



RISS Handbook 2025 – 2026



**ROTTERDAM
INTERNATIONAL
SECONDARY
SCHOOL**

A photograph of three students in a classroom. In the background, a boy with curly brown hair and a blue hoodie looks towards the camera. In the foreground, two girls are seated at a desk. The girl on the left has long dark hair, wears glasses, and is smiling. The girl on the right has blonde hair and is resting her chin on her hand. The image is framed by large geometric shapes in red, orange, and dark green.

**Enjoy
your
school
year**

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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 wellbeing
- 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 Global Citizenship and Intercultural Learning

At RISS, we strongly believe that Global Citizenship – or international mindedness – and Intercultural Learning is about growing our capacity to recognise that we are all part of one world. A world whose inhabitants are interconnected as one community with values, aspirations and faiths better served by focusing on our commonalities rather than our divisions.

As global members of a community, we understand that Global Citizenship and Intercultural Learning bring the challenge, uncertainty and complexities of our current world to our practice and provision for students. However, we feel ready, enthusiastic and committed to learn, plan and provide instructional opportunities that enhance student wellbeing, inclusion and learning to withstand a fundamentally undefined future with hope.

RISS wants its students to be inclusive,
work together, be involved and actively fight
for the ideals that matter.

As a culturally diverse community, we seek to relate, respect, take responsibility and have the courage to embrace all community members, whilst retaining a strong sense of self and pride in our cultures, languages and identity.

RISS wants its students to be inclusive, work together, be involved and actively fight for the ideals that matter. Global Citizenship is about us all and our planet. Our students will truly enjoy their youth and their future if this is achieved!

As a CIS member and values-led school, we develop GC via our school values and are inspired by

[CIS key commitments to develop GC.](#)

For more information, please see our [High-Quality Learning and Teaching Policy.](#) It will provide the full scope of our vision and mission.



Curriculum

We provide an international curriculum catering for students aged 11 to 19 years. The details are as shown in the table below.

Grades	Age	Course
6 – 8	11 – 14	Foundation Years
9 – 10	14 – 16	Middle Years (IGCSE)
11 – 12	16 – 19	Senior Years (IB Diploma and IB Career-related Programme)

Students in Grades 6-8 are part of our Foundation Years. In Grades 9 and 10, Middle Years students study the International General Certificate of Secondary Education (IGCSE) and school-based courses. In Grades 11 and 12 students prepare for the International Baccalaureate Diploma Programme (IBDP) or International Baccalaureate Career-related Programme (IBCP). 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

At RISS our Foundation Years consist of Grades 6, 7 and 8 (ages 11 to 14 years). This is a very exciting and precious time in a young person’s life. It is also a period of transition as students move into secondary school and adolescence. At RISS, we recognise that each student will experience this journey differently. Our core values of Relationships, Respect, Courage and Responsibility stand at the centre of our practice. We aim to provide an environment and opportunities where students can feel comfortable and confident in their learning as well as their social and emotional development. In an inquiry-based setting, we strive for our students to take an active role in their learning.

The Foundation Years is a creative programme where students follow a range of subjects that enable them to enter the Middle Years as well-rounded and balanced individuals. In an international school with approximately 70 different nationalities represented, we celebrate diversity. Our students all have potential, and bring their own gifts and talents. We aim to provide opportunities to develop these in various settings: RISSRose programme, pastoral programme, foreign/heritage language programme, learning diversity programme, extra-curricular activities and also within and outside classrooms.

It is important to us that all students' learning continue smoothly and that they have the opportunity to find their feet and feel at home at RISS

We provide specific support for our new Grade 6 students, who are transitioning into secondary school. Additionally, we also welcome students who join our school community throughout the year. It is important to us that all students' learning continue smoothly and that they have the opportunity to find their feet and feel at home at RISS.

In general students in the Foundation Years are supported to:

- Be engaged and confident in their learning and progress
- Establish healthy and positive 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 global citizenship and interculturalism, 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.



RISS Rose Programme

Our RISS Rose programme, inspired by the **Rose Report**, is an innovative teaching programme, designed to give students the opportunity to explore and grow beyond the traditional classroom setting, fostering a love for learning through experiential opportunities.

We offer a dynamic learning environment where students can engage in hands-on experiences, developing critical thinking, creativity, teamwork, and problem-solving skills. By integrating real-world challenges and interactive learning methods where students can transfer skills, we encourage students to take ownership of their learning journey.

Please visit our website for more detailed information: riss.wolfert.nl/school-programmes/academic-programmes/foundation-years/rissrose-programme

Teaching and Learning

Our instructional approach here is inquiry driven, rooted in the development of conceptual understanding and will be experiential in nature. It will be delivered as part of a normal student schedule and creatively and formally assessed to ensure student progress and achievement.

Assessment

Assessment will take various forms including but not limited to teacher assessment, criterion-based assessment, project-based evaluations, self assessment, formal summative evaluations (with grades), oral/written feedback, personal reflections and recorded presentations.

The programme will finish off at the end of the school year with a RISSRose Event for each grade, which will include various activities to exhibit and celebrate the students' learning and achievements.

The Foundation Years programme includes both single strand and interdisciplinary subjects, and the experiential subjects in the RISS Rose course.

Curriculum offer in Foundation Years

Grade 6	Grade 7	Grade 8
Core subjects	Core subjects	Core subjects
English Language Arts English Additional Language Dutch Mathematics Integrated Science Integrated Humanities Art and Design ICT Drama Music PE	English Language Arts English Additional Language Dutch Mathematics Integrated Science Integrated Humanities Art and Design ICT Drama Music PE	English Language Arts English Additional Language Dutch Mathematics Integrated Science Integrated Humanities Art and Design ICT Drama Music PE
Foreign languages (electives) <i>Students select two languages.</i>	Foreign languages (electives) <i>Students select two languages.</i>	Foreign languages (electives) <i>Students select two languages.</i>
French Spanish German Chinese	French Spanish German Chinese Heritage Language Self study course	French Spanish German Chinese (if they have taken this as a subject before) Heritage Language Self study course
RISS Rose	RISS Rose	RISS Rose
· Speak Up, Speak Out, Speak Well · Dance to Express, Not to Impress! · Eco Echo	· Speak Up, Speak Out, Speak Well · Be Well, Be Healthy, Be You! · Robolab - Think, Build and Code!	· Speak Up, Speak Out, Speak Well! · Be Wild, Be Nature! · Explore, Discover, Create!

