90		A	91- 82		A	94-85
	B	89-77		B	81-71		B	84-75
	C	76-65		C	70-61		C	74-63
	D	64-52		D	60- 50		D	62-51
	E	51-40		E	49 - 38		E	50-41
	F	39-30		F	37- 31		F	40-31
	G	29-15		G	30 - 23		G	30-21
	U	14-0		U	22-0		U	20-0
Math Extended	A*	100-91	**Math Core**	C	100-75	**Art and Design**	A*	100-90
	A	90-75		D	74-62		A	89-80
	B	74-62		E	61-53		B	79-70
	C	61-53		F	52-44		C	69-60
	D	52-43		G	43-35		D	59-50
	E	42-37		U	34-0		E	49-40
	F	36-31					F	39-30
	G	30-25					G	29-20
	U	24-0					U	19-0
Economics	A*	100-91	**History and Geography**	A*	100-95	**IGCSE: Physical Educ ation**	A*	100-95
	A	90-85		A	94-80		A	94-83
	B	84-71		B	79-65		B	82-74
	C	70-56		C	64-50		C	73-58
	D	55-45		D	49-40		D	57-45
	E	44-35		E	39-30		E	44-35
	F	34-21		F	29-20		F	34-25
	G	20-11		G	19-10		G	24-15
	U	10-0		U	9-0		U	14-0
CORE: Physical Education	A*	100-95	**ICT**	A*	100-90	**Global Perspectives**	A*	100-88
	A	94-83		A	89-75		A	87-76
	B	82-74		B	74-62		B	75-65
	C	73-58		C	61-53		C	64-55
	D	57-45		D	52-44		D	54-47
	E	44-35		E	43-35		E	46-39
	F	34-25		F	34-21		F	38-30
		24-15		G	20-11		G	29-21
		14-0		U	10-0		U	20-0

IGCSE Drama	A*	100-84	**Coordinated Science**	A*A*	100-80	**Coordinated Science Core**	C	100-51
	A	83-74		AA	79-66		D	50–43
	B	73-65		BB	65-54		E	42–37
	C	64-56		CC	53-42		F	36–32
	D	55-48		DD	41-35		G	35–23
	E	47-40		EE	34-29		U	22-0
	F	39-28		FF	28-22			
	G	27-17		GG	21-15			
	U	16-0		UU	0-14			

IBDP Senior Years Grade Boundaries

English Lit A Dutch and English A Literature & Language	7	100-86	**English B Dutch B French B Spanish B Spanish ab Chinese ab**	7	100-89	**Economics**	7	100-85
	6	85-71		6	88-75		6	84-70
	5	70-56		5	74-62		5	69-55
	4	55-46		4	61-48		4	54-45
	3	45-31		3	47-33		3	44-30
	2	30-16		2	32-16		2	29-15
	1	15-0		1	15-0		1	14-0
Geography	7	100-88	**History**	7	100-87	**ESS and Physics**	7	100-70
	6	87-75		6	86-73		6	69-60
	5	74-53		5	72-60		5	59-50
	4	52-40		4	59-47		4	49-40
	3	39-27		3	46-40		3	39-30
	2	26-14		2	39-33		2	29-15
	1	13-1		1	32-1		1	14-0
ITGS	7	100-72	**Visual Art**	7	100-86	**Mathematics**	7	100-90
	6	71-59		6	85-72		6	89-75
	5	58-48		5	71-56		5	74-60
	4	47-36		4	55-42		4	59-50
	3	35-25		3	41-27		3	49-35
	2	24-12		2	26-13		2	34-21
	1	11-0		1	12-0		1	20-0
Chemistry, Biology Sports Science and Health	7	100-80	**TOK**	7	100-90			
	6	79-68		6	89-70			
	5	67-56		5	69-50			
	4	55-45		4	49-40			
	3	44-33		3	39-30			
	2	32-18		2	29-20			
	1	17-0		1	19-0			

Reports

Students receive a report at the end of each term. In Grades 10 and 12, students receive only a Term 1 report, and then one after the Mock Exams in Term 2.

Reports are handed to the students during tutor time and an email is sent out to the parents to inform them of this after each term. These include target and effort grades, as well as an indication whether the teachers would like to meet with parents. The following apply:

1. Definitely would like an appointment with the parents
2. An appointment should be made and might be helpful
3. An appointment is not necessary

Parents can review effort grades on the RISS website prior to parent/teacher report meetings. This allows them to evaluate a student's strengths and weaknesses for each subject. Parents' evenings are held after terms 1 and 2 and after mock exams.

Homework

Homework is an extension of the learning experience for our students. Teachers are expected to explain the purpose and benefits of completing a given task at home. The activities are not solely based on a textbook, but they may take a variety of forms such as portfolios, visual and performance tasks, research and/or narratives. Homework assignments are an essential part of course requirements, especially in the senior years.

Homework must be entered in magister for all subjects and grades, but as students progress from grade 9 upwards, they are expected to take ownership of their own organization and learning. Homework may form at least one of the term assessments. When a student fails to hand in homework, the teacher notes this and where appropriate will award zero marks. This results in a 1 on Magister. A regular failure to produce completed homework or meet deadlines is reported to the tutor, who will contact the parents.

Students must be given reasonable notice for deadlines for homework assignments to enable them to spread their workload. The Student Charter contains further information on this aspect.

Grade 6 students **do not** receive homework until the end of September to enable them to adjust to the school and build relationships with peers and teachers.

Effort Grades

Our effort scale is a holistic tool that works in line with our School Values. They highlight the expectations our school would like students to demonstrate in their interactions with peers, teachers and the community and in the actions that denote a commitment to their learning and progress.

Guiding values	4. Exceptional performance	3. Meeting expectations	2. Cause for concern	1. Underperforming
Relationship We strive to build strong, positive lifetime relationships.	The student shows exceptional qualities when relating to peers, teachers and the whole community. S/he participates in extra-curricular activities, school life and shows leadership when necessary.	The student shows commitment in succeeding and creating relations that enable him/her to work with teachers and peers to ensure that s/he meets collaborative expectation in lessons.	The student struggles or shows difficulty when establishing relationships with peers in order to collaborate with them within the subject(s). His/her teacher must constantly ensure that the student works with his/her classmates.	The student shows little social skills, desire and/or confidence to create a support network with teachers and peers that would enable him/her to feel happy and make progress socially. There must be a discussion with parents/guardians to establish the cause.
Respect We believe in respecting ourselves, others and our environment.	The student shows exceptional skills in his/her behaviour and attitudes that denote care for him/herself, others and a great concern for the environment and the community that leads him/her to actions beyond subjects.	The student demonstrates consistent positive and courteous behaviour towards his/her teachers, peers and the community enabling him/her to be recognised as a respectful and caring individual.	The student shows inconsistent levels of appropriate behaviour, which are negatively affecting his/her progress in learning and can sometimes affect his relationship with others.	The student shows little awareness of how his/her actions have an impact on him/herself and the learning of others. The student needs excessive monitoring and supervision during lessons. There must be a discussion with parents/guardians to establish the cause.

Guiding values	4. Exceptional performance	3. Meeting expectations	2. Cause for concern	1. Underperforming
Courage We have the courage to be ourselves, to make ethical choices and to grasp fully the opportunities offered by the school and community. 	The student shows an exceptional willingness to overcome his/her own personal limitations to challenge themselves to achieve to the best of their ability, making connections between their subject and the school environment.	The student shows consistency in his/her efforts to learn and achieve. His/her willingness leads to improvements and progress within the subject area no matter how small.	The student occasionally demonstrates commitment and strength to overcome challenges. The student loses concentration or focus easily and distracts others from learning. The cause of this must be investigated.	The student does not wish to engage with the work presented or does not show willingness to gain an insight into ideas and content in lessons regardless of ability. There must be a discussion with parents/guardians to establish the cause.
Responsibility We accept responsibility for our actions and the effect they have on us and those around us 	The student shows an exceptional capacity to respond positively and eagerly beyond specific subjects to any academic and pastoral demands and deadlines.	The student shows consistent effort to complete all tasks, activities and deadlines allocated to his/her within the subject.	The student has struggled to respond to complete and/or fully comply with expectations and deadlines set in the subject area for their progress. This may be due to choice and/or difficulties for which s/he has not asked for support.	The student does not adhere to deadlines and has struggled to submit tasks and work that will allow teachers to effectively assess progress and learning. There must be a discussion with parents/guardians to establish the cause.

RISS Website

riss.wolfert.nl

As part of our commitment to keeping parents fully informed we have in operation our website that is the focal point for parent information, community relations and school communication.

Magister 6 Database

In order to access to your child's grades, their timetable and attendance record, parents can access Magister. Every parent who is registered with our school has a personal account **USER NAME** and **PASSWORD** to allow them to view their own child's records. This is personal and will not be available to anyone else. This information is sent to you when you register at the RISS. Please note your password and username are case sensitive, so you must use small (lower case) letters. This password is different from the one your child has.

Parents can also see absences, lateness and missed homework assignments on magister

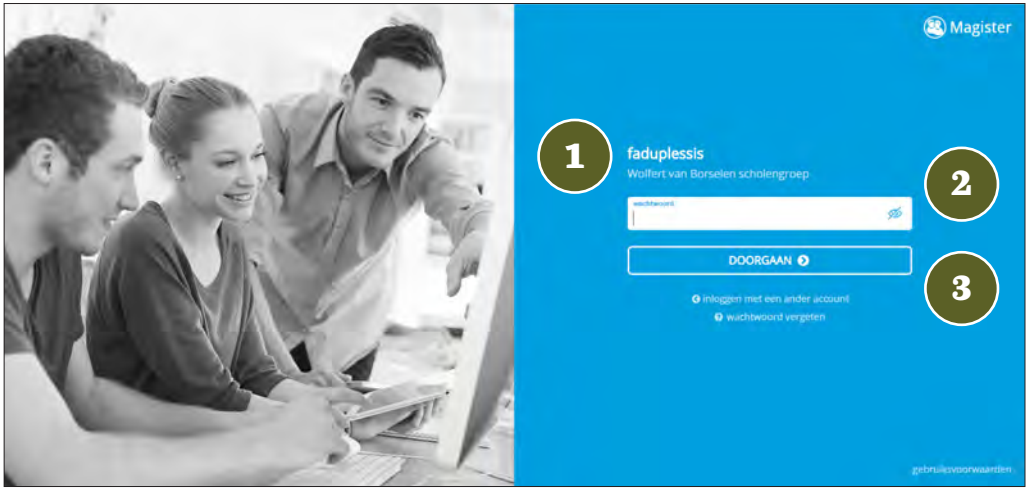
On Magister, it is also possible to see any timetable changes which may occur from time to time. Teachers may enter homework assignments for specific subjects. Parents can also see absences, lateness and missed homework assignments on magister.

Information on accessing a student's timetable, grades and attendance records

To get started:

1. Go to our school website riss.wolfert.nl
2. Click on the Public Resources icon ( ) at the topright of the page, and select Parents, then Magister 6.

❶ Gebruikersnaam = username
❷ Wachtwoord = password
❸ Doorgaan = continue



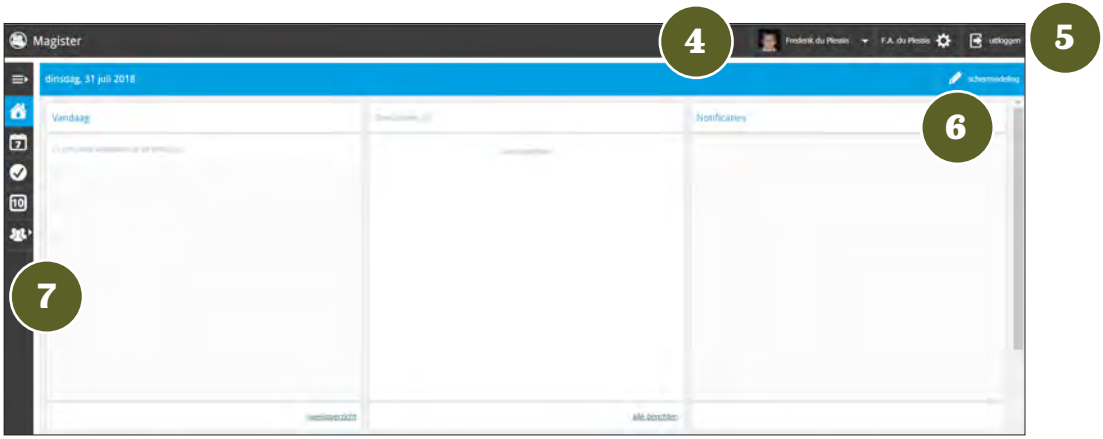
3. You will now see the following welcome screen:

4 The child's name and information, if there are more than one child enrolled in the school, they will all be nested under this icon, and their information will appear here

5 Logout

6 Changing the arrangement of your screen

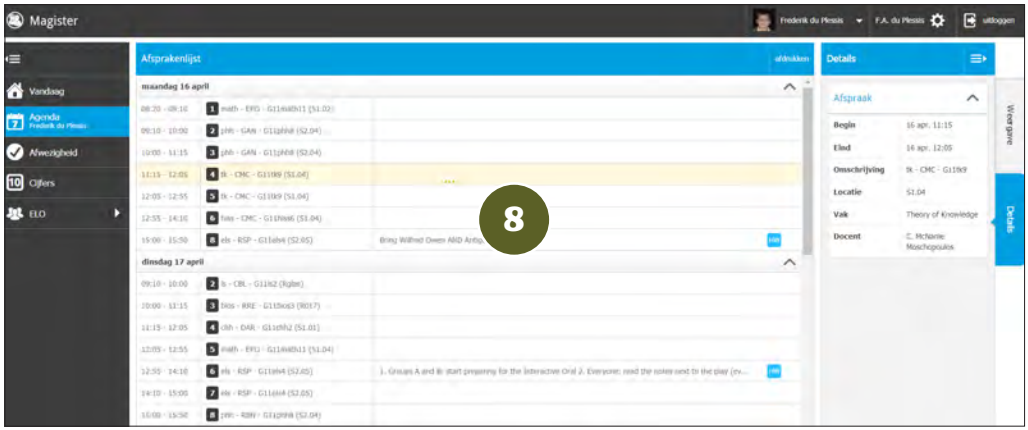
7 The main menu, with the following buttons:



Vandaag	Displays the time table for the day, in addition to other more pertinent info.
Agenda Frederik Du Plessis	Shows the timetable of the week, in addition to any posted homework
Aanwezigheid	Gives information regarding absences, lateness, homework or books forgotten
Cijferoverzicht	An overview of all grades

Agenda Button

8 Displays the student's agenda for the week, including the subject, teacher and room.

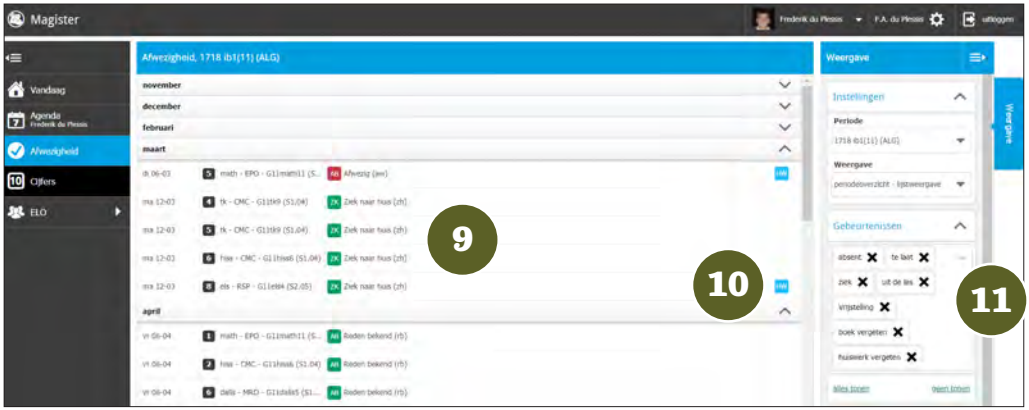


Attendance (Aanwezigheid)

9 An overview of absences or special notices. See the box on the right of the screen.

10 The blue box indicates that homework has been place on magister.
Clicking on the icon will reveal the homework.

11 The list of abbreviations used to indicate a student's attendance or behaviour:



zk	sick	ta	dentist
aw	absent without reason	do	doctor
tl	Late to class	or	orthodontist
hw	no homework	vo	public transport delay
bv	book forgotten	zh	sick, gone home
ve	sent out of class	rb	reason given to school
ex	extra leave asked and given	ho	hospital

Grades (Cijfers)

12 Term is indicated

13 The grades are added as percentages. Clicking on a grade will reveal information as to the type of assessment, the date and the weighting of the grade. This is displayed in the box to the right. A red one (1) either indicates the work has not been handed in, or that the score is very low.