* For more detailed information on the RISS Rose courses, you are welcome to visit our website.

Student Data and External Assessments

At the start of the school year our students will sit [MidYIS](#), a computer-adaptive assessment that provides information to help identify strengths and challenges and predict how students are likely to perform in the future. This assessment will be delivered in September and it is intended to provide further information about our students' learning stage and needs. Our Head of Foundation Years will engage with parents further on this.

Our students are gifted and come with a wide range of language learning and skills

Additionally, in Grade 8 students have the opportunity to participate in external exams in French, Chinese, German and Spanish. They are intended to provide the school and students with an international benchmark for individual student performance. Each student receives a statement of achievement and a diagnostic feedback report, giving the school and parents a recognised level for students language ability.

- 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
- HSK (Chinese Proficiency Test) exam in Chinese at level A1 and A2
- Deutsch 1 Goethe Institut (German Proficiency Test) Exam in German for level A1

Note: *The exams are optional for students, and parents are responsible for the entrance fees.*

Language Policy in Foundation Years

Our students are gifted and come with a wide range of language learning and skills. In line with our commitment to global citizenship, intercultural learning and inclusion via diversity, equity and anti-racism, we strive to develop these linguistic skills further in our curriculum with the following offer.

The below are the main themes in relation to our main Language Policy. This specific document can be found on our [website](#).

English Language Arts

In Grades 6, 7 & 8, all students will have English Language Arts.

English as Another Language (EAL)

Students have EAL classes to support their learning of English as an additional language. All non-native English speakers are assessed at the beginning of the school year to determine their English language proficiency. EAL Beginners do not get grades in Magister. Should a student test into the programme, we offer the following three levels:

- EAL Beginners (four lessons a week)
- EAL Intermediate (two lessons a week)
- EAL Upper-Intermediate (two lessons a week)

At the discretion of the Head of Foundation Years and the Curriculum Leader for Languages, students may be reassessed after the first term. All EAL students are assessed again at the end of the school year to determine whether they stay in the programme, move on to the next EAL level or exit the programme. The exception is Grade 8 students, who are assessed in March due to IGCSE subject choices.

Dutch

All Students are required to take Dutch. Dutch is offered at the following levels:

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

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 assessed to determine their Dutch language proficiency. At the end of the year students will be assessed again in order to progress to the next level, should they test into a new level.

Foreign languages

Grades 6-8:

We work with the principle that all our students are entitled to experience and enjoy a full curriculum. Therefore, all our students will be offered two languages from the following options: **French, Spanish, German and Chinese.**

We also offer a **Heritage Language Self study course** for students in Grade 7 and 8. This will provide students with the opportunity to study their heritage language. More information regarding this course can be found on our website and in our language policy.

The Grade 7 and 8 foreign language selection will therefore consist of the following: French Spanish, German, Chinese and the Heritage Language Self study course. For this course there is a requirement of a private tutor or enrollment into an online course to support students with the language and grammar aspects of their heritage language.



Please take note of the following conditions:

- Grade 6-8 students select two languages from the above list
- For specific cases, conditions may apply. The Head of Section will discuss this with the Curriculum Leader for Languages, and parents. This includes students joining RISS in Grade 7 and 8 after the first term. Please see our language policy on our website

Middle Years/IGCSE: Grades 9 and 10

The RISS Middle Years (Grades 9 and 10) are an exciting period of a student's academic, personal and social development. They form both a natural progression from the RISS Foundation Years (Grades 6-8), and an excellent preparation for the RISS IB DP/CP programmes (Grades 11 and 12) or other pathways of study and work. We hope that our students will look back on their RISS Middle Years with great memories of these formative teenage years.

The RISS Reach programme empowers students to become thoughtful and reflective global citizens.

In the Middle Years, RISS offers the two-year International General Certificate of Secondary Education (IGCSE) which has been run by Cambridge for over 30 years. This flexible curriculum is designed for international contexts and encourages confident, responsible, reflective, innovative, engaged and confident learners. Each year, it attracts over 800,000 entries from around 160 countries.

Middle Years students study a combination of IGCSE and RISS subjects that is broad, balanced and connected. Students are stretched, challenged and inspired by IGCSE subjects in Languages (both English and a world language), Mathematics, Science, Humanities and Social Sciences, and The Arts. They have the opportunity to pursue particular interests through subject electives, as well as fostering their heritage language through optional private IGCSE language study. In order for students to complete their IGCSE subjects, they have to study the full course and complete the final IGCSE exams. It is not possible to drop a subject or opt-out of any IGCSE exams.



Alongside IGCSE subjects, RISS students develop skills in the language and culture of their host country through Dutch lessons, and knowledge and understanding of social-emotional and physical wellbeing through our tutorial and Physical Education programmes. The RISS Reach programme empowers students to become thoughtful and reflective global citizens.



RISS Reach is an exciting course that has been developed in line with the RISS vision of educating for self-awareness, curiosity and integrity in a changing world, and our core values of courage, relationships, respect and responsibility. This innovative and rigorous Middle Years subject encourages every student to enjoy their youth, through inquiries that encourage personal, local and global engagement, international mindedness and global citizenship. The two-year course aims to develop the knowledge, skills, understandings and dispositions to equip students for a changing 21st century world with strong focus on character, citizenship, creativity, collaboration, critical thinking and communication. The subject is interdisciplinary in nature, and encourages conceptual thinking as students make connections between their IGCSE subjects and other learning.

The selection of subjects is guided, and the school strongly advises that students study a wide spectrum of subjects. Please consult the Language Policy regarding language choices. Please contact the Head of Middle Years for more information.

Student Data and Assessments

In Grade 9 students complete the Yellis adaptive baseline assessment run by CEM (Centre for Evaluation and Monitoring). This is an adaptive computer-based assessment that delivers information to help identify strengths and areas for improvement, and predict how students are likely to perform in their IGCSEs. This is intended to provide further information about students’ learning stage, and is used to inform teaching and learning.