14 The effort grades per term is visible here. The first column indicates that the teacher would like to request a meeting with the parents.

Should you have any problems with logging in, etc. you can contact our school administrative staff who will be able to help you or refer you to Mr. Maljkovic, (bma@wolfert.nl) is the RISS IT Technician, for help. Please do not forget to mention your username when you contact him for help.

RISS Academic Achievement and House Point Schemes

RISS Award Schemes

As teachers, we see a wide range of commendable behaviour from our students. We like to recognise positive and considerate behaviour by our students, which is in line with our vision and values. We also recognise the good things our students achieve or the good deeds they do.

Below is a summary of the different awards we give at the RISS to encourage students. There are two main types:

- Awards presented throughout the year
- Awards presented only at the end of the school year

Awards Presented Throughout the Year

House Points System

Houses and individual students can accrue house points in the following ways: performance, behaviour and intra-house competitions. Points are added through Epraise which students can see online (www.epraise.co.uk).

Academic Achievement Award

The school recognises academic excellence by the award of an "academic achievement award". This award is given at the end of each term and is recognised in the following ways:

- An Academic Award certificate is given to the student
- The award is entered into the student's records
- 10 house points are added to the student's house total

The criteria used to award academic achievement differ according to the academic programme being followed, but each award reflects a high level of excellence.

FC - The students achieves eight A grades across all subjects
IGCSE - The students obtain 6 A's across subjects, excluding EAL and PE
IB - The students obtain four grades of 6 or above across the 6 subjects, excluding TOK

Awards Presented at the End of Year

The following awards are given once per year at the end of the academic year (early July).

Best in Class Award

This is awarded to the student (or students in the case of a tie) in each grade who has the best end of year score (Grades 6 to 9 and Grade 11) or external exams results (Grade 10 and 12). This award is recognised in the following ways.

Frederiksen

- A *Best in Class* certificate is given to the student
- The award is entered into the student's records

Academic Progress

This award is made to the student (or students in the case of a tie) in each (non-external exam) grade, who, in the opinion of the staff who teach them, has made the most academic progress during the course of the year. The effort grade system is also included in considering this. This award is recognised in the following ways.

- An Annual Academic Progress Award certificate is given to the student.
- The award is entered into the student's records

Core Values

The RISS has four core values: Respect, Responsibility, Relationship and Courage. A pin with a value engraved on it, is presented and awarded to the student in each tutor class, whom the staff feel has represented and embodied the value best in the past school year. Values will only be awarded if there is a suitable candidate in the tutor group.

Spirit of RISS

This award is made to one student from each section (FC, Middle Years, Senior Years) of the school who, in staff assessment, best embodies the vision, mission and core values of RISS.

The criteria against which the students are measured are based on our school values.

The student(s) exhibits the following key aspects:

1. The student(s) shows exceptional qualities when relating to peers, teachers and the whole community. S/he participates in extra-curricular activities and school life.
2. The student(s) shows exceptional skills in his/her behaviour and attitudes that denote care for themselves, others, the environment and the community. This leads him/her to take action beyond his/her subject.
3. The student(s) shows an exceptional willingness to overcome his/her own personal limitations to challenge themselves to achieve to the best of his/her ability.The student(s) shows an exceptional capacity to respond positively and eagerly beyond specific subjects to any academic and pastoral demands and deadlines.

Recognition of Excellence in Outside Achievement

This is a special award for our school where parents as well as teachers are asked to nominate a student in recognition of experiences outside of our curriculum offer. In addition, the school wants to acknowledge not only the students' achievements in academics, but also the discipline and commitment required to achieve excellence in a range of fields from performing arts to sports, and other extracurricular pursuits such as debating, public speaking or writing competitions. If you would like us to acknowledge your child's discipline, commitment and success in extracurricular events and activities, please send your child's tutor an email informing him/her of this. Include a short description of what the event was, when it took place and how your child excelled. The recognition happens at the end of the year.

Courage/Spitfire award

An award which celebrates the student who exhibits courage and motivation to succeed or to overcome any obstacle - physical, emotional social or academic to achieve to the best of their ability. This award recognizes the student's focus, persistence, willingness to push at boundaries and determination to engage with and surpass their own expectations outside the classroom. This reward can be parent or teacher nominated.

Promotion Criteria

Absences and Promotion

If a student has missed over 80% of lessons without valid documented reasons, then they may not be promoted to the next year.

Grades 6 to 9

Promotion to the next grade depends upon a satisfactory academic performance in the previous year. If a student has consistently demonstrated an inability to achieve a satisfactory standard this will be communicated to the student and parents via our report cards and parent teacher report conferences during the year.

Repeating the year would depend on the following:

4 D Grades or Lower	Student needs to re-sit the year
3 D Grades or Lower	Student will be discussed in the report meeting
2 D Grades or Lower	Student will pass the year

If a student has 3 D's the teaching team will decide at the end of the year if it is in the best educational interest of the student to repeat the year and inform the parents of their decision. A student may not repeat the same year twice.

Grades 9 to 10

Promotion into the second year of the IGCSE course will depend upon satisfactory academic progress in Grade 9. If a student consistently demonstrates the inability to achieve a satisfactory level of academic progress, struggles with English as the language of instruction or has a poor work ethic, then s/he will be required to repeat the year. The requirements are an average of 6 C grades (excluding PE and EAL) in the final end of year grade. This decision will be made between the Leadership team and the teaching staff, taking into consideration the best educational interest of the student. A student may not repeat the same year twice.

Grades 10 to 11

A minimum of 6 C grades at IGCSE is required to be considered for admission to the IBDP. However, in order for a subject package to meet the 6 subject requirements for the IBDP, a minimum of a B in any subject to be studied at Higher Level (if studied at IGCSE level) is strongly advised. A viable package should be possible.

The IB Preparatory Year is only for those students entering the IBDP whose Heritage Language does not yet allow them to fully access the school's language of instruction.

Grade 10 students not meeting the above criteria will be considered individually by the leadership team and the IBDP Lead. Entry to the IB course is subject to a consensus using the following criteria:

- the student should have a sufficient level of English to be able to access the IB curriculum
- the student should satisfy the school's standards of work ethic and behaviour that will allow him/her to manage the challenges of an IB Education
- the student should adhere to the national standards of attendance and lateness. In order to progress to the IB students must achieve a minimum of 90% attendance

Grades 11 to 12

A total of 26 IB points in 6 subjects with:

- no grade 2 or lower for a subject
- the student must attain a minimum of 12 points on their higher levels

And

- satisfactory progress on IBDP Core (TOK, CAS, EE)
- Internal Assessment requirements for Grade 11 must have been met

Students not meeting these requirements will be invited by the IB lead and Deputy Principal to discuss their case, and take precautionary measures, in coordination with staff and parents. The final decision is made at the discretion of the Deputy Principal and/or IB Lead.

RISS High School Diploma (HSD)

The RISS High School Diploma is awarded to all students upon graduation from Grade 12, however students whose academic performance may require a different pathway will benefit from this. On a one-to-one basis, RISS in consultation with parents and the student, will discuss a different package options to ensure all our students are able to meet Higher Education requirements for university or other tertiary educational institutions.

The RISS High School Diploma is a four-year programme from Grade 9 to Grade 12. To qualify for the RISS High School Diploma, students in Grades 9 to 12 must satisfy the minimum requirement of 24 academic credits and also meet the non-academic requirements. Students must earn a total of 24 credits: 1 subject completed successfully for 1 year is equivalent to 1 credit.

The programme is as follows:

Subject	Credits
English	4
Mathematics	3
Science	3 (including a lab course)
Humanities	3
Foreign Languages	3
Physical Education	1
Technology or Visual Arts	2
Theory of Knowledge	1

Another 4 credits can be gained from a variety of electives which can be taken from: Global perspectives, a second humanity subject, second and third science subject, a third language, information technology, visual arts, drama or a blended learning subject.

The student must have participated in the CAS programme (Creative, Action and Service) with a sufficient number of projects and strands met as acknowledged by their CAS Coordinator.

Credits must be gained over a 4-year period.

The student should successfully have followed the course for the full academic year. All transfer students into the RISS, will need to produce their transcripts as proof of courses completed successfully in order to qualify for credits.

The School Day

Lesson period	Starts at	Ends at
1	**08.20**	09.05
2	**09.10**	09.55
3	**10.00**	10.45
Morning Break	**10.45**	11.10
4	**11.15**	12.00
5	**12.05**	12.50
6	**12.55**	13.40
Lunch Break	**13.40**	14.05
7	**14.10**	14.55
8	**15.00**	15.45
9	**15.50**	16.35

The schedule is drawn up at the beginning of the school year and remains the same throughout the year. Changes may occasionally be necessary and the school will keep families informed via Magister. The student timetable, which is available on Magister shows the day of the week, lesson hour, the subject abbreviation, the teacher abbreviation and the classroom where the lesson will take place.

Each lesson lasts for 50 minutes; this includes a five minute gap between lessons to ensure a smooth change. Students must be punctual to all lessons.

Timetable changes are posted daily on the monitors. Students must ensure that they check the monitors when they arrive in school.

Subject Abbreviations used in the Timetable

Foundation Course

aad	Art & Design	**ealb**	English Additional Language Beginner
chin	Chinese Foreign Language	**eali**	English Additional Language Intermediate
drm	Drama	**ealu**	English Additional Language Upper Intermediate
eng	English First Language	**eals**	EAL Support programme
dfb	Dutch Foreign Beginners	**ger**	German Foreign language
dfa	Dutch Foreign Advanced	**ict**	Information Technology
dfi	Dutch Foreign Intermediate	**is**	Integrated Science
duf	Dutch First Language	**mat**	Mathematics
fr	French Foreign language	**mus**	Music
geo	Geography (grade 8 only)	**pe**	Physical Education
hi	History (grade 8 only)	**sp**	Spanish Foreign Language
hums	Integrated humanities	**tt**	Tutorial

IGCSE

aad	Art & Design	**gpe**	Global Perspectives
bus	Business Studies	**hi**	History
drm	Drama	**igpe**	IGCSE Physical education
dfb	Dutch Foreign Beginners	**it**	Information Technology
dfi	Dutch Foreign Intermediate	**mate**	Intl Mathematics extended
dfa	Dutch Foreign Advanced	**matc**	Int Mathematics core
duf	Dutch (First Language	**us**	Own Language
eal	English (additional)	**pe**	Physical Education
eco	Economics	**sci**	Coordinated Science
eng	English First Language	**sp**	Spanish Foreign language
esl	English Second Language	**self**	self study (school supported)
fr	French Foreign language	**tt**	Tutorial
geo	Geography	**wl**	World Literature

IB

bios/h	Biology SL/HL	**itgss/h**	Information Technology in the Global Society SL/HL
buss/h	Business Management SL/HL	**mats/h**	Maths SL/HL
chinab	Chinese ab initio SL	**ms**	Maths Studies
chs/h	Chemistry SL/HL	**maas/h**	Math Analysis and Application SL/HL
dalls/h	Dutch A Lang and Lit SL/HL	**mais**	Math Approaches and Interpretation SL
dbs/h	Dutch B SL/HL	**phs/h**	Physics SL/HL
ecoh/s	Economics SL/HL	**spab**	Spanish ab initio SL
ebh	English B HL	**spbs/h**	Spanish B SL/HL
els/h	English A Lit SL/HL	**ssehs**	Sports Science Exercise and Health SL
ells/h	English A lang and Lit SL/HL	**tk**	Theory of Knowledge
ess	Environmental Systems and Societies SL	**tt**	Tutorial
frab	French ab initio SL	**self**	Self Study
frbs/h	French B SL/HL	**us**	Own language
geos/h	Geography SL/HL	**varts/h**	Visual Art SL/HL
hiss/h	History SL/HL		

Members of Staff

Specialist and Administrative Staff

Mr Rob Fens	Director, Wolfert van Borselen School Group
Dr Mónica Gilbert-Sáez	Principal, RISS School
Ms Lani du Plessis	Deputy Principal
Mr Philip Roberts	Head of Middle Years
Ms Marietjie Swart	Head of Foundation Years
Ms Miranda de Vries	IBDP Lead
Ms Rian van Spaandonk	Curriculum Leader for English Lang, Lit & Society and Literacy Coordinator
Ms Lynn Libert	Curriculum Leader for Language, Heritage & Culture
Ms Anna Kuipers-Tupko	Curriculum Leader for Mathematics
Mr Paul Alberts	Curriculum Leader for Humanities and Learning Technology