Middle Years/IGCSE Subjects

Grade 9 and 10 Subject Overview	
RISS Subjects	
Grade 9	Grade 10
Tutorial Dutch First or Foreign Language Physical Education RISS Reach	Tutorial Dutch First or Foreign Language Physical Education RISS Reach
IGCSE Subjects	
English First Language English as a Second Language (<i>students taking ESL will also have additional English lessons</i>) World Literature International Mathematics Co-ordinated Sciences Geography or History Business Studies, Economics, or Enterprise Foreign Language: Chinese, French, German, or Spanish Art & Design, Drama, Music, or Computer Science Heritage Language Private Study (<i>First Language</i>)	English First Language English as a Second Language (<i>students taking ESL will also have additional English lessons</i>) World Literature International Mathematics Co-ordinated Sciences or Environmental Management Geography, History or Travel and Tourism Business Studies, Economics, or Enterprise Foreign Language: Chinese, French, German, or Spanish Art & Design, Drama, or Music Heritage Language Private Study (<i>First Language</i>)

Summary of IGCSE Grading System

IGCSE subjects are graded from A* to G. A U grade indicates achievement below the minimum standard required for a G grade. Students can take some IGCSE subjects at either 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, sometime after the first term of Grade 9. Students are advised to take a subject at core level either if there is a likelihood they will gain an F or G at extended 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	
Core level	Unavailable		Available grades						Fail
Extended level	Available grades					Fail			





International Baccalaureate: Grades 11 and 12

The International Baccalaureate offers high quality academic examination courses which foster diversity, curiosity and a love for learning. RISS offers both the International Baccalaureate Diploma Programme (IBDP) and International Baccalaureate Career-related Programme (IBCP) as pathways for students aged 16-19 years. The courses are both academically demanding, however, a student with a good work ethic, excellent school attendance and motivation can succeed.

These unique international programmes are followed in the final two years of school in more than 160 countries across 5,800 schools, and combine a wide scope of learning with specialised focus, challenging students to think critically, ask the right probing questions and make links across disciplines. The aim of the IB programme is to develop internationally minded people who, by recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IBDP (Diploma programme) is a universally recognised course aimed at academic development. The course develops students who have a depth and breadth of knowledge, excel in traditional academic subjects and explore the nature of knowledge.

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

The IBCP (Career-related programme) is aimed to equip students with future-ready skills and prepares them to follow their career pathways, combining academic subjects with their own professional interests. **RISS offers a Career-related programme focused on Business.**

The IB programmes place student agency at the core of its process, thus developing communication, social, research and thinking skills to support students and encourage their continual self-development as they pursue achievement throughout their lives.

IB Learner Profile Plus!

We are an IB 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 Learner 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.”

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 to 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, although some may question or doubt it.”

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 it.”

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 - Subjects Offered

Candidates study a total of six 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)

	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 a school supported self study course (SSST)
2	Language Acquisition	A Language B (second language Dutch, French, English, Spanish, German) or Dutch, French and/or Spanish ab initio (numbers allowing)
3	Individuals and Society	Economics, Geography, History, Business Management, Psychology
4	Sciences	Biology, Chemistry, Physics, Sports Exercise & Health Science (SL only), Environmental Systems & Societies (SL only)
5	Mathematics	Mathematics Analysis & Approaches (HL and SL) and Mathematics Applications & Interpretations (SL only)
6	The Arts/Electives	Visual Arts, Theatre or another subject from Groups 3 or 4 (see table to the right)

IBCP - Pearson

BTEC Business	International Level 3 Diploma in Business
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IBDP - Subject Package Selection

At RISS, for the IBDP students have to make their choice from the following subjects which are offered: three Standard Level (SL) and three Higher Level (HL) subjects.

Students must choose one subject from each column from 1 to 6.

Subject selection for Academic Years 2025-2026

1	2	3	4	5	6
English A Lit SL/ HL	USS - SL only <i>(School supported self-study own language A)</i>	History SL/HL	Biology SL/HL	Mathematics: Analysis & approaches SL/HL	Visual Art SL/HL
English A Lang Lit SL/HL	Dutch A - Lang Lit SL/HL	Geography SL/HL	Physics SL/HL	Mathematics: Applications & interpretation SL	Theatre SL/HL
English B HL only	French B - SL/HL	Economics SL/HL	ESS - SL only		Business Management SL/HL
	Spanish B - SL/HL	Psychology SL/HL	Sports, Exercise & Health Science		Chemistry SL/HL
	Dutch B - SL/HL				Biology SL/HL
	Dutch Ab Initio SL				
	Spanish Ab Initio SL				

Students should take great care in selecting their subjects, keeping in mind later university admission requirements. Grade 11 students can only change subjects in consultation with the Head of Senior Years and DP/CP Coordinator until the end of September 2025.

Please note:

- The subjects offered will only run if we can meet the minimum number of students required, and satisfy both staffing and timetable constraints
- RISS may not always be able to meet all subject packages requests
- When RISS is unable to run a subject due to low enrollment, students and parents will be contacted by email and invited for a discussion
- Our subject offer can change every year so no rights can be derived from the current time table for a particular year or following year

IBDP Core Component

- There are three 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 provides students the opportunity to reflect on the nature of knowledge and how we know what we claim to know. TOK is taught for two periods per week, and is assessed via an exhibition 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, Activity and Service (CAS)** reinforces the importance of living the core values of the learner profile as well as the value in developing the individual through exploring new hobbies, habits and service experiences. Through this exploration, students will invariably develop new skills and interests, which will facilitate the development of their respective identities, 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 local and global communities in response to an authentic need.

Students must demonstrate that they have engaged in all three strands of the programme and that they have met all seven learning outcomes continuously during the course of the two-year IBDP. This will be achieved by engaging in a range of CAS experiences. These must take place on a weekly basis over the course of the two years, and each experience must be documented on ManageBac as a meaningful reflection.

The completion of two CAS Projects is also required. The first project will be an advocacy project to be completed during the first term of year one. The second CAS Project must be initiated by students; it must be collaborative, address one of the United Nations sustainable development goals, take place over the course of four weeks and be reflected upon on ManageBac using the five stages of service learning (see [RISS CAS HANDBOOK](#)).

IBCP Package Selection

Candidates for the IBCP study three IB subjects and the BTEC Level 3 Diploma in Business as part of their subject package. Students must choose a subject from the first three columns but the BTEC Business subject is a mandatory subject for all CP students.

1	2	3	4
English A - Literature SL	USS - SL only (School supported self-study own language A. Only if English B is selected.)	Mathematics: Analysis & Approaches SL/HL	BTEC Business (Equivalent to two A level subjects)
English A - Lang/Lit SL/HL	Dutch A Lang Lit SL/HL		
English B - HL only	French B - SL/HL	Mathematics: Applications & Interpretation SL only	
	Dutch B - SL/HL		
	Spanish B - SL/HL		
	Dutch ab initio SL		
	Spanish ab initio SL		

RISS encourages one DP subject to be taken at Higher Level (HL) with two at Standard Level (SL).

IBCP Core Components

There are four further requirements which students must undertake in addition to their three DP subjects and their CRS (Career-Related Study) in order to successfully complete their IBCP course. These four core subjects are designed to develop core skills.

- **Personal & Professional Skills (PPS)** is designed for students to develop attitudes, skills, and strategies to be applied to personal and professional situations and contexts. PPS is taught one period per week. Students need to demonstrate they have met all five learning outcomes over the course of the two years of study.

- **Community Engagement (CE)** offers opportunities for students to learn in, from and with communities and to apply knowledge and skills acquired in other learning areas. CE invites students to situate themselves in the context of community and to identify, explore and understand issues that are relevant to them and their communities—and that they can respond to through engagement in and with communities.
- **Reflective Project (RP)** is an in-depth body of work produced over an extended period. It is the product of the student's own initiative and should reflect their personal experience of the IBCP. The Reflective Project is assessed using five assessment criteria and must be submitted as a 3000 word written essay.
- **Language and Cultural Studies (LCS)** invites students to better understand and expand their own linguistic and cultural repertoires and imagine how they could further engage with a range of linguistic and cultural groups. As partners in inquiry, students and teachers explore their linguistic and cultural repertoires and reflect on them in the context of local and global communities.

Student Data and Assessments

In Grade 11, the ALIS CEM adaptive baseline assessment for students aged 16 to 18, is taken. This test provides information to help students identify areas of strengths and development, and see how they are likely to perform for their IB final results. After this process has been completed, tutors meet the students individually and discusses 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 RISS, it is one of the school's aims to create independent learners. We encourage students to be active and responsible learners who can identify their own strengths and areas that they need to work on. Our tutors and teachers support students to address these areas. This is done via target setting, which aims to give the student an individual, yet realistic year goal. The process requires the students to assess their own abilities and performance in collaboration with their teachers and tutor.

This process involves a discussion between students and subject teachers at the start of the school year. We will use the available data, such as MidYIS (Foundation Years), Yellis (Middle Years) and ALIS (Senior Years), teacher assessment, together with evidence of past performance and abilities,

to agree a year-end target grade that represents a student's ability, current stage and need for progress and achievement, i.e., realistic and challenging. Once set, this target will be assessed each term to identify how the student is progressing and to inform appropriate review and actions. At the end of each term, students will have a learning conversation with their tutor or teacher. During this discussion, their goals and performance will be reviewed as part of a reflective process, helping them to self-assess and identify their strengths and areas for improvement.

Grade 6 and 7 goal setting

In the Foundation Years, target setting has a more structured and guided approach as we would like to teach and guide our students on how to set goals and reflect on them on a regular basis. We also involve parents in the process, as it is important that students are supported both from home and school. Goal setting and reflection takes place three times a year, at the end of Term 1, Term 2 and Term 3.

Assessment

Term Assessment

During each term, students are assessed in a variety of formats during class. Students receive a minimum of two assessments per term (except Grade 6 in Term 1, where they should receive one assessment; Grade 10 in Term 2, where they focus on mock exams; and Grade 12 in Term 2, where they focus on IAs and mock exams). 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. All assessments will be published via the Assessment Calendar at the beginning of the term for students' timely preparation and organisation. Any changes will be communicated with plenty of time within our school bulletins and in accordance with the student charter and assessment policy.

Teachers supervising internal assessments (IA's) in Grades 9- 12 may include students' coursework assessment as one of the two assessment items for the term. Please see the Teaching and Learning Policy, Assessment Policy and Student Charter on our [website](#) for an in-depth understanding. The current status of a student's 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 weights due to their format and purpose. The weight is determined by subject areas and teachers and it is indicated on Magister.

Please note the following item from the [Student Charter](#): “To arrive at the final mark for a particular subject, the various tests, assignments and so on are weighted by the factor 1, 2 or 4.” Curriculum areas will inform students of approaches.

End-of-Year Examinations (EOY)

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 families ahead of the exam weeks. The results of this end-of-year exam contribute to the end-of-year report grade as shown below. It is compulsory for students to complete the end-of-year exams.

The EoY exams for Grade 11 are significant, informative and a valuable instrument to ascertain potential performance in actual examinations. Grade 11 students must prepare for them as they would do for their final exams. The EoY marks are instrumental in determining a student’s predicted grade (PG). Many universities now base admission criteria on Grade 11 EoY grades.

Calculation of Report Grades

For Terms 1, 2 and 3, the report grade is based upon the assessed work completed during the term. **Following Term 3** the complete year’s work is assessed in the end-of-year exam. Teachers will give guidelines to students about revision strategies and preparation.



The end-of-year grade is calculated as follows:

Item	% Weighting for Year Grade
Term 1	25%
Term 2	25%
Term 3	25%
End of Year Exam	25%
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 (eg., Terms 2 & 3 only including End of Year Examination (EYE))

	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 two terms.

Magister Grade Boundaries (2025-2026)

These are the grade boundaries that are programmed into the automatic grade and report software Magister. All marks are automatically translated into letters (FY and MY/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