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Ms Ylva Muilwijk	Curriculum Leader for Science
Mr Clint Marshall	Curriculum Leaders for Sports Science
Ms Marcia Maxwell	Curriculum Mapping Coordinator
Mr Rafael Moreno-Adelantado	Community and Service Learning Coordinator
Mr Gerald Oudman	Learning Technology Coordinator
Mr Yoeri Groffen	Student data and Timetable Coordinator
Mr Dave Green	Student data and Timetable Coordinator
Ms Margriet van Rooij	HE guidance Coordinator,
Mr Bogdan Maljkovic	IT Technician
Ms Charline Lugtigheid	Admissions and Public Relations Officer
Ms Sarah Beecham	Leadership Assistant
Ms Cinzia Maffizioli	Leadership Assistant and Admissions
Ms Alida Koekoek	Assistant Administrator
Mr Stewart McGoldrick	Head Concierge
Ms Leah van der Kooy	Counsellor, HE Counsellor & Child Protection Lead
Ms Dorien Dellevoets	Counsellor and Attendance Coordinator
Ms Stella de Bode	Director Learning Diversity
Ms Caroline McNanie	MUN director
Ms Simone Christoffelsz	CAS Coordinator
Ms Lynn Libert	CAS Coordinator
Ms Diana van Adrichem	Staff Confidante “Vertrouwenspersoon”
Mr Ronald van der Meer	Lab Assistant
Mr Dave Rottger	Restaurant Supervisor
Ms Marcina Singaweredja-Bhageloe	Cafeteria JC
Ms Halima Dawlat	Cafeteria SC
Ms Tatjana Jovanova-Mitrovic	Teaching Assistant and School Nurse

Emergency Response Team

Ms Mónica Gilbert- Sáez
Mr Stewart McGoldrick
Ms Alida Koekoek
Mr Clint Marshall
Ms Sneha Mhatre

Safety group

Ms Ylva Muilwijk
Mr Phil Roberts
Ms Marietjie Swart
Mr Stewart McGoldrick
Ms Cinzia Maffazioli

Ms Lynn Libert
Ms Sarah Beecham
Mr Philip Roberts
Ms Margriet van Rooij
Ms Cinzia Maffazioli
Ms Lani du Plessis
Ms Miranda de Vries
Ms Charline Lugtigheid
Ms Marietjie Swart

Mr Robert Reynolds
Ms Miranda de Vries
Ms Lani du Plessis
Mr Ronald van der Meer
Ms Charline Lugtigheid
Ms Mónica Gilbert- Sáez
Mr Jens Roos

Teaching Positions/Staff

RISS STAFF ROOM

To contact any staff member by email use their **code**@wolfert.nl (e.g **dad**@wolfert.nl for Ms van Adrichem.)

Pictures of the members of staff are available on the website

Adrichem van	Diana	**dad**	Teacher of English Literature, SSST
Alberts	Paul	**pal**	Curriculum Leader for Humanities & Learning Technology, Teacher of Geography
Angelin Teixeira	Gabriella	**gan**	Teacher of Science
As, van	Celina	**cea**	Teacher of Music
Barka	Alexandra	**abr**	Teaching Assistant

Beecham	Sarah	**sbe**	Leadership Assistant, Support Staff Manager
Bestebreur	Linda	**lbs**	Teacher of Dutch
Bode de	Stella	**sbo**	Learning Diversity Leader
Christoffelsz	Simone	**sch**	Teacher of Drama and English
Cook	Faye	**fao**	Teacher of Geography & Humanities
Croesdijk, van	Anouk	**acr**	Teacher of Dutch
Cullen	Paul	**pcu**	Teacher of Humanities, Business Management
Dawlat	Halima	**hadaw**	Cafeteria
Dessì	Marco	**mde**	Teacher of Humanities and TOK
Dirkx	Jacqueline	**jdi**	Teacher of French
Emmerzaal	Marjolein	**mem**	Wolfert Librarian
England	Christina	**cen**	Teacher of EAL, GPE, Drama
Gilbert-Sáez	Mónica	**mgs**	Principal
Gkasioni	Ioanna	**igk**	Teacher of History & Humanities
Groffen	Yoeri	**ygr**	Teacher of Maths and ICT, Timetabler, Student Data
Jovanova-Mitrovic	Tatjana	**tjo**	Cover Teacher and School Nurse
Kharlamova	Tania	**tkh**	Teacher of English and EAL
Koekoek	Alida	**akk**	Administrative Assistant,
Kooy, van der	Leah	**lko**	Counsellor, HE Counsellor & Child Protection Lead
Kuipers-Tupko	Anna	**atu**	Curriculum Leader for Mathematics, Teacher of Maths
Kumar-Singh	Sadhna	**sku**	Teacher of Science and Maths
Lugtigheid	Charline	**clu**	Admissions and Public Relations Officer
Libert	Lynn	**lli**	Curriculum Leader for Language, Heritage & Culture Teacher of Eng B, GPE and EAL & CAS Coordinator
Maffazioli	Cinzia	**cmf**	Leadership Assistant
Maljkovic	Bogdan	**bma**	IT Technician
Marshall	Clint	**cmr**	Curriculum Leaders for Sports Science and Extra Curricular Events, Teacher of PE, IGPE

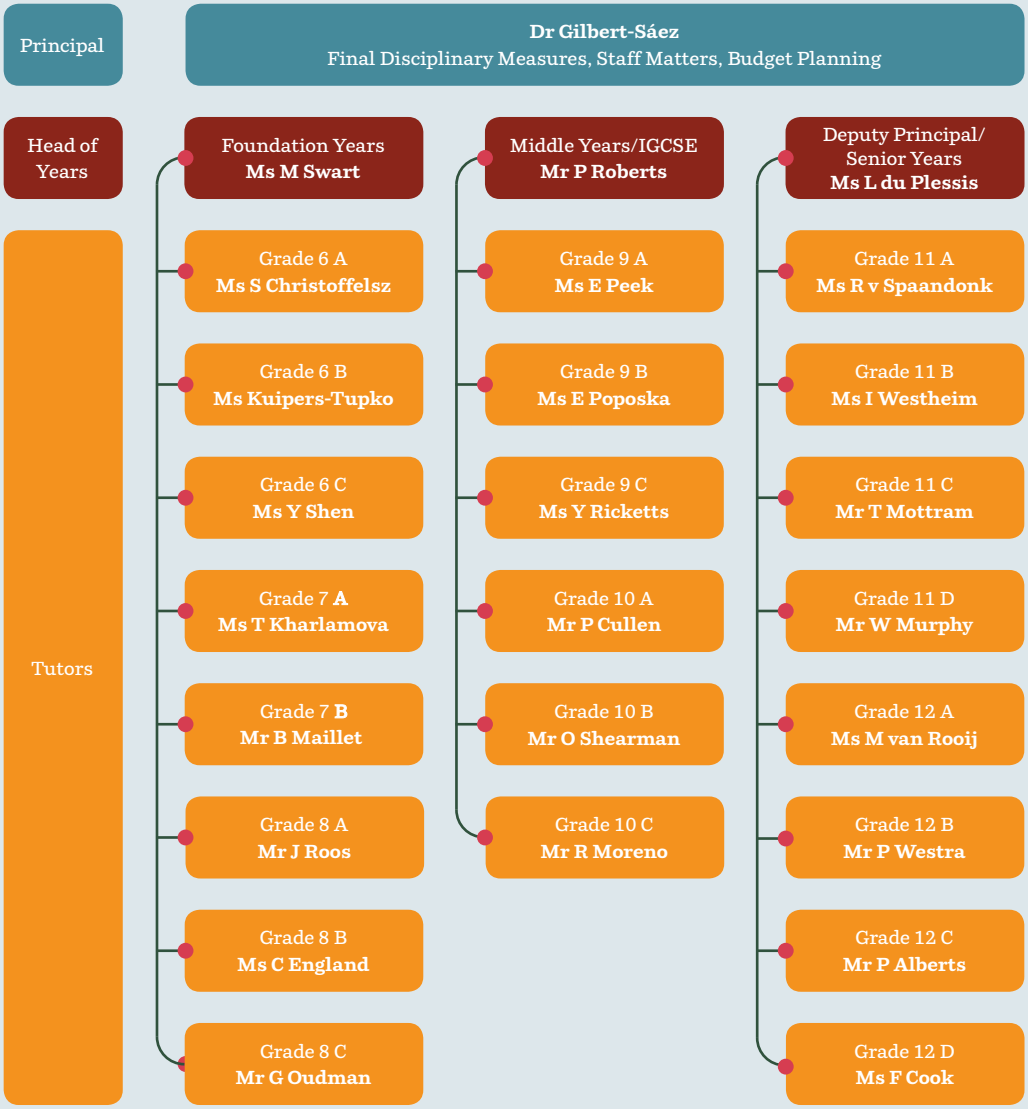
Maxwell	Marcia	**mmx**	Teacher of Visual Arts and Curriculum Mapping coordinator
McGoldrick	Stewart	**smc**	Head Concierge
McNanie	Carolyn	**cmc**	Teacher of Humanities,
Meer, van der	Ronald	**rmr**	Lab Assistant
Mhatre-Vartak	Sneha	**smh**	Teacher of Science
Mottram	Timothy	**tmo**	Teacher of English, Literature and TOK
Moreno Adelantado	Rafael	**rmo**	Teacher of Spanish and Student Leadership & Service Learning Coordinator
Muilwijk	Ylva	**ymu**	Curriculum Leader for Science, Teacher of Science
Murphy	William	**wmu**	Teacher of Science
Nait	Aglaia	**ana**	Teacher of German
Oudman	Gerald	**gou**	Teacher of ICT and Learning Technology Coordinator
Peek	Elif	**epk**	Teacher of ITGS and ICT
Plessis, du	Lani	**lpl**	Deputy Principal and Teacher of English Literature
Poposka	Elena	**epo**	Teacher of Maths
Priego Garcia	Nuria	**npi**	Teacher of Maths
Razafindrakoto	Laurence	**lra**	Teacher of French
Reynolds	Robert	**rre**	Teacher of Science, Biology
Ricketts	Yvonne	**yri**	Teacher of English, Literature and Drama
Roberts	Philip	**pro**	Head of Middle Years, Teacher of ICT and Business
Rooij, van	Margaretha	**mro**	Teacher of Dutch, HE
Roos	Jens	**jro**	Teacher of Physical Education
Shearman	Oliver	**osh**	Teacher of Science
Shen	Yu	**ysh**	Teacher of Chinese
Singaweredja-Bhageloe	Marcina	**masin**	Cafeteria
Spaandonk, van	Rian	**rsp**	Curriculum Leader for English Language, Literature & Society, Teacher of English, Literacy Coordinator

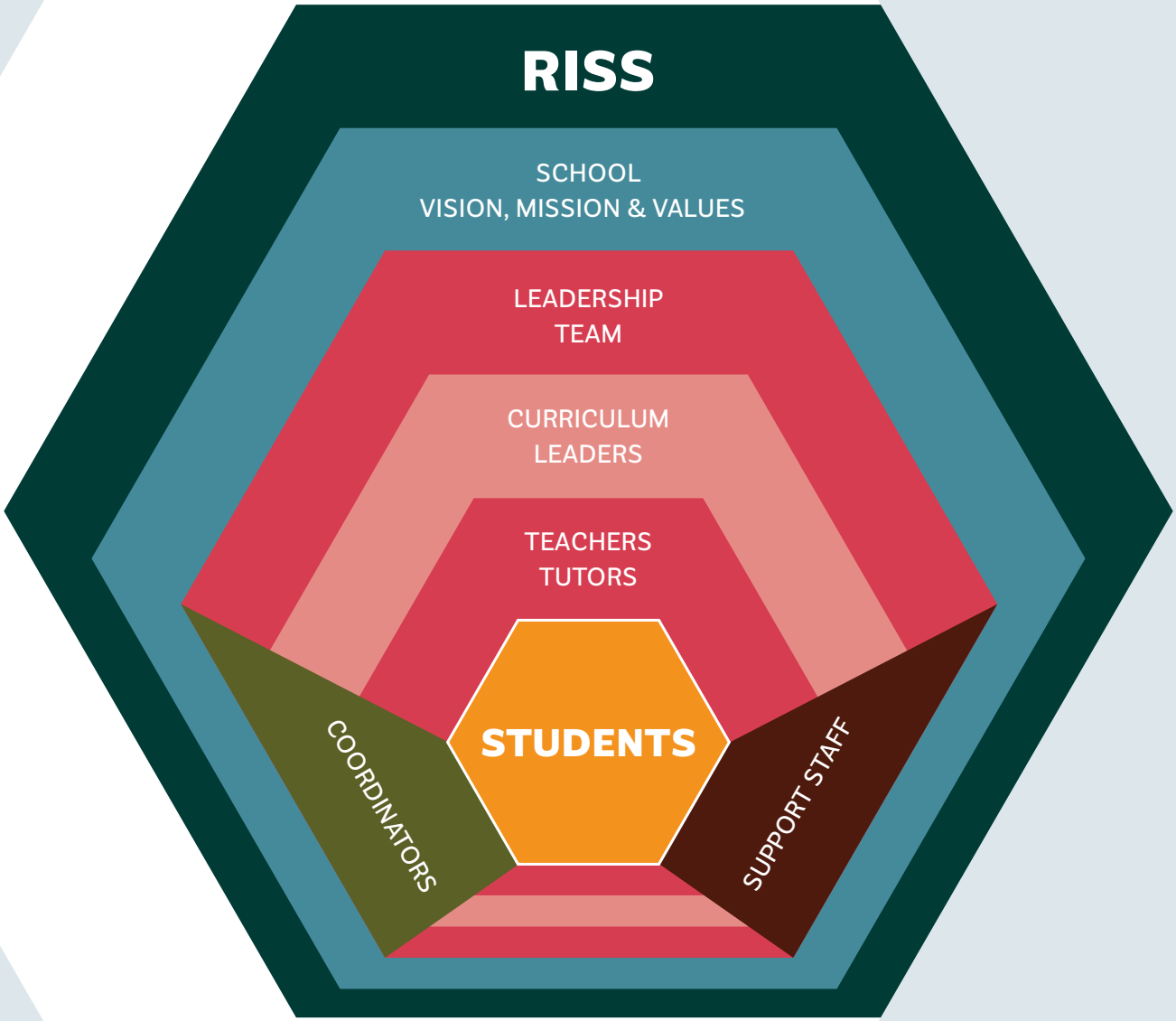
Swart	Marietjie	**msw**	Head of Foundation Years
Veenstra	Eva	**eve**	Teacher of Music
Vries, de	Miranda	**mvs**	IB lead, teacher of TOK, SSST
Wallace	Kristine	**kal**	Teacher of Maths
Westra	Philip	**pwe**	Teacher of Economics & Humanities
Westheim	Irma	**iwe**	Teacher of Spanish

Interns

Roetman	Anne	**art**	Teacher of Dutch - Trainee Teacher
Duivenvoorden	Marloes	**mdv**	Teacher of Biology - Trainee Teacher
Schellekens	Janneke	**jas**	Teacher of Spanish - Trainee Teacher
Zanen, Van	Janne	**jza**	Teacher of English - Trainee Teacher

List of Tutors/RISS Organizational Chart




RISS
SCHOOL
VISION, MISSION & VALUES
LEADERSHIP
TEAM
CURRICULUM
LEADERS
TEACHERS
TUTORS
STUDENTS
COORDINATORS
SUPPORT STAFF

WOLFERT

General Description of Staff Positions

Director

Has overall responsibility for the Wolfert van Borselen School Group.