IGCSE / Middle Years Grade Boundaries

English First Language	A*	100-84	World Literature	A*	100-88	Dutch, Spanish, French, German, Chinese Foreign	A*	100-84
	A	83-78		A	87-70		A	83-78
	B	77-67		B	69-60		B	77-67
	C	66-57		C	59-50		C	66-57
	D	56-46		D	49-40		D	56-46
	E	45-37		E	39-30		E	45-37
	F	36-28		F	29-20		F	36-28
	G	27-17		G	19-10		G	27-17
	U	16-0		U	9-0		U	16-0
Maths Extended	A*	100-86	Maths Core	C	100-75	Art and Design, Music	A*	100-90
	A	85-72		D	74-62		A	89-80
	B	71-60		E	61-53		B	79-70
	C	59-46		F	52-44		C	69-60
	D	45-37		G	43-35		D	59-50
	E	36-28		U	34-0		E	49-40
	F	27-19					F	39-30
	G	18-10					G	29-20
	U	9-0					U	19-0
Co-ordinated Sciences Extended	A*	100-80	Co-ordinated Sciences Core	C	100-51	Environmental Management	A*	100-85
	A	79-66		D	50-43		A	84-75
	B	65-54		E	42-37		B	74-65
	C	53-42		F	36-32		C	64-55
	D	41-35		G	31-23		D	54-46
	E	34-29		U	22-0		E	45-37
	F	28-22					F	36-28
	G	21-15					G	27-17
	U	0-14					U	16-0
Travel & Tourism	A*	100-88	History	A*	100-95	Geography	A*	100-95
	A	87-76		A	94-80		A	94-80
	B	75-65		B	79-65		B	79-65
	C	64-55		C	64-50		C	64-50
	D	54-47		D	49-40		D	49-40
	E	46-39		E	39-30		E	39-30
	F	38-30		F	29-20		F	29-20
	G	29-21		G	19-10		G	19-10
	U	20-0		U	9-0		U	9-0

Business Management & Enterprise	A*	100-88	Economics	A*	100-91	Drama	A*	100-90
	A	87-76		A	90-85		A	89-74
	B	75-65		B	84-71		B	73-65
	C	64-55		C	70-56		C	64-56
	D	54-47		D	55-45		D	55-48
	E	46-39		E	44-35		E	47-40
	F	38-30		F	34-21		F	39-28
	G	29-21		G	20-11		G	27-17
	U	20-0		U	10-0		U	16-0
Physical Education	A	100-95	English as a Second Language	A*	100-95	Computer Science	A*	100-85
	A	94-83		A	94-85		A	84-73
	B	82-74		B	84-75		B	72-62
	C	73-58		C	74-63		C	61-52
	D	57-45		D	62-51		D	51-44
	E	44-35		E	50-41		E	43-36
	F	34-25		F	40-31		F	35-27
	G	24-15		G	30-21		G	26-18
	U	14-0		U	20-0		U	17-0

IB / Senior Years Grade Boundaries

English B HL	7	100-89	French B HL Dutch B HL/SL Spanish B HL	7	100-86	French B SL Spanish B SL French ab initio Spanish ab initio Dutch ab initio	7	100-83
	6	88-73		6	85-73		6	82-68
	5	72-57		5	72-61		5	67-52
	4	56-41		4	60-47		4	51-37
	3	40-27		3	46-29		3	36-23
	2	26-14		2	28-14		2	22-11
	1	13-0		1	13-0		1	10-0
English Lit A Dutch and English A Literature & Language SSST	7	100-86	Economics Business Management	7	100-85	Geography	7	100-88
	6	85-71		6	84-70		6	87-75
	5	70-56		5	69-55		5	74-57
	4	55-46		4	54-45		4	56-40
	3	45-31		3	44-30		3	39-27
	2	30-16		2	29-15		2	26-14
	1	15-0		1	14-0		1	13-1

History	7	100-90	Physics	7	100-70	Psychology	7	100-88
	6	89-75		6	69-60		6	87-76
	5	74-60		5	59-50		5	75-60
	4	59-45		4	49-40		4	59-46
	3	44-30		3	39-30		3	45-30
	2	29-15		2	29-15		2	29-15
	1	14-1		1	14-0		1	14-1
Visual Arts	7	100-86	Mathematics	7	100-80	Chemistry, Biology, ESS and Sports Science and Health	7	100-80
	6	85-72		6	79-70		6	79-68
	5	71-56		5	69-60		5	67-56
	4	55-42		4	59-45		4	55-45
	3	41-27		3	44-30		3	44-33
	2	26-13		2	29-15		2	32-18
	1	12-0		1	14-0		1	17-0
TOK*	A	100-73	Theatre SL/HL	7	100-82			
	B	72-51		6	81-65			
	C	50-33		5	64-49			
	D	32-13		4	48--33			
	E	12-0		3	21-32			
				2	20-10			
				1	9-0			

*TOK grades in the final IB exam are reproduced as letter grades (A-E). These grades do not count as part of our promotion criteria (please refer to the promotion criteria section).

These grade boundaries have been determined by the school in consultation with Cambridge and IB subject grade boundaries, and may differ from the final externally determined grade boundaries.

IGCSE and IB students' grades during term times inform parents and students of progress, but do not necessarily indicate potential final results in their IGCSE or IB examinations.



IB CP Grade Boundaries

BTEC International Level 3 Diploma qualifications are awarded at the grade ranges shown in the table below.

Diploma Qualification Grade	
Grade	Points Threshold
U	0
PP	72
MP	88
MM	104
DM	124
DD	144
D*D	162
D*D*	180

As shown in the table below, all units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade. The table below shows the number of points available for each unit. For each, points are allocated depending on the grade awarded.

Points Available for Units			
	60 GLH	90 GLH	120 GLH
U	0	0	0
Pass	6	9	12
Merit	10	15	20
Distinction	16	24	32

GLH: Guided Learning HoursReports



Students receive a report at the end of Terms 1 and 2 and after the end of year exams. 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. Reports include target and effort grades, as well as an indication whether the teachers would like to meet with parents. The following apply:

- D:** Definitely – it is important that parents book a meeting with the subject teacher
- R:** Recommended – an appointment should be made and will be helpful
- O:** Optional – appointment not necessary, but of course, parents are always welcome to make an appointment regardless

Parents can review effort grades on Magister prior to parent/teacher report meetings. This allows them to evaluate a student's strengths and weaknesses for each subject. Parent-Teacher Conferences (PTC) are held after terms 1 and 2 and after mock exams for Grade 10 and 12. The PTCs are held online.

Homework

RISS has developed **Homework Guidelines** that highlight the vital role of homework in reinforcing classroom learning and developing essential skills and independence. Homework should be designed to extend learning beyond the classroom, fostering critical thinking and empathy through diverse materials. The **guidelines ensure** that homework remains meaningful and impactful, contributing to the holistic development of students as global citizens and independent learners.

Our **guidelines differentiate** between homework and studying, and their purposes in a student's academic routine. Homework consists of tasks assigned by teachers to be completed independently outside of class, often with specific deadlines, aimed at reinforcing and extending classroom learning. In contrast, studying involves reviewing and practising material already covered in class, to deepen understanding and enhance performance.

The **guidelines provide** clear guidelines for assigning purposeful and balanced homework tasks.



Homework should be tied to the curriculum, varied, and reasonable in quantity and difficulty, taking into account students' extracurricular activities and family responsibilities. Teachers are encouraged to maintain an open dialogue with students to ensure homework is manageable and meaningful. Time management is emphasised, with specific recommendations for time spent on tasks varying by grade level. Grade 6 students, for instance, receive no homework for the first month of Term 1 to help them adjust.

Please see our Homework Guidelines on our website for the full details and practical implications of our homework guidelines.

Deadlines

To promote a structured approach to learning within RISS, students and staff are expected to meet deadlines. Deadlines are important to all the programmes. Specific consequences and expectations are shared with students - especially in exam years. Failure to meet deadlines affects planning, assessments and results. Deadlines are also an intrinsic part of an adult professional world for which we are preparing our students.

Effort Grades

Our effort scale is a holistic tool that works in line with our Core 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
 Relationships 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 expectations 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 him/herself 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

Our website is the go-to place for everyone familiar and unfamiliar with our school. Besides being an effective representation of our school with photographs and videos, it is an important landing page for families, including all information about our academic programmes; the most updated versions of key documents, calendar and news; and documents such as the Special Leave Request Form. Finally, our website displays our social media feeds for you to see what is happening at our school on a daily basis. Our website serves both our existing community as well as prospective students and families with our identity clearly outlined throughout the design and information provision.

School Bulletin

RISS aims to connect with its community as often and clearly as possible. For this purpose our school provides families and students with a weekly bulletin that contains updates on key areas of our school life, announcements, information and alerts for the days to come. It has proven to be a strong tool that has enabled our school to move forward in unison during times of both normalcy and hardship.

Families will receive this document every Friday afternoon per email.

Magister 6 Database

In order to access their child's grades, their timetable and attendance record, parents can access Magister. Every parent who is registered with our school has a personal account with a username and password to allow them to view their own child's or children's records. This information is sent to you when you register at RISS. Please note your password and username are case sensitive and the login details are different from the one your child has.

When students are 18 years of age or older, they have to grant permission for their parents to access their information on Magister. This has to be done by the students themselves.

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, mobile phone use, missed homework assignments, and if students were asked to leave a class.

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

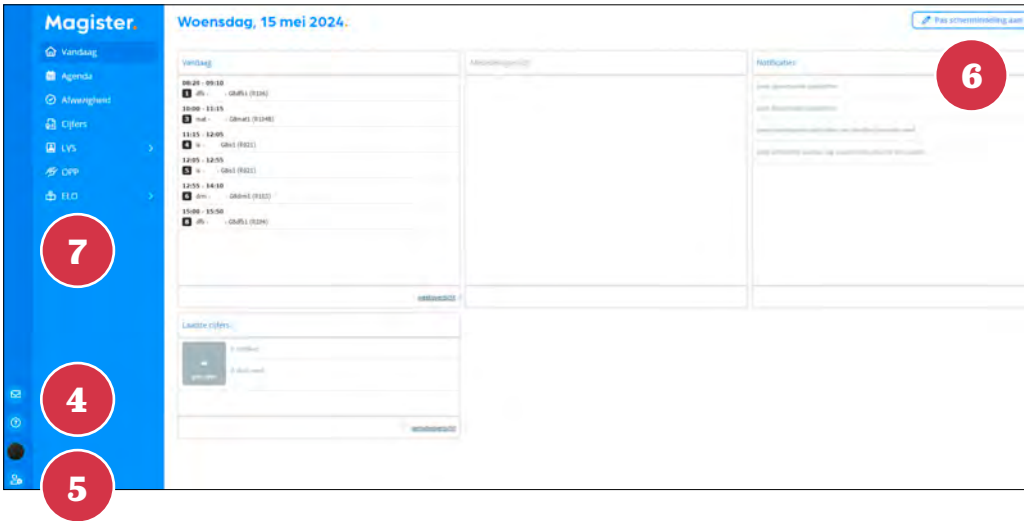
To get started: 1. Go to our school website riss.wolfert.nl (or directly to: wolfert.magister.net)
2. Click on the Public Resources icon (🏠) at the top right of the page, and select Parents, then Magister 6.

- ❶ Make sure the correct school is listed: Wolfert van Borselen scholengroep
- ❷ Enter your username (gebruikersnaam) and password (wachtwoord)
- ❸ Doorgaan = continue

The screenshot shows the Magister login interface. At the top left is the 'Magister.' logo. Below it, the text 'Goedemiddag,' is displayed. Underneath, it says 'Vul je gebruikersnaam in'. There are three numbered red circles with white numbers: 1, 2, and 3. Circle 1 points to a dropdown menu showing 'Wolfert van Borselen scholengroep'. Circle 2 points to a text input field labeled 'je gebruikersnaam'. Circle 3 points to a blue button labeled 'Doorgaan'.

You will now see the following welcome screen:

- 4 The child's name and information, if there is 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	Shows the timetable of the week, in addition to any posted homework
 Afwezigheid	Gives information regarding absences, lateness, homework or books forgotten
 Cijfers	An overview of all grades

Agenda Button

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

Tijd	Docent	Locatie
09:20 - 09:30	1	G001 (R021)
10:00 - 11:15	2	G0014 (R119)
11:45 - 12:05	4	G001 (R102)
12:05 - 12:50	5	G001 (R110)
12:55 - 14:10	6	G001 (R110)
14:10 - 15:00	7	G001 (R110)

Attendance (Afwezigheid)

- 9 An overview of absences or special notices. See the box on the right of the screen.
- 10 The blue box indicates that homework or an assessment has been assigned. Click on it for more information
- 11 The list of abbreviations used to indicate a student's attendance or behaviour:

Dag	Docent	Locatie	Afwezigheid
wo 10-04	1	G001 (R110)	Afwezig bekend (ac)
wo 10-04	2	G001 (R120)	Afwezig bekend (ac)
wo 17-04	1	G001 (R110)	Afwezig bekend (ac)
wo 17-04	2	G001 (R120)	Afwezig bekend (ac)
do 18-04	1	G001 (R120)	Afwezig bekend (ac)
do 18-04	2	G001 (R120)	Afwezig bekend (ac)
vr 26-04	3	G001 (R106)	Huiswerk vergeten (hv)
vr 26-04	4	G001 (R106)	Afpraak (af)
vr 26-04	5	G001 (R106)	Afpraak (af)
vr 26-04	6	G001 (R106)	Afpraak (af)
vr 26-04	7	G001 (R106)	Afpraak (af)
vr 26-04	8	G001 (R106)	Afpraak (af)

zi	sick	ta	dentist
aw	absent without reason	do	doctor
tl	late to class	or	orthodontist
hv	homework forgotten	vo	transportation delay
bv	book forgotten	zh	sick, gone home
ug	sent out of class	rb	reason given to school
ac / ex	special leave approved	ho	hospital
rf	religious holiday	af	general appointments
sg	internship	at	field trip/school activity
mk	unapproved use of mobile phone	th	therapy
gs	suspended	fy	fysiotherapie
vs	overslept	sp	cutting class/unauthorised

Authorised absences are marked green in Magister and unauthorised absences are marked red in Magister.