Principal of the School

Leads the entire school. She is responsible for the planning, management, progress and implementation of the overall strategic vision of the whole school.

Deputy Principal/ Heads of Sections

Leads the school in supporting and implementing the school vision, mission and values, the strategic plan and yearly plan, with a focus on the pastoral programme and managing teaching and learning in their respective years. The deputy also represents the school and deputises for the school principal.

In addition, the Heads of Sections & Deputy Principal handle the correspondence with the respective examination boards, and supervise the timetabling and running of external exams. They maintain reference publications and materials which support delivery in their respective years. The Head of Sections/Deputy Principal also interview students to ensure acceptance and correct placement within the school. The Head of Foundation Years also liaises with feeder schools to assist students' transfer into grade 6.

The IBDP Lead

Handles all administration and correspondence with the International Baccalaureate, leads the IBDP Core and supports the pastoral care and provision of schools in the Senior Years. The IBDP Lead can deputise when the Deputy Principal is absent.

RISS Leadership Team

The RISS Leadership Team consists of:

The Principal	Dr Gilbert-Sáez
Head of Senior Years/Deputy Principal	Ms L du Plessis
Head of Middle Years	Mr P Roberts
Head of Foundation Years	Ms M Swart
IBDP Lead	Ms M de Vries

This team coordinates school wide events and acts as a sounding board for school-wide matters.

Curriculum Leaders

Lead Teaching and Learning within their area and across the school. They promote their curriculum area across RISS; they organise and facilitate meetings during collaborative time; they promote interdisciplinary collaboration and they manage the professional learning and development of their staff. In addition, as from 2019, they will engage in yearly appraisal review processes within their departments.

RISS Curriculum Leaders

Curriculum Leader of Mathematics	Ms A Kuipers-Tupko
Curriculum Leader of English Language, Literature & Society	Ms R van Spaandonk
Curriculum Leader of Heritage Languages and Culture	Ms L Libert
Curriculum Leader of Science	Ms Y Muilwijk
Curriculum Leader of Humanities and Learning Technology	Mr P Alberts
Curriculum Leader of Sports and Extracurricular Activities	Mr C Marshall

The Coordinators

The coordinators organise events and activities and negotiate with others to ensure specific work or tasks are implemented successfully, cohesively and collaboratively.

Community and Service Learning Coordinator	Mr R Moreno
Curriculum Mapping Coordinator	Ms M Maxwell
Learning Technology Coordinator	Mr G Oudman
Timetable and Student Data Coordinator	Mr Y Groeffen, Mr D Green
CAS Coordinators	Ms M de Vries, Ms S Christoffelsz, Ms Lynn Libert
IT Technician	Mr B Maljkovic
HE Guidance Coordinator and Counsellor	Ms M Van Rooij, Ms L van der Kooij

Tutors

Tutors are responsible for the pastoral and academic well-being of the students in their care. Therefore, they are the first point of contact for all parents. The role of the tutor is key and it encompasses the following:

- Instill and foster our school values, vision and mission amongst students
- Promote student charter as a key cornerstone of students' voice in our school
- Build up a positive and constructive atmosphere within the grade group
- Deliver the new pastoral programme ensuring that the provision is at the highest possible standard
- Promote house spirit and student leadership under the guidance of the Community and Service Learning Coordinator
- Collaborates with other tutors to enhance the tutoring experience
- Monitor Magister (Logbook) to check on students' well-being and academic progress, especially to pinpoint incidences that may need urgent attention
- Meet with students individually and during tutor time to cater for their individual needs
- Maintain records of students, including their reports or logbook, and discuss these with parents/guardians
- Check weekly on absence and lates and inform both students' parents and Head of Years/ Deputy Principal when action is necessary
- Issue progress reports and discusses them with parents/guardians
- Build positive relations with parents to ensure close links with home
- Organise one educational experience outside school in one academic year
- Communicate with subject teachers, other tutors and counselors when applicable
- Engage timely with students and their parents/guardians, especially when there are academic or disciplinary concerns
- Meet regularly with the relevant HoS as scheduled in the school calendar
- Supervise students' progress, attendance and discuss disciplinary issues
- Enrich the approach of students to their school work as a whole and of each individual student by introducing a variety of approaches to learning and study skills
- Refer students to the Learning Diversity Leader in consultation with Heads of Section or Deputy Principal for help and expertise
- Complete all training required linked to their role and in line with child protection and safeguarding guidance

Student Organisations at RISS

The two main ways in which the students at the RISS are actively represented are the Student Council and the House System. The Community and Service Learning Coordinator is in charge of their functioning and organisation in the school.

The Student Council

RISS
STUDENT COUNCIL

In the school community, the student council represents and furthers the interests of the Rotterdam International Secondary School student body.
The Student Council is divided in Senior Executive Council (grade eleven), and the Junior Representatives (grade nine).
The students elect two students from each class who act as their representatives on the council. Council meetings take place regularly and allow students to raise any ideas or concerns that they may have in order to deliver them to RISS Leadership Team for discussion.

House System

All students are randomly allocated to a house, and they stay in this house throughout their years at the RISS (brothers and sisters may choose to be in separate houses). The Student Executive organises various events for the students to compete against each other in their respective house teams. There is a total of 4 House Events throughout the year: Sports Event, Games Afternoon, Christmas Potluck Lunch and Charity Day.
Attendance and participation is compulsory. The events are on the school calendar so please take this into consideration when planning after school activities.

The purpose of a house is to:

- foster a sense of collective responsibility
- encourage horizontal collaboration between year groups
- make students feel there is a body to whom they feel loyal
- foster a sense of competition in the school
- give more purpose to events such as sports day and quizzes
- foster engagement in the school due to community activities

All teachers and students are placed in one of four houses:

RISS HOUSE VERMEER

RISS HOUSE ESCHER

RISS HOUSE VAN GOGH

RISS HOUSE REMBRANDT

House Structure and Organisation

- Each house has a staff member who functions as house advisor
- Each house has a senior House Captain (from the eleventh grade) and a junior student Captain (from the ninth grade)
- Each house holds a general meeting at the beginning of the school year to select the student leaders in their house. The appointment is for one year

House Point System

Houses and individual students can accrue house points in the following ways: Curricular, House events, General help and Extra-curricular. Teachers and Tutors are responsible for adding house points via E-praise.

Curricular

Academics (Whole term):	Points Earned
A+	5pts
A	4pts
B	3pts
C	2pts
D	1pt
E	0
F	0
G	0

Attendance	Points Earned
Always on time (whole term)	1pt
Class participation (teacher discretion)	2pts

Academic Achievements	Points Earned
Awards	10pts

House Events

	Points Earned
Bring T-shirts	2pts
Participation	1pts
3rd place	5pts
2nd Place	10pts
1st Place	20pts

General Help

	Points Earned
Up to Teachers:	Max. 20pts

Extra Curricular

Clubs	Points Earned	Any other clubs
Participation	2 points	2 points
Outstanding Performance	3 points	N/A

Consistency	Points Earned
Every time that a student shows up	1 Point

The House System and Student Council

The house system and the student council have been integrated to improve the coordination and functioning of both.

Under the umbrella of the Student Council, there are several groups that work in a specific field: The **Student Executive Council** is governed by a six-person body of students made up of a president, vice-president, secretary and treasurer (from the eleventh grade) and two junior representatives (from the ninth grade). The **Senior Student Council** members are in charge of the proper functioning of the Student Council and they collect students' complaints, with ideas and work to solve or apply them. They delegate their rights and duties to the **Junior Representatives** in the Senior Campus.

The **Charity Committee** is made up of 2 representatives in every grade and will organise and run one bake sale per grade and, at least one full-school charity event.

The **Gala Committee** is formed by 4 students from the eleventh grade who will plan the RISS Gala for grades 10 and 12. They will meet weekly and will be in charge of booking the venue, contacting different business and organising the decorations and event.

The **Green Team** is an extra-curricular voluntary group of students that meets once a week to discuss environmental and 'green' issues pertinent to both the school community and to the wider community outside. In particular, the group has addressed issues such as re-cycling, the problems of plastic waste, the types of foods and drinks available in school, and the provision of 'green' spaces in the school. There are two Green Teams in the school: the 'senior' Green Team meets in the SC with Mr Robert Reynolds as facilitator and includes students of Grade 11 and 12; the 'junior' Green Team meets in the JC with Ms S Mhatre and includes Grades 6 to 10.
The activities of the senior Green Team can contribute to CAS experiences for the IB Diploma.

To ensure that motivated and competent students fill these positions, interested candidates will be interviewed by an appointment committee.

The **Tech Crew** is in charge of the electric and sound equipment used in the school's activities and will set up, tidy up and run the music, lights and technology during discos, house events, the school play and other activities.

To ensure that motivated and competent students fill these positions, interested candidates will be interviewed by an appointment committee consisting of the house mentors, house captains and outgoing executive council officers.

Any grade 11 student interested in applying for one or more of the positions must apply by filling in a form during the first week of school. The students will then be interviewed by the appointment committee. Recommendations from these interviews will then be considered by the leadership team and the appointments made. The leadership team has no power to change these recommendations only confirm them (or ask for them to be reconsidered).

Student Representatives

The Student representatives to the student council will be elected by each grade class and will meet with the Executive Council approximately once a month. Two representatives are elected by each tutor class.

In the Foundation Years, student representatives are encouraged to take responsibility and start the process of taking initiative and growing into more mature students. Leadership is expected from students who choose to stand for student representatives. They are supported by tutors and Community and Service Leader coordinator. This is an excellent opportunity to grow and acquire life skills.

Duties of Student Representatives

- Report back from the meetings in the Student Executive Council
- Represent their class at the Student Council, they are encouraged to do the following:
- Be the link between the class and their tutor/Team Leader, and report anything unusual that happens to them
- Speak on behalf of the class to subject teachers to ask for study guides in preparation for tests, or raise issues of concern
- Cooperate with the Green Team in their duties, advertisement and maintaining the rooftop
- Cooperate with the Charity Committee organising the bake sale of the class by keeping note of contributions. During the sale, they take charge of the money and hand it over to the Student Council Treasurer
- Make “a thank you/ goodbye card” for teachers or students who are leaving
- Go to the office for work if there is no teacher
- Generally, remind the class to be quiet and respectful when students are unruly during lessons
- Remind the students to stand along the wall and not block the hallways while waiting for lessons
- Advertise the different school events among students by creating posters or announcements in class
- Students Representatives can be asked for help from the Student Executive Council in House Events, Discos and other activities

Behaviour

RISS is a school where all students and staff should feel safe, respected and fairly treated. We have two parallel approaches: **Restorative Practices** and a **Formal Code of Conduct**. The former aims at providing a greater voice to students and enable intrinsic behavioural change. This is a process that the school will pilot this year. However, we are conscious that sometimes behaviour can be of such a nature that the school needs to take unequivocal action to protect our student population.

Staff and students are expected to be aware of, and adhere to, the Staff Code of Conduct and the Student Charter available in our website.

RISS students and staff are encouraged to embody and demonstrate our core values: relationships, courage, respect and responsibility:

- Take **responsibility** for our own actions
- Have the **courage** to challenge ourselves academically and socially and be honest
- Show **respect** towards the community, the school and the environment
- Contribute to a positive environment by building positive and strong **relationships** with all members of our school community and those that work closely with us

Behavioural Concern process: approaches and stages		Communication
Stage 1	Any behavioural concerns during breaks and lessons are communicated formally via Magister to students' tutors.	**Magister**
Stage 2	Tutors (or mentors) are in charge of addressing any problems related to their tutees. They will also write overall behavioural concerns within Magister to maintain formal records. The tutor will also organise a meeting with the student and, if necessary, the parents, to discuss and remediate behaviour.	**Tutor/Mentor & Parents (if applicable and necessary)**
Stage 3	Any further repetition or deterioration will lead to the tutor consulting with the appropriate Head of Section/Deputy Principal regarding further action and, at this stage, a formal letter (which will be added to the student file) will be sent home to raise awareness about the situation with parents/ guardians.	**As above plus Head of Section/ Deputy Principal and/ or IB Lead for the Senior Years**
Stage 4	If there is no substantial improvement, parents/ guardians will be invited to the school to discuss solutions to restore appropriate levels of behaviour that leads to progress for the student in question. It is expected that much of the conversation with parents/ guardians will serve to establish the potential causes of a student's difficulties and, where appropriate and possible, support will be provided.	**Head of Section/ Deputy Principal and Parents**
Stage 5	The principal involvement is the ultimate stage in the process. Her participation will mean that the whole community is concerned about the current state of the situation and remediation is a key priority for the whole school community.	**Principal, Head of Section/ Deputy Principal and Parents.** **This could involve external agencies.**

Note: *Subject teachers may contact parents, but they will inform tutors for the need of this action.*

Formal Code of Conduct or Restorative Process

The first course of action is to decide if the situation should be remedied via a restorative or formal disciplinary approach. Once this is determined, the process will develop. The first step is to make the students aware that their behaviour is not acceptable and that their actions go against the school communities' values. Change must take place.

Restorative Practices

The values we believe in are set out in our vision, mission and core values and so our beliefs about behaviour are designed to uphold these. The aim is to foster a sense of responsibility in the individual. This is done to inspire in students a respect for the rights of all other members of the school community as well as to develop an awareness of their need to attain their personal potential in academic, physical and social areas. When students act against our values, we will opt, if it is possible and appropriate, primarily for a restorative response that gives agency to the student voice to rectify their thinking, re-engage with the core values and change their mindset. This is an intrinsic act of repentance and reparation and possible restoration of relationships that leads to a better understanding of responsibilities toward others based on mutual respect.

Restorative Practices is a safe and private procedure where students are asked key restorative questions:

- What happened?
- What were/are you thinking?
- What were/are you feeling?
- Who has been affected and how?
- What do you need (to do) to move forward?