Grades (Cijfers)

- 12** 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
- 13** The effort grades per term are visible here

Magister > Laatste cijfers

Laatste cijfers

Aanmelding: 2024-03-11 (01-09-2022)

	Docent	B1	B2
		106 101 102 905 906 910 911 912 913 914 915 120 121 122 123 919 920 921 922	
Vak			
English Language	74	B	74 B 1 3 3 3 3 2 66 75
Kalu Upper	72 80	B	77 B 3 3 3 3 3 3 60 83
Dutch Foreign B	55	B	55 D 3 3 3 2 3 3 87 72
French	86	A	86 A 2 3 3 3 3 3 60 75
Mathematics	53	B	53 C 2 3 3 3 3 2 86 69 79
Art and Design	90	B	90 C 3 3 3 3 3 3 78
Ordnis	88	A	88 C 2 3 3 3 3 3 73
Integrated Science	80	A*	80 C 2 3 3 3 3 3 65
Music	85	A	85 A 3 3 3 3 3 3 85
ICT	84	A	84 C 3 3 3 3 3 3 75 79
Physical Education	85	B	85 C 3 3 3 3 3 3 73 81 60
German	99	A*	99 A* 3 3 3 3 3 3 4 94 69
Humanities	91	B	91 A 3 3 3 3 3 3 61 76
RUSE	83 75 71	B	75 B 3 3 3 3 3 3 83 90 77

Toetsinformatie

Kalender

Kolomnaam: eng108

Omschrijving: Cijfers

Kolom weegfactor: 1

Docent weegfactor: 1

Afsluitdatum: 10-11-2022

Should you have any problems with logging in, etc. you can contact our admin staff: wrservicedesk@wolfert.nl. Please remember to mention the student's username when you contact them for help.





Library: Open Resource Centre (ORC) and Textbooks

We have two libraries: the main library is located in the ORC in the Senior Campus, and the mini library is in the Junior Campus. The library collection extends throughout the school, as well as in the online catalogue, which can be found at riss-wolfert.auralibrary.nl/auraicx.aspx

Senior Campus Library: ORC

The ORC at the Senior Campus houses the majority of the library's print collection of independent reading materials and research sources, which are available for check out by students, staff, and family members.

The ORC also serves as a central study area for IB students. Because of this, we ask that all visitors to the library speak and move in a calm and quiet manner.

Junior Campus Mini Library R104A

Room 104A at the Junior Campus is home to the Mini Library, a rotating collection of young adult titles that are of particular interest to Foundation and Middle Years students. Junior Campus students are welcome to borrow materials from the entire collection, including the Senior Campus, but the Mini Library provides easy access to books that are most popular and useful for these students.

The Mini Library is overseen by the librarian or Assistant Librarian with the help of the Junior Librarians, a student club that is trained in how to lend out and return library books to their peers, and dedicated to maintaining the Mini Library space.

R104A is also in full use as a classroom space, so the mini library collection is only available during break times.

Textbooks and Classroom Books

Textbooks and classroom books that are loaned to students are also managed through the Aura[™] library system. All books issued to students must be properly registered in their Aura accounts, and scanned back in when returned. Books should be returned in one of the clearly marked book return boxes located within the school (ORC, first floor corridor and front entrance of Junior Campus). Some subjects in grade 9 - 12 use online textbooks from Kognity.

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 will be charged for the book.

All books borrowed for classes are due by the last day of the exam period. Students are encouraged to return their textbooks on the day they take the exam for that subject and to check their accounts to make sure they know which books they need to return. After the last day of exams, books that have not been returned will incur a fine.

Lending Policy

The standard lending period for library books is 21 days and this period can be renewed twice via the app or the website. To extend a loan beyond three lending periods, the librarian must be contacted.

Certain materials may have shorter or longer lending periods. Textbooks are lent for the duration of the course for which they are issued, and books in high demand may not be available for renewal.

When materials are lost, destroyed or damaged, the borrower will be fined. If a lost book has been paid for, and the book is found and returned during the same school year, the borrower may receive a refund provided that the book is in usable condition.

Online Catalogue and Aura App

The Online Catalogue can be viewed at riss-wolfert.auralibrary.nl/auraicx.aspx, or via the link on the “Library” section of the school website. Students and staff can use the Aura Library App (available for iOS and Google) or “My AuraSpace” to view their current checkouts, extend their loan periods, or place holds on unavailable library materials. To create an account for the App/ My AuraSpace, students and staff can use their school ID number (Pass Number) with their school email address, and create their own secure password.

Digital Resources

RISS has access to two digital resource platforms:

Jstor - aims to support research based projects with a wide range of academic materials available for students and staff.

Britannica Schools - A digital library which can be used within the classroom but also for students' own personal reading. This resource ranges from Foundation Years through to Senior Years.

The login details for these platforms have been securely communicated to students and staff. If you are unaware of the login details contact the Librarian.

RISS Digital Library: Sora App

Ebooks and audiobooks can be borrowed via the Sora app. Students and staff can log in using Google Single Sign-on with their school email addresses. Digital checkouts may be downloaded to a personal device via the app in order to be used without internet access. Holds, renewals and returns are managed through the Sora app. The digital collection can also be accessed via web browser at soraapp.com/library/riss

Parents and Family members can request an account by contacting the librarian: jbi@wolfert.nl.



RISS Achievement Awards

RISS Award Schemes

As teachers, we see a wide range of commendable behaviours from our students. We like to recognise positive and considerate actions by our students, which are in line with our vision and values.