It is hoped that the above will serve the majority of our student population in the resolution of conflict and poor behaviour, but we will not hesitate to act if alternative responses are deemed necessary.

Reparation activities

In principle, what we want students to understand is the effect of their actions on others. It is necessary at times to provide tasks that will enable them to understand that they need to be mindful and caring of those around them. Depending on the nature of the incidents, teachers, tutors and/or the leadership team will request students to do reparation activities in order to make amends through positive actions and repair relations with community members. They can be:

- Teacher/student conference
- Rearrangement of seating privileges in lessons
- Corvee to support the community. Corvee is when a student is assigned community service by a teacher because of misbehaviour. Community service may range from helping to clean the school to supporting simple administrative tasks around the school. Corvee is supervised
- Support a teacher's class
- Provide a talk to younger students on issues related to the wrongdoing
- Confiscation or limitation in the use of personal media equipment
- Limitation of privileges across the school, i.e. break
- Behavioural contracts
- Compulsory supervised homework support
- Parental shadowing in lessons
- Presentation to the Leadership Team on issues related to the wrongdoing
- Work on a research to learn more about the issues related to the incident. This will be given to the Head of Section/Deputy Principal
- Tutoring younger students
- Cleaning classroom(s)
- Organise a project
- Creation of a poster to be displayed across the school
- Letter of apology and action
- Lead on actions that represent a change in students' understanding

Formal Code of Conduct

Consistent and serious inappropriate behaviour or choices that either fail to be or cannot be addressed via Restorative Practices or other school and parental efforts such as counselling, will lead to the Leadership Team taking decisive action. Decisions and steps taken will be formally communicated to parents/guardians and the student. This means that there will

be occasions where drastic steps will be taken such as suspensions and exclusions. The safety, health and well-being of our wider school community is paramount. In such instances, formal measures will be undertaken to protect the school community and official letters will be sent to parents, students and the relevant authorities.

During lessons

A student will only be sent out of a class for a **serious breach of discipline**. If this happens, the student will sit at a desk immediately outside the classroom and will work on assignments set by the teacher. The class teacher will monitor the student and the student will report back to the teacher for further instructions at the end of the lesson period. Such an incident will be reported to the student's tutor and a note made in Magister (logbook).

During lessons and breaks

When a **very serious breach of discipline** occurs the class teacher will direct the student to report immediately to the appropriate Head of Section, **with assigned work**. If s/he is unavailable, the student will report to another member of the Leadership Team who will supervise and a note will be placed in Magister. In these circumstances, the student will also report back to the teacher for further instructions at the end of the lesson period. The teacher will later discuss the incident with Head of Section/ Deputy Principal and they will jointly decide on actions to be taken. Such an incident will be reported to the student's tutor, who will inform parents/guardians, Head of Section/ Deputy Principal and the Principal.

Note: *Please refer to the "Student Charter" (available on our website) for further details about Students' Rights and Responsibilities.*

The line of responsibility for behavioural issues and communication is as follows:

1. Subject teacher
2. Tutor
3. Head of Section/Deputy Principal/IB Lead
4. Principal
5. External

In all events above it is expected that parents should be informed and, where necessary, invited toschool.

In extreme cases:

- An immediate suspension in consultation with the Head of Section and Principal
- Exclusion in consultation with the Leadership Team, Crisis Team, parents and external agencies
- Being placed in an alternative school in consultation with the Leadership team, external agencies and parents

Extreme cases where the above will be enacted:

Smoking

RISS is a non-smoking school. Students are not permitted to smoke on the school premises or in the vicinity of the school. If a student is caught smoking then their parents will be informed immediately.

The use of soft or hard drugs is not permitted in the school or at any school function or activity internally or externally.

Any student who is found smoking on the school premises or in the vicinity of the school will receive a warning and a written letter will be sent home to their parents outlining the school rules and expectations. Repeated offences will be treated as a breach of the school vision and mission and an official suspension given.

Alcohol

Possession or drinking of alcoholic beverages is not permitted in either campus, unless during a school social event organised and authorised by the Leadership Team and the PTA in consultation with the administration, and then for over 18s only. The breaking of this rule is a serious breach of our school values, mission and vision, and will result in an immediate suspension or exclusion.

Drugs

The use of soft or hard drugs is not permitted in the school or at any school function or activity internally or externally organised and led by the school. Any student caught with or suspected of being in possession of drugs will be suspended with immediate effect and the police will be contacted. Please see the RISS Drug Policy on our website.

Weapons

Weapons are forbidden. Items that might be considered a weapon or have a likeness to a weapon, or are suspected of being adapted for use as a weapon, are also forbidden. Any student caught in possession of a weapon will be suspended with immediate effect and the police will be contacted.

Vandalism

Misuse or damage to school property will result in disciplinary action. Students should treat the property of others with respect and care. The parents or guardians will be contacted and held responsible to pay for any damage related to school property, or the personal property of other students. In the event of very serious intentional damage, the student may also be suspended or excluded from the school with immediate effect.

Theft

Theft of any article from the school, whether of school property or staff or student valuables, will result in the police being contacted and appropriate disciplinary action will be taken. The security cameras present may be used to find evidence of theft.

Discrimination

Discrimination based on race, nationality, gender, appearance, sexual orientation or religion will not be tolerated. Students guilty of such behaviour will have their parents brought into the school for discussions and appropriate disciplinary action will be taken. Any repeat of the discriminatory behaviour will result in the student being suspended with immediate effect from the school or they may be directed to seek an alternative school.

Sexualised Behaviour

The school has a zero-tolerance approach to the delivery, viewing or sharing of any material of a sexual nature, whether it is spoken, written, video or images. Our school has a young population and, as part of our child protection obligations, any action indicative of sexualised content will be viewed as serious and the student will be suspended with immediate effect. For students, this is a concerning issue, one that will potentially involve the Crisis Team and appropriate external agencies.

Abusive/Violent Behaviour: Students

Students whose behaviour is violent or language is abusive towards students or staff in the school or who in any way endanger the safety and well-being of staff and students, will be suspended with immediate effect from the school. The parents/guardians of any student involved in any such incidents will be brought to the school to discuss ways to deal with the behaviour. Any repetition of such incidents by the student may lead to the student being directed to seek an alternative school. The school reserves the right to contact the police.

Abusive/Violent Behaviour: Visitors

The school is an environment with a young population and all visiting adults are expected to exercise high levels of excellent behaviour, no matter how difficult the issues may be. Encountering an out-of-control adult is a very disturbing experience for a child. The school will not tolerate such behaviour. Adults who come to the school who are loud, abusive and/or violent verbally or physically will be requested to leave the school premises immediately. Further contact with the individual will be decided by the school leadership team. In addition, no visiting adult that arrives suddenly will be seen, especially if that person is showing signs of anger. All parents have the right to ask for an appointment, a process which will help with planning and addressing any issues effectively. The school reserves the right to call the police in extreme cases.

Academic Honesty and Malpractice Policy

All students and teachers at RISS should be aware of what constitutes authentic work and what is meant by malpractice. This should be addressed during tutor time in all classes and especially in the exam years. Plagiarized work submitted for any assessment will lead to an automatic failure for the student. Any staff member who is involved in, or neglects their duty to ensure academic honesty, will face disciplinary action.

Authentic work

- Work that is based on the candidate's individual and original ideas
- Work and ideas of others are fully acknowledged
- Assignments, written or oral, must use the candidate's own language and expression
- Sources used, must be fully and appropriately acknowledged

Malpractice

Malpractice is 'behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components'.

Malpractice includes:

- **Plagiarism:** the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- **Collusion:** supporting academic misconduct by another candidate, for example, as in allowing one's work to be copied or submitted for assessment by another
- **Duplication of work:** the presentation of the same work for different assessment components and/or Diploma Programme core requirements
- **Leakage:** this means that the total or partial content of an exam has been obtained, disclosed or shared prior to the examination
- **Impersonation:** An individual who is not registered as a candidate take the place of one that is registered
- **Smuggling of foreign materials:** This is the introduction of unauthorised materials notebooks, crib notes, charts and answers into the examination hall. The material is normally hidden pants, shoes, hems or underwear or written on parts of the body
- **External Assistance:** Individuals who are not examination candidates giving unauthorised assistance to candidates. This can be done by an individual, using electronic devices or oral/visual aids
- **Copying:** Reproduction of another candidate work with or without permission
- **Intimidation:** threaten physically a member of staff or student(s) to provide extra help to student(s)
- **Makers Malpractice:** Deliberate changes of marks designed to inflate or deflate a candidate's original mark
- **Other Behaviour that allows any student to gain unfair advantage:** for example, disrupting or distracting other candidates during an exam, stealing examination material, providing all or partial answers to exams prior to its delivery. This also includes failure to respond to exam protocols, such as to stop writing after the allocated time has passed
- **Specifically for the Exam Years:** Falsifying a CAS record and receiving or passing of information from candidates about the content of an examination paper within 24 hours after a written examination

Penalties for Malpractice across the school, especially at Foundation and Middle Years (internal)

- If a student has plagiarized a homework assignment, then they will receive a mark of 1 for that assignment and be given a warning about the seriousness of what they have done. The parents will be formally informed via formal written communication
- If a student has plagiarized internal assessment work for their IGCSE (or IBDP), then their parents will be called in to discuss with the student the seriousness of the malpractice and to make it clear that it is a serious breach of our Academic Honesty and Malpractice Policy. This will be documented via Magister, evidence kept on file and an appropriate penalty and disciplinary action will be decided by the school.
- Students sign off on the authenticity of their work. Our school must adhere to the requirements of any of its external exam boards.
- Any member of staff involved in any of the above practices, or who fails to ensure adherence to best practice regarding academic honesty, will undergo disciplinary procedures by the school leadership team. The IB Diploma Programme, Cambridge Examination, Wolfert and the Country's legislation have strict rules and expectations on exam malpractice and academic honesty and the school will adhere fully to their regulations and guidelines. The school will report all cases of suspected malpractice to the external examining bodies.

General School Information and Guidelines

With the cooperation of students, members of staff and parents/guardians, we believe in high standards of appropriate, consistent and positive behaviour. This applies to us all and it serves to reassure and provide a working and collaborative environment that we can be proud of.

School/Home Communication

The school engages with parents and guardians via email. Please ensure that all your personal data is updated for effectiveness.

Communication process

1. For any needs engage with students' tutors in the first instance. The tutor should be in contact with you within 24 hours.	**2.** If you don't hear from the tutor, please contact immediately the Head of Section/Deputy Principal and cc the tutor. You should receive an acknowledgement or phone call during the day.	**3.** If after 48 hours, you have not received a reply from any of the other school staff members, please email the school principal.
Tutor/Mentor	← **Head of Section/ Deputy Principal**	← **Principal**

N.B. Phone calls to the school are not effective. Expecting to talk to members of staff on the spot is unrealistic as they will have unavoidable scheduled teaching commitments. It is far better to email and organise any necessary communication from there. That said, of course, genuine emergencies will be treated accordingly once this is communicated during the call.

ID Cards

All students are issued with a school identity/cash card with a lanyard and **should carry it** during school hours and at every school-related activity. Students will receive their first card free of charge. Losing or damaging the card and or lanyard will result in having to pay for a replacement card and lanyard at the cost of € 10.00.

The student identity card is an essential item that each student needs to have with them. It serves the following purposes:

- It allows students to enter RISS building. A detector is positioned outside the main and back door to RISS buildings. To get in, a student must place their card flat against the detector. This unlocks the door and allows it to be opened. In case of difficulty, ring the front doorbell
- In the SC, the card allows the student to open the gate to leave the school grounds outside of the normal hours when the terrain is accessible

- It opens the students' lockers using a similar detector to that mentioned above
- It allows students to print copies on the copiers for a nominal fee. Students can make black/white as well as colour copies. Prices are posted in the media centre
- It allows students to log into the computers in the media centre in the Wolfert van Borselen
- It allows students to borrow books from the media centre in the Wolfert Library and ORC
- Grade 10 and 12 students may need their cards during their final exams for identification purposes
- Students are assigned their textbooks via their school cards

New students should see one of the administrative assistants, who will inform them how they can obtain the ID card. If there is a problem with the card you have to go to the Wolfert Administration located off their Aula in the main building, who can answer all your questions concerning this matter. You may contact our school administrators for help on this.

Charging cards

Students can charge or recharge their school card for printing. Instructions to do this can be found on the school website https://myprint.wolfert.nl/RicohmyPrint/Login.aspx

Lessons

Lesson periods are 45 minutes long. There is a 5 minute interval to ensure a smooth changeover. Students may not leave the room before the bell sounds to end the lesson.
Changes of room or lesson time can only be approved daily by the Timetabler. Changes can beseen when possible on Magister and on the monitors in the school lobby, aula, and hallway.

- Students must proceed to their classes at the first bell - or at the appropriate time in SC
- There is no bell in the SC, and students and teachers are responsible for timekeeping
- Students must wait outside the classroom until the teacher arrives
- By the second bell, all students in the JC must be inside the classroom, and prepared for the lesson to begin
- If the teacher is not in the classroom by the second bell, the Student Council representative should contact the school administrator. All other students must wait quietly outside the classroom
- Students must line up along one wall so that it is possible for other students and teachers to pass

- In general, students should not request to leave the classroom in order to go to the WC. It is their responsibility to make themselves comfortable before the class begins
- Students are expected to be ready to resume their lessons at the end of the breaks. Students must ensure their food purchases and bathroom breaks occur in a timely fashion

Deadlines

To promote a structured approach to learning within the RISS, students and staff are expected to meet deadlines. Deadlines are important to all the programmes. Failure to meet deadlines affects the assessments and results. Deadlines are also an intrinsic part of the adult professional world for which we are preparing our students.

Attendance

Attendance is recorded at all lessons. Students must attend all classes for which they are registered. Absenteeism is permitted only when the parents or guardians of the student document a valid reason for the absence. **Parents or the Guardian must contact the school before 8:15 am on the day of the absence.**

Parents with students at JC report matters of attendance here:
jc.attendanceriss@wolfert.nl
Parents with students at SC report matters of attendance here:
sc.attendanceriss@wolfert.nl

Students and parents/guardians who do not comply with these rules will be reported to the Rotterdam school authorities - this is a legal requirement.
Students are obliged to make up for work missed during their absence. It is the responsibility of the student to contact subject teachers directly to discuss the work missed.

Lateness and Absence

Students who are late to school must report to the Administrator. They will receive a permit (red slip) to enter the lesson and they will have a detention, which is announced via their magister. The detention time will be a time to reflect. Listening to music and working on phones will not be permitted.

Students who are absent from class, or who report late to a lesson, will have their lateness clearly reported on Magister.
Medical, dental or other appointments should be made outside school hours, as far as possible.
There is a no-tolerance policy concerning truancies (skipping classes). Any student "skipping" a class will automatically be given a detention and it will be appropriately documented within magister. The parents will be informed.

If a student is absent, the parent should telephone the school to say that their son/daughter will be late or send an email to either sc.attendanceriss@wolfert.nl (senior campus) or jc.attendanceriss@wolfert.nl (junior campus). If a student is late for class in-between lessons without reason, this will be recorded as a '**tl**'.Tutors will count the '**tl**' and report to the administrator, who will take the appropriate action.

When a student is absent '**aw**', without a reason, it will be reported in Magister. The school will pass the information on to parents.
When a student is illegally absent for more than 16 hours within a 4 week period, then the school is obliged to report this to the Leerplicht'. All letters sent out will be cc'd to Tutors, Team Leaders and be placed on Student's Record File.

Illness at School/School Nurse

Students who feel unwell in school, will be seen by the school nurse in the JC, if she is present. The school nurse will assess the situation and determine the further course of action. The LT will be informed.

A student leaving during the day due to sudden illness must report to the administrator in charge and be given a permission slip to leave the school premises. The slip will be issued only after the parent/guardian has been contacted. Students must keep the slip to show to the truancy officers or police if they are questioned on the street.

Special Leave

Students who require Special Leave during school days must receive prior permission from the Head of School/Deputy Principal. A form, Special Leave for Absence, available from the school website, must be completed. A maximum of 10 school days per school year may be granted for

unavoidable special leave requests. Failure to comply with this rule could result in parents having to pay substantial fines issued by the local Education Authorities. There are specific regulations linked to granting special leave.

Attendance protocol - Municipality of Rotterdam

Process for managing: number of lateness are measured per school year

Type	Action
Weekly: Tutors check magister on attendance, discuss any recurring issues with student lateness.	Tutors, write in magister logbook
3 x late Tutor talks to student and writes it in magister logbook, tells Head of Section	Tutors report Head of Section
6 x late Letter sent to the parents, signed by the tutor. Note should be made in Magister Logbook.	Tutor to send letter, report of Head of Section. Note should be made in Magister Logbook.
9 x late letter sent to the parents by the Head of the Years	Head of Section - note in magister logbook
12 x late	Head of Section to request the situation to be reported to leerplicht which will send a letter to parents/carers.
15 x late	Process led by Leerplicht. Their actions could potentially lead to a HALT type programme

Notes to consider

- Lateness: the time frame is measured per school year. (This is official, so it is definitive)
- In the case of sustained lateness due to trains, weather or traffic conditions, etc, a decision must be made by the Head of Section. By this is meant that students are normally marked late with a reason if there is a delayed train etc. This is acceptable only up to a certain level, not weekly. This is going to be dealt with case by case and led by Heads of Section
- Only for Lesson 1, a "late" is considered a "late" within the first 15 minutes of the start of the lesson, anything beyond that becomes an **unexplained absence**. Students will still need to present a late slip

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- For a late during the day, if a student is more than 10 minutes late for a lesson, it becomes an unexplained absence, without a valid reason. An example of this would be speaking to a Head of Section. The Head of Section will inform of this to the teacher or accompany the student back to his/her lesson
- For RISS students only, parents need to communicate to our Heads of Sections if there are special circumstances that will affect their normal attendance itinerary in the long term

Further information can be found on our website in the policy section under "Attendance Regulations".

Attendance at After-School Functions

In general these functions are open to all students for whom they are intended. However, any student who has been absent from school on the day of the function, may not be allowed to attend.

Breaks and Non-Timetabled Periods

During breaks and non-timetabled periods students may go to:

- JC to the aula or study carrels for work or to the basketball area behind the JC building but not by the bicycle area
- SC to the ORC, balcony/canteen or courtyard
- Students who need to pay special attention to their studies might be requested to work in specific areas
- Student in the JC may not leave the school during breaks of free periods, as we have a closed campus policy

The study carrels and ORC should be used for quiet studying, and no food, drink or loud socialization or game playing is allowed during class time. The areas must be kept neat and clean at all times.

During classes and after school, students are expected to remain respectful and quiet in the school building. Shouting, running, playing loud music or loud talking is disruptive to our learning atmosphere.

Students may only leave the building when their classes are over for the day. Once a student enters the building at or before the start of their lessons they may not leave again until their last lesson of the day.

Food and Drink

Food and drinks are only to be consumed in the aula, or on the roof terrace. However, during breaks students are permitted to relax and organise their lunch in the building, but not in stairs at the back of the building in the JC. The SC has a designated area for food and drink in the canteen during the day. No food is allowed in the ORC in the SC.

Only **water** may be consumed in class. No food is permitted in the classroom.

Note: *The use of chewing gum and energy drinks are strictly forbidden in the school building.*

Students can buy snacks and drinks in our restaurant on the 2nd floor in the aula/canteen. Alternatively, of course, students may wish to bring their own food and drink to school. The microwave in the SC canteen must be cleaned after each use by the student using it. Please follow the clear directions on its use.

Any other requests from students related to food and drinks need to be discussed with their Head of Section/Deputy Principal.

Healthy School

Our school, and canteen in the Aula is striving to become known as a healthy school, by offering healthy food choices to the students. For this purpose, the school canteen is working towards the following basic rules and guidelines:

1. In every product group, offered in both canteen and vending machine, a healthy alternative will be available for the students
2. The healthy choices on offer for the students, will be available in an easily recognizable place, with the healthy choices displayed prominently within sight. In the vending machines, the healthy choice should be displayed prominently in the top half of the machine. At the till, only healthy choices like fruit should be displayed
3. Water should always be easily available, either in the water fountain or as a choice to buy

Electronic Equipment

Mobile/smartphones and headphones may be used for personal use only, outside lesson time.
If it is used in lesson time without the authorisation of the teacher, the phone(s) will be confiscated and returned to the student at the end of the day.
Mobile/smartphones must be switched to silent mode during classes.
Headphones must be stored out of sight unless they are being used appropriately.
Equipment with loudspeakers (eg iPod docking stations etc) may not be used in school.
Sound produced by the mobile phones should not be audible to anyone else, except the user.
If students would like to practice dance moves/skits during the break, they may use the drama room during break after obtaining permission.
Parents should not directly phone or whatsapp students during their lessons. Any urgent message can be communicated to the school administration staff, who will locate the student and pass on the message.

Further information will be available in the social media policy.

Public Recording

Students (and members of staff) are not allowed to record lessons, persons or incidents in the school, with either an audio or visual recording device, without the express acknowledgement and written permission of the person(s) being recorded. Students may also not post images of other students or teachers to social media without the express permission of the people involved. Further information regarding GDPR issues is available on the website.

Students may not post images of other students or teachers to social media without the express permission of the people involved.

RISS Wireless Internet and Social Media Use

A wireless internet connection is available within the RISS building, with the aim to provide students and staff to be online for educational purposes.

Online games, downloading torrents, harmful content or watching inappropriate videos that goes against our school values, (i.e. 18+ content,) hacking and streaming videos are not allowed. No RISS computers may be damaged or willfully infected with a virus. Students are urged to perform regular virus scans and spyware scans at home on their personal devices. The detailed policy is available on the school website.

Sexting, harassment, flaming, exclusion, outing, cyberstalking and masquerading are all forms of cyberbullying which are against our school vision, mission and values and will be dealt with severely.

The school will contact the parents to remediate and restore relationships. Parents are first and foremost the main carers of their children's wellbeing, and must establish guidelines to enable our school to work with these issues. The school cannot work and deal with situations in isolation.

Hats, caps and similar

As a matter of general courtesy, hats, baseball caps, hoodies and similar headgear are not allowed to be worn in the school.

Dress Code

Students are expected to dress in a manner that will not offend or distract other students or staff. Dress should be appropriate to a respectful and healthy school environment and should not impede a student's learning. Students who do not adhere to this rule will be spoken to and asked to cover up, change or be sent home to change the offending or inappropriate garments.

As a school we recognize that our students come to us with varying backgrounds and cultural differences and norms. Freedom of expression is encouraged, while also taking into consideration the health and safety of each student. Clothing should enable and encourage, and not hinder the learning process.

If in doubt about the school dress code, a quick glance in the mirror can quickly solve this. If your private part(s) are visible, which includes your chest area, buttocks and/or midriff, students should consider changing to more respectful and appropriate attire for school.

Lockers

Lockers will be provided for RISS students on an annual basis. This will be arranged through the administration. It is the responsibility of students to keep their lockers tidy. Tutors may request locker checks.

Responsibility for Valuables

Lockers are provided for the storage of students' property. Whilst every reasonable measure is taken, the school can accept no responsibility for lost or missing objects. Money or other valuables should never be left unguarded especially in the PE changing rooms.

Elevator

In general, students are not permitted to use the elevator. In case of exceptional circumstances (sickness, infirmity etc.) they should get permission from their Head of Section

Language

Students are expected to use respectful language throughout the school. Foul or abusive language and inappropriate comments in school and during school functions will not be tolerated and will be dealt with in accordance with our behaviour expectations in the section above.

Security Cameras

Security cameras which make continual recordings are located throughout the school. Whilst they are not constantly monitored, students should be aware that their actions could always potentially be seen, and looked up on the camera recordings. The security cameras are used to ensure the safety of all students and staff, both inside and outside the school area.

Admittance to the school

Admittance to the school for students and staff is via the school card. Students should not open the door to anyone without a card. Students without a card or visitors should go around to the reception area and ring the bell for admittance to the school.

Visitors

Visitors to the school should report to the concierge's office in the front and will be issued a visitor's badge and lanyard, which must be displayed prominently.

Roof Terrace/Balcony

Our roof terrace, balcony and courtyard is open for the use of students during breaks and free periods. Students are expected to respect the learning environment, and should not make undue noise. To ensure the safety of students, the roof terrace and SC balcony is bounded by a safety fence and is under constant observation by our internal security camera system. It is not allowed to throw any object from these areas, or to climb on or over the safety fence.

Play Area

A supervised play area is available during breaks for students. It is suitable for the playing of ball games etc. Students wishing to use this area should assemble in the entrance hall at the beginning of break and wait until the staff escort arrives. Students may not leave the school without teacher supervision during breaks. Students should follow the instructions of the staff who escort the students out to the field. Students should return to the school timeously, in order to attend to personal needs.

Bicycle Storage and parking

Bicycle racks are available behind the RISS school building. These racks are monitored, but is used at the owner's risk. Bicycles may not obstruct the emergency exits, nor be parked outside the staffroom. Students who use the bicycle racks in the JC, may enter the School building through the back door of the school . In the SC, the students should park in the bicycle shed provided, not in the carport or in the teacher bicycle shed.

Parents may avail themselves to the parking area in the SC if they have an appointment at school or attend a function. Should students want to use the parking space, they will always have to discuss this first, and ask permission from the Deputy principal.

Evacuation Exercises/Routines and Lockdown exercises

Evacuation procedures are covered in the tutorial and the classroom, but all students should familiarize themselves with the emergency exits in school. When the fire alarm sounds, all students should quietly and quickly evacuate the building in an orderly manner, via the nearest emergency exit indicated by a member of staff. Students convene in their class groups in the designated Assembly Point. Students should not take any bags with them.

School Trips

The school trips are an integral part of the school curriculum and it is compulsory for students to attend. Students in grade 6 – 9 and 11 go on school trips, which are carefully designed to meet both academic aims and form social cohesion within a grade. Students will be informed in a timely manner of the place and nature of their trip, which differs according to their age. The cost for the school trip is included in the school fees. Please inform the school two weeks in advance if your child will not be able to attend.

Extra-Curricular School Activities

There are a number of extra-curricular clubs at the RISS. All the details, (for example, any equipment you will need, specific times, dates and how long the activity will last) will be given at the start of the school year by the activity leader. The extra-curricular activities include:

- Sporting clubs
- Drama Club
- Social Media Club
- Duke of Edinburgh International Award
- Model United Nations: MUN
- Green Team
- Hiking Club
- Human Rights
- Debate Club/Public Speaking
- Maths Club
- Running Club – 5km runner
- The RISSUE: School Magazine
- The Art Club
- School Band

All the clubs and activities are free and all students are welcome to join.

Extra-Curricular School Activities (Paid)

There are also some extracurricular activities at RISS which are paid. Appropriate information will be sent home during the course of the year.

RISS Learning Diversity Programme

The RISS Learning Diversity Programme (LDP) expands the capacity of the school to respond to the individual educational needs and be inclusive of all students. The RISS comprehensive model combines traditional academic tutoring, study and organizational skills guidance and socio-emotional therapy to address the needs and interests of each student. The school community shares understanding that inclusion improves educational outcomes for all children. Curriculum areas and the LDP work as a team to ensure maximum educational benefit for students with a variety of abilities, skills and talents. The short-term goals for students may include preparation for tests, homework completion assistance and in-depth review of classroom materials. Long-term goals include skills leading to life independence including teaching study and organization skills, developing attention and focus skills, encouraging self-advocacy skills and healthy self-esteem.

Conditions Supported at RISS

RISS provides stages of support for students with learning difficulties as well as some learning disability conditions. RISS supports students with a variety of individual learning differences including:

- **Dyslexia,** learning difficulty that can cause problems with reading, writing and spelling
- **Specific numeracy difficulty,** learning difficulty that can cause problems with numeracy, i.e. math-related skills
- **Dyspraxia,** difficulty with writing caused by problems coordinating movements
- **ASD, Autism Spectrum Disorder** (mild, high-functioning)
- **ADD/ADHD,** Attention Deficit Hyperactivity Disorder
- **Giftedness,** intellectual ability significantly higher than average

A variety of accommodations as well as extra academic and non-academic (e.g. hand-writing) supports are offered by the school including:

1. content presentation accommodations (alternate modes of access to content such as are auditory, multi-sensory, tactile, and visual)
2. student response accommodations (completing activities, assignments, and assessments in different ways)
3. setting and environment accommodations
4. timing and scheduling accommodations

Sometimes accommodations are not enough and a student has to be taught according to her/his current developmental and academic levels. Individual cases when curriculum modifications (reducing, simplifying or changing the subject content) may be necessary are decided on a case-by-case basis and if spaces are available within the service.

Learning Support Entrance Requirements

RISS recognizes that the admission of children with learning needs is complex and needs to be undertaken on a case-by-case basis. Every student with an existing support plan and school accommodations is required to turn in a complete application for admission including previous IEPs/care plans, including any psychoeducational and medical reports and evaluations that a student has been previously given.

The application and supporting documentation will be considered by the School's Admissions team including The Head of Years, the School Counsellor, EAL Coordinator and Learning Diversity (LD) Specialist to decide if RISS can meet the student's needs and provide the students with the opportunity to succeed. The placement and stage of supports, as well as Care Plan necessit, would be decided and discussed with parents. In some cases a prospective student may be tested by the school LD Specialist to determine basic academic levels.

School Counsellor

The word "counsellor" might mean many different things to you, depending on your background and experience in the past with counselling. The role of the school counsellor, is to be a person who can be trusted, who will listen to the students, who will not judge the students and with whom they can feel safe. The counsellors understand the challenges, obstacles and difficulties of secondary school - especially an international secondary school and being a teen. Together, the counsellor and student can work as a team to help the student sort through any issue that is bothering them.

The counsellor is able to offer short term services to students to discuss areas in which they wish to grow or they might be a trusted person to speak with. An environment is created where students can feel safe to express themselves and where student and counsellor can work together to create a solution for any issue they might be experiencing. Complex problems and longer therapy sessions will be referred to professionals who can offer specialized help in Rotterdam. Counselling sessions in school normally last around six weeks. The sessions are confidential. However, in cases of self-harm , abuse or threat to oneself or others, the counsellor is required by Dutch law to report such incidences.

The counsellors also liaise with Dutch national authorities to support students and/or families.

How to make an appointment?

RISS uses a comprehensive pastoral approach, so if a student wishes to meet with the counsellor, he or she needs to be referred by their tutor and the Head of Section for their grade. Students should not self-refer themselves to counselling.

Students or parents wishing to meet with the school counsellor should notify their tutor and the tutor will inform the Head of Section. From there, the Head of Section will make a referral to the school counsellor.

All students at RISS under the age of 16 require parental permission to meet with the counsellor. When parents give permission for their child to meet with the school counsellor, this is an acknowledgement of the mandatory reporting code related to child abuse, neglect and endangerment that Dutch law requires of school counsellors, teachers and staff.

Bullying (this is a form of peer-on-peer Abuse)

Bullying is not tolerated at RISS and as a school, we are dedicated to preventing negative behavior before it starts. Tutors work diligently to educate and guide our students on the signs of bullying. This includes offering the tools to know how to report bullying and what measures we can take to ensure that each student feels safe and protected while at school. Bullying can include verbal or physical harassment, inappropriate use of social media and digital devices to incite fear or harm to another, threats of physical or emotional harm to an individual or discriminatory behavior based upon a person's ethnicity, culture, gender, appearance, religion or sexual orientation.

If a student is experiencing bullying, s/he should approach their tutor for guidance and action. If necessary, disciplinary action will result if bullying behaviour persists. In The Netherlands, bullying can be considered illegal and in certain cases is punishable by law.

Child Abuse

At RISS, we are committed to identifying the signs of childhood abuse and following a course of due diligence to report such incidents according to Dutch law. Child abuse can comprise several categories, including physical abuse, emotional abuse, sexual abuse, neglect (physical and emotional) and explotation.

As required by Dutch law, educators and staff at RISS have a duty to report any instance where abuse or neglect is suspected. Signs of abuse or neglect include, but are not limited to: bruises, cuts, broken bones, low-self worth/low mood as a result of emotional/physical/sexual abuse, habitual absences or lateness, sleeplessness, insufficient parental support & guidance, poor diet or poor hygiene.

If any member of the RISS community at any time suspects that a child is being abused, it should be immediately reported to the School Counsellor, Principal or a member of the Leadership Team. All reports are handled confidentially and will be processed according to the reporting code as indicated by Child Protection laws in The Netherlands.

Child Protection Policy

Rotterdam International Secondary School is committed to child safety and ensuring the well-being and protection of students and staff. Our approach to child protection takes into consideration the unique multicultural aspects that accompany an international setting. In particular, we pay close attention to the individual cultural, ethical and emotional aspects of the children we educate. We strive to maintain the highest level of standards and training that encompass each and every child. This includes making student safety awareness and sensitivity training an integral part of our curriculum delivery.

The approach is holistic which includes but is not limited to an in-depth pastoral programme, a dedicated Student Protection Lead & team, continuous professional development for our teachers and staff so that they may keep aware of the latest news regarding student safety and coordination with local and national authorities who are experts in the field of protecting our youth. We endeavour to engage our students, teachers, staff and parents to adopt a constant commitment and vigilance to ensure our community is a safe and approachable atmosphere for children to learn and grow.
For a comprehensive view of the protocols RISS follows, please refer to our Child Protection policy.

Student Protection & Crisis Team

The members of the Student Protection and Crisis Team are:
Ms L van der Kooy.....lko@wolfert.nl (Child Protection Lead)
Ms D Dellevoet.....ddv@wolfert.nl
Ms M Gilbert-Sáez.....mgs@wolfert.nl
Ms L du Plessis.....lpl@wolfert.nl
Ms M Swart.....msw@wolfert.nl
Mr P Roberts.....pro@wolfert.nl
Ms S de Bode.....sbo@wolfert.nl
Ms M de Vries.....mvs@wolfert.nl

Note: *in serious cases external agencies are also involved and invited to take part in meetings such as Koeurs VO and The National Attendance & Truancy Office.*

Higher Education (HE) at RISS

The HE Guidance and Counselling team at RISS work within the school community to ensure the highest possible standards are utilised when guiding our students through the higher education process. The HE Team work together to guide RISS students and parents in the

decision-making process for their future careers & higher education plans. They take a multi-disciplinary approach that takes into consideration the students' goals, academic performance, ALIS assessment results, and they offer personalised attention to the HE process.

The HE Counsellors, Ms. van Rooij & Ms. van der Kooy, offer individual guidance on decision-making, researching career paths & university possibilities, assisting in the application process, and managing key deadlines. Grade 11 IBDP students begin meeting 1:1 with the HE counsellors. By the end of grade 12, students will have completed a total of two personal interviews with the HE counsellors and will have had the opportunity to attend local University Fairs, learn about careers & university paths during tutorial sessions and also have access to the Unifrog network.

The HE Team have created an HE platform on the RISS website, containing up-to-date information regarding higher education in the Netherlands, UK, USA and abroad. The website also contains the HE newsletter, a calendar with key HE dates and practical help regarding the application process.

The HE counsellors are committed to making this crucial transition from secondary school to higher education a meaningful and successful process. The HE counsellors have a dedicated office in the senior campus where students can come to do their own research on Unifrog and also read the prospectus for hundreds of universities all over the world. There is one school day each week where the counsellor will be there all day and students can drop in at any time - no appointment is necessary.

To contact the HE counsellors, email he.riss@wolfert.nl.

The Parent Teacher Association (PTA)

Outline

The role of the Parent Teacher Association (PTA) at the RISS is to support the school community. This is done by organising social or cultural events for parents, students and staff. The PTA is an important element in the partnership that makes up the community that is the RISS.

Organisation

The PTA elects a chairperson, secretary and treasurer from amongst those parents who are interested. Meetings are held at the RISS and are open to all parents and staff. The dates of upcoming meetings are posted on the school's website in the PTA Section.
The meetings are very informal and all parents are encouraged to attend. The meetings are attended by a school representative, if possible.
Members of the Student Council are also invited to attend and work with the PTA on various projects.

Events

The PTA organizes wonderful events throughout the school year. Examples of annual events organised are the wine and cheese reception, the Festival of Light, the International Food Fair and the Sports Day Barbecue. Regular Parent Coffee Mornings are also held. These events and others provide a wonderful opportunity for students, teachers and parents to meet and talk in an informal atmosphere (and sample the cuisines of the world).

The school gives the PTA an annual budget to assist it in running its programmes and to fund the various activities. A very warm invitation is extended to all parents with the hope that they will participate in the Parent Teacher Association.

If you are unable to come to our meetings, please keep an eye on the school's website for upcoming events and on the PTA page in particular. The PTA seeks to work with as many parents as possible to create an inclusive and supportive community for everyone.

PTA Meetings for Year 2019/2020

The following dates have been preplanned for PTA meeting for the coming year.
The meetings take place in the SC, Room 1.04.
6th Sept, 14th Oct, 9th Dec (2019) and 13th Jan, 10th Feb, 9th Mar, 6th Apr, 11th May, 8th June (2020).

The PTA's By Laws can be found in our website in the policy section.

United Nations Universal Declaration of Human Rights

Our school has an active human rights group which meets regularly to raise awareness of the importance of human rights, and to highlight both the rights and the responsibilities we have as human beings One of their aims is also to create awareness of the abuse of human rights in the world. The United Nations Declaration of Human Rights can be found in various languages around our school.

1. **We Are All Born Free & Equal.** We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
2. **Don't Discriminate.** These rights belong to everybody, whatever our differences.
3. **The Right to Life.** We all have the right to life, and to live in freedom and safety.
4. **No Slavery.** Nobody has any right to make us a slave. We cannot make anyone our slave.
5. **No Torture.** Nobody has any right to hurt us or to torture us.
6. **You Have Rights No Matter Where You Go.** I am a person just like you!
7. **We Are All Equal Before the Law.** The law is the same for everyone. It must treat us all fairly.
8. **Your Human Rights Are Protected by Law.** We can all ask for the law to help us when we are not treated fairly.
9. **No Unfair Detainment.** Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.
10. **The Right to Trial.** If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.
11. **We Are Always Innocent Till Proven Guilty.** Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.
12. **The Right to Privacy.** Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.
13. **Freedom to Move.** We all have the right to go where we want in our own country and to travel as we wish.
14. **The Right to Seek a Safe Place to Live.** If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.

15. **Right to a Nationality.** We all have the right to belong to a country.
16. **Marriage and Family.** Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
17. **The Right to Your Own Things.** Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
18. **Freedom of Thought.** We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.
19. **Freedom of Expression.** We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.
20. **The Right to Public Assembly.** We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
21. **The Right to Democracy.** We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.
22. **Social Security.** We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.
23. **Workers' Rights.** Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.
24. **The Right to Play.** We all have the right to rest from work and relax.
25. **Food and Shelter for All.** We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.
26. **The Right to Education.** Education is a right. Primary school should be free. We should learn about the United Nations and how to get along with others. Our parents can choose what we learn.
27. **Copyright.** Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.
28. **A Fair and Free World.** There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.
29. **Responsibility.** We have a duty to other people, and we should protect their rights and freedoms.
30. **No One Can Take Away Your Human Rights.**

The Convention on the Rights of the Child (in child friendly language)

Article 1 Everyone under 18 has these rights.
Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, or whether they are rich or poor. No child should be treated unfairly on any basis.
Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.
Article 4 The government has a responsibility to make sure your rights are protected. They must help your family protect your rights and create an environment where you can grow and reach your potential.
Article 5 Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.
Article 6 You have the right to be alive.
Article 7 You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).
Article 8 You have the right to an identity – an official record of who you are. No one should take this away from you.
Article 9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.
Article 10 If you live in a different country than your parents, you have the right to be together in the same place.
Article 11 You have the right to be protected from kidnapping.
Article 12 You have the right to give your opinion, and for adults to listen and take it seriously.
Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way, unless it harms or offends other people.
Article 14 You have the right to choose your own religion and beliefs. Your parents should help you
Article 15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16 You have the right to privacy.
Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.
Article 18 You have the right to be raised by your parent(s) if possible.
Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.
Article 20 You have the right to special care and help if you cannot live with your parents.
Article 21 You have the right to care and protection if you are adopted or in foster care.
Article 22 You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.
Article 23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.
Article 24 You have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.
Article 25 If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.
Article 26 You have the right to help from the government if you are poor or in need.
Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.
Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.
Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.
Article 30 You have the right to practice your own culture, language and religion. Minority and indigenous groups need special protection of this right.
Article 31 You have the right to play and rest.
Article 32 You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.
Article 33 You have the right to protection from harmful drugs and from the drug trade.
Article 34 You have the right to be free from sexual abuse.
Article 35 No one is allowed to kidnap or sell you.
Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).
Article 37 No one is allowed to punish you in a cruel or harmful way.

Article 38 You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war. Article 18 You have the right to be raised by your parent(s) if possible.
Article 39 You have the right to help if you've been hurt, neglected or badly treated.
Article 40 You have the right to legal help and fair treatment in the justice system that respects your rights.
Article 41 If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.
Article 43-54 These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

Study Materials for Different Curricula

Use of Computer and Computing Skills

Officially the school communicates via emails. Students and parents will need to engage with the school via this means. Students need to check their accounts daily to ensure they are up to date with school needs and information.

Students and parents can purchase hardware and software and anti-virus ware at considerably reduced rates through www.slim.nl. Students are expected to use **their school email account** for sending and receiving work and sending staff messages. The school email connects directly to the school servers so files transferred to staff are secure and recorded.

Students may also be asked to submit work directly to TurnItIn, a website that checks work for plagiarism

Physical Education

RISS has implemented a uniform policy for students engaging in Physical Education. The objective for introducing a uniform for physical education is based on two key elements, these are to maintain a high standard of health and safety for all students while also highlighting our school's community and team spirit.

Students from grade 6 through 9 are required to wear the PE uniform during the Physical Education lessons. The initial cost of the PE uniform is included in the school fees. However, any additional items to replace the original uniform, will not be covered by the school.

The following uniform is provided to each student:

- Boys: Quarter Midlayer Zip, Victory layer Tee-Shirt, Trainalayer Bottom, Field Short
- Girls: Quarter Midlayer Zip, Victorylayer Tee-Shirt, Trainalayer Bottom, Skort
- Parents will find a link to the RISS/PlayerLayer Web Shop on the RISS web site

School Books

Students are issued textbooks by the school. The books should be taken care of, and students should immediately write their name on the label in the front of the book. Please cover your book with plastic to protect the expensive books. Books are linked to the student via magister and their student card in Aura.

The students should bring their books to class and should not write in the books in ink, deface or deliberately mistreat the books.

If a student destroys a book outside normal usage, or loses the book, they should replace the book or they will be charged for the book. All books should be returned back to the school administrator. Students should be able to produce the book upon the request of a teacher. Special processes to return the books will be shared with all students.

Sturdy School bag

Students need a sturdy school bag to carry their equipment for the day.

General Stationery

- An exercise book for each subject is provided by school.
- Agenda (Diary) is provided by the school.
- Several reliable ballpoint or cartridge pens, blue or black and HB pencils
- Stationery such as 30 cm ruler, eraser, pencil sharpener. Scissors, small stapler, glue stick, paper clips, sellotape, highlighting pen and hole punch
- Headphones/earphones with a 3.5mm audio jack

Mathematics

All Grades - Pair of compasses, ruler, protractor, calculator

Calculators

Grades 6 to 8

A plastic folder to organise handouts and assessments

Scientific calculator with a memory and fraction button

Recommended models:

Texas Instruments Models: Ti-30XS MultiView , Ti-34 MultiView, Ti-30Xa, Ti-36X Pro.

Programmable calculators are only allowed in maths in IGCSE.

The new IGCSE and IB curriculum specify that a graphics calculator is required.

Grades 9 - 10 IGCSE

Students will be issued with a graphics calculator

Grades 11 – 12 IB

TI-Nspire CX (for all levels)

Art

Folder for notes

IGCSE Art

Watercolour paint set

Pastel box set

Paintbrush no 6

Set of colour pencils

Acrylic paints: primary colours, black and white

Crayons

HB pencils

Languages

Spanish Dictionary (both to and from the language studied)

English

Dictionary and Thesaurus for home use such as the Oxford Series.

All students need the following:

- A4 dividers
- Clear plastic pocket files for notes and assignments
- IGCSE and IB
- 2-ringed A4 ring binder
- A5 exercise booklets for journaling

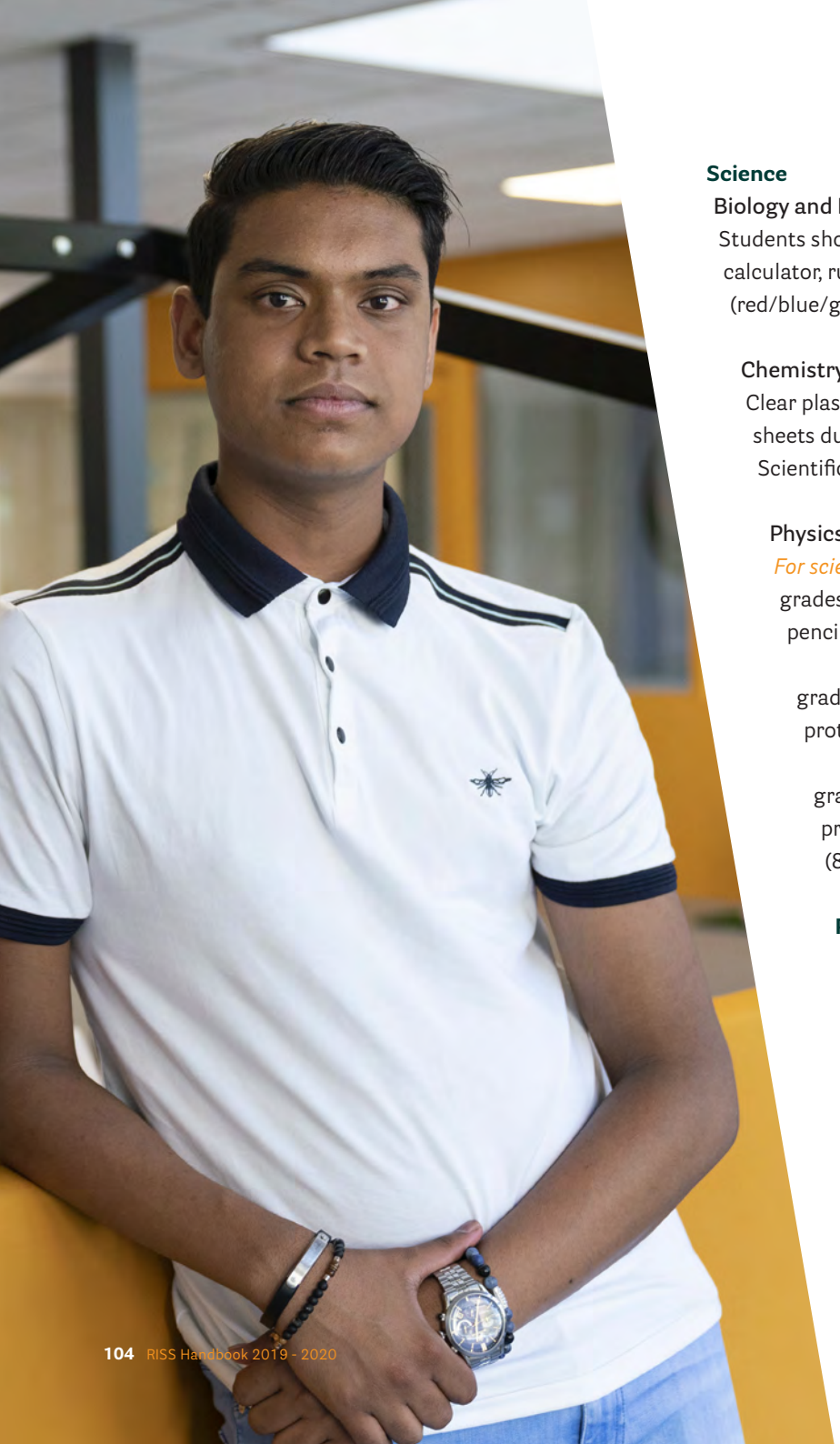
EAL

Own language translation dictionary – NO electronic dictionaries will be allowed.

Accordion folder

Dutch

Van Dale pocketwoordenboek, Nederlands.



Science

Biology and ESS

Students should have the following at all times: calculator, ruler, coloured pens (red/blue/green/black) and a pencil.

Chemistry

Clear plastic pocket file for holding instruction sheets during practicals.
Scientific calculator

Physics

For sciences students should have:

grades 6-8: calculator, ruler, pens, coloured pencils (8 colours), pencil and eraser.

grades 9+10: scientific calculator, protractor

grades 11+12: scientific calculator, protractor, ruler, pens, coloured pencils (8 colours), pencil and eraser.

Physical Education

Teacher will advise about necessary sports clothing.

History – all levels

2-ring binder, binder paper and 15 plastic sleeves
Coloured pencils (8 colours)

Some School Calendar Highlights 2019 - 2020

Mon 2 September 2019	First day of school for new students
Tue 3 September 2019	First day of school for returning students
Fri 6 September 2019	IB Diploma Ceremony
Fri 13 September 2019	Back to School Meeting
Thu 19 September 2019	House Event: Sports Afternoon
Mon 21 - Fri 25 October 2019	Autumn Break
Mon 8 - Tues 9 October 2019	Outdoor Education - Orientation Hike
Fri 18 October 2019	Halloween Disco
Mon 28 - Tue 29 October 2019	CPD training – NO SCHOOL FOR STUDENTS
Fri 1 November 2019	IGCSE Diploma Ceremony
Wed 6 - Fri 8 November 2019	IB Self Study Visit
Mon 18 - Tue 19 November 2019	CPD training - NO SCHOOL FOR STUDENTS
Wed 20 November 2019	No School for Students Reports Meetings
Thurs 21 November 2019	End of Term 1, Start of Term 2
Wed 29 November 2019	House Events: Games Afternoon
Thurs 28 November 2019	Term 1 reports issued
	PTA: Cheese and Wine Evening
Thurs 5 December 2019	Term 1 Parent/Student/Teacher report meetings
Wed 18 December 2019	Christmas quiz and potluck lunch
Thurs 19 Dec 2019 - Fri 3 Jan 2020	Christmas Break
Mon 6 - Fri 17 January 2020	IGCSE and IB Preparatory Mock Exams
Thurs 23 January 2020	Grade 10 and 12 Report meetings
Thurs 30 January 2020	Preparatory Mock examination reports sent out
Thurs 6 February 2020	Grade 10 and 12 Parent/ Student/ Teacher report meetings
Fri 14 February 2020	Valentine's Disco
Thurs 20 February 2020	International Language Day
Mon 24 - Fr 28 February 2020	Spring Break

Fri 15 March 2020	PTA: International Food Fair
Mon 2 March 2020	End of Term 2, Start of Term 3
Thurs 5 March 2020	Report Meetings NO SCHOOL FOR STUDENTS
Mon 9 March 2020	Grade 10 (IBDP) and 8 (IGCSE) Subject Information Evening
Thurs 12 March 2020	Term 2 reports issued
Thurs 19 March 2020	Term 2 Parent/ Student/ Teacher report meetings
Fri 20 March 2020	International Food Fair (PTA)
Fri 27 March 2020	Charity Run
Fri 3 April 2020	Science Fair exhibition
Fri 10 - Sat 12 April 2020	Outdoor Education - Extended Hike (Black Forest)
Fri 10 April 2020	Last Day IGCSE and IB Students
Fri 10 April 2020 (2nd break)	House Event: Easter Egg Hunt Junior Campus
Mon 13 April 2020	Easter weekend
Mon 27 April - Fri 8 May 2020	May Break
Mon 29 April - Tues 11 June 2020	IGCSE examinations
Mon 1 - Fri 22 May 2020	IBDP examinations
Sat 23 May 2020	Gala
Sat 21 May - Mon 1 June 2020	Ascension Weekend + Whit Monday
Fr 12 June 2020	RISS Art Cafe
Mon 15 - Fri 26 June 2020	End of Year Exam Weeks (EYE)
Wed 1 July 2020	Report Meetings NO SCHOOL FOR STUDENTS
Fri 3 July 2020	Summer Disco
Mon 6 - Fri 10 July 2020	School Trip Week
Tue 14 July 2020	School sports day, Barbeque and final reports issued
Wed 15 July 2020	Summer break for students starts
Fri 17 July 2020	Start of Summer break for teachers

The schedule is drawn up at the beginning of the school year and remain the same all year. Changes may occasionally be necessary but we will make every effort to keep families informed.

ROTTERDAM
INTERNATIONAL
SECONDARY
SCHOOL

Schoolyear 2019 - 2020

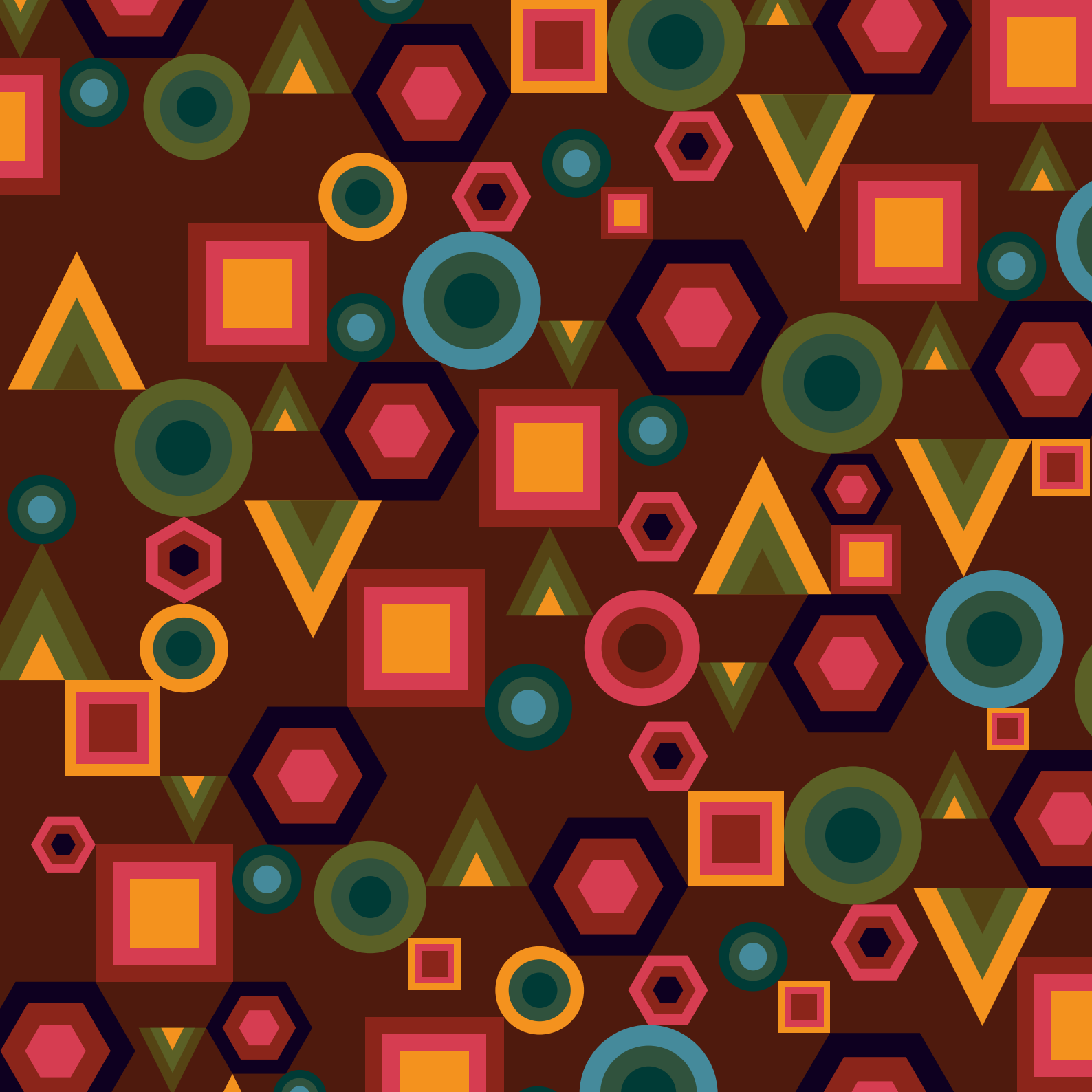
I have read and understood the content of the RISS Handbook.

I understand that this information is important as it helps me to be organized and makes me aware of our school community and my responsibility towards it.

I will ask my tutor if there is anything I do not understand or would like to have explained to me.

Name Student:.....

Name Tutor:.....



A20
A13
S113
Blijdorp metro
Stadhoudersweg
Statenweg
Walenburgerweg
Diergaarde Blijdorp (Zoo)
Bentincklaan
RISS Junior Campus
RISS Senior Campus
Gemeentehuis (Town Hall)
Beukelsdijk
Weena
Rotterdam Centraal (Railway Station)
World Trade Center
Markhal
S115
Henegouwerlaan
CENTRUM
Maritiem Museum
Heemraadsignel
S110
Museum Boijmans van Beuningen
Kunsthal Rotterdam
Erasmus Universiteit (University)
S110
Erasmusbrug (Bridge)
Euromast
Nieuwe Maas

ROTTERDAM
INTERNATIONAL
SECONDARY
SCHOOL

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Administration, Assistance & Attendance
Tel: 010 890 77 55 / 06 82 01 34 39
Email: sc.attendanceriss@wolfert.nl

Management Assistance / Administration
Tel: 010 890 77 49

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riss.wolfert.nl

Email
General enquiries: admin.riss@wolfert.nl
Admissions: admissions.riss@wolfert.nl

Concept & Design
M-space, www.m-space.nl

Photography
Hannah Anthonysz, www.hannahanthonysz.com

Print
VD drukwerk, www.vddrukwerk.nl