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

Academic Achievement Award

The school recognises academic excellence by the award of an “Academic Achievement Award”. This award is given at the end of Term 1, 2 and at the end of the year, for the overall year results. It is recognised in the following ways:

- An Academic Award certificate is given to the student
- The award is entered into the student’s records
- The criteria used to award academic achievement differ according to the academic programme being followed, but each award reflects a high level of excellence

FY The students achieves a minimum of eight A grades across all subjects

IGCSE The students obtain six As across subjects

IBDP The students obtain four grades of 6 or above across the six subjects, excluding TOK

IBCP The students obtain either two grades of 6 in their IB subjects or one 6 and a DD in their BTEC subjects

Core Values

Each term, awards are given for the RISS four core values: Respect, Responsibility, Relationships and Courage. These are awarded by tutor class, if there is a suitable candidate.





Awards Presented at the End of Year

Best in Class Award

This is awarded to the student (or students in the case of a tie) in each tutor group who has the highest end-of-year score (Grades 6 to 9 and Grade 11).

This award is recognised in the following ways.

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

Academic Progress

This award is given to the student (or students in the case of a tie) in each (non-external exam) tutor group, 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

RISS has four core values: Respect, Responsibility, Relationships 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 grade 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 award will only be given if there is a suitable candidate in the grade level.

Each student who is awarded this prestigious award exhibits the following key aspects:

- 1 The student 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 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 shows an exceptional willingness to overcome his/her own personal limitations to challenge themselves to achieve to the best of his/her ability
- 4 The student shows an exceptional capacity to respond positively and eagerly beyond specific subjects to any academic and pastoral demands and deadlines

The school wants to acknowledge also the discipline and commitment required to achieve excellence in a range of fields such as performing arts, sports, debating, public speaking and writing competitions

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. In addition, the school wants to acknowledge not only our 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 extra-

curricular events and activities, please send your child's tutor an email informing them 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 recognises the student's focus, persistence, willingness to push at boundaries and determination to engage with and surpass their own expectations outside the classroom. This award can be parent or teacher nominated.

Promotion Criteria

Absences and Promotion

If a student has missed **10% or more of lessons** without valid documented reasons, then their promotion will be at risk and their case will be evaluated. On average, this would equate to missing 140 lessons.

A student is not able to repeat the same year twice. If a student is not promoted for a second time in the same section, the school will work with families and external agencies to establish an appropriate course of action. At this stage, it is not advisable for the student to continue at RISS due to the academic and social-emotional factors of repeating.

Please note that ongoing communications will mean that parents will be informed about students at risk, with the aim of collaborating to support their child's progress. Parents must be proactive in keeping themselves informed about their child's progress, eg. Magister, Bulletin, and email communication from teachers, tutors and the Head of Section.

Promotion to the next grade depends upon a satisfactory academic performance in the previous year. If a student has consistently failed to meet satisfactory standards, this will be communicated to the student and parents via our report cards and parent teacher conferences during the year. We aim at working with parents on this as we believe that much can be done to support student achievement when parents and the school work together.

Promotion to the different grade years depends on the following criteria:

Grade 6 into Grade 7

Six C grades or higher, including Mathematics and/or English. Satisfactory progress in the RISS Rose Programme	Automatic promotion
Six C grades, including Mathematics and/or English and not meeting RISS Rose standards	In this scenario, students are not making enough progress in his/her/their learning, however individual cases will be assessed and considered by the Head of Section, Tutor and teachers to determine the best course of action for the child.
Five C grades or Lower	Student will need to resit the year

EAL classes are not included in the promotion criteria.

Grades 7 into Grade 8 and Grade 8 into Grade 9

Eight C grades or higher, including Mathematics and/or English	Automatic promotion
Seven C grades, including Mathematics and/or English	In this scenario, students are not making enough progress in their learning, however individual cases will be assessed and considered by the Head of Section, Tutor and teachers to determine the best course of action for the child.
Six C grades or Lower	Student will need to resit the year

EAL classes are not included in the promotion criteria.



Grade 9 to 10

Promotion into the second year of the IGCSE programme will depend upon satisfactory academic progress in Grade 9. **A minimum of six C grades are required in the final end-of-year grades.**

This may include Dutch and PE, however, EAL is not part of the promotion criteria.

Satisfactory progress in RISS Reach is also part of the consideration for promotion.

If a student consistently does not achieve a satisfactory level of academic progress, struggles with English as the language of instruction or has a poor work ethic, then they may be required to repeat the year. This decision will be made by the Head of Section, the tutor and teachers, taking into consideration the best educational interest of the student. A student may not repeat the same year twice.

Grade 10 to 11

A minimum of six C grades at IGCSE is required to be considered for automatic admission to IB programmes. A student's grade in PE and Dutch can also be part of the consideration for promotion, however, EAL is not part of the promotion criteria.

Satisfactory progress in RISS Reach is also part of the consideration for promotion. In addition, it is strongly recommended that a student has a minimum of a B in the subjects intended to be studied at Higher Level. If a student wishes to study Mathematics A&A at HL level, an A and above in Cambridge International Maths Extended Level is required. It is a recommendation that any student taking Physics should opt for Mathematics A & A.

Please note that the school will honour the promotion criteria, but when a student does not meet the requirements detailed in the Handbook regarding behaviour, attendance or work ethic, the school will contact the parents for a discussion to ensure family and school work together from the outset. We do this in line with our values to keep families informed and ensure student success.

RISS Grade 10 students who do not meet the aforementioned criteria will be formally informed by the Head of Senior Years.



The following will be considered for students not meeting the criteria:

- A** The student should have a sufficient level of English to be able to access the IB programmes
- B** The student should satisfy the school's standards of work ethic and behaviour that will allow them to manage the challenges of an IB education. For this, teacher feedback, grades and information within the student file in Magister will be taken into account
- C** The student should have adhered to the national standards of attendance and lateness. In order to progress to the IB programmes specifically, the students must achieve a minimum of 90% attendance
- D** Parental responsiveness to school communications

For cases of **students coming from countries with local qualifications or other international exams**, the admission officer will request appropriate documentation for our Head of Senior Years to assess suitability and validation.

Please note the below:

- The **IB Preparatory Year** is only for those students entering the IB whose Heritage Language does not yet allow them to fully access the school's language of instruction, or who transitions to our school halfway through the year. The IB Prep year is not for students who have not met the requirements and have not managed to be promoted into the IB programme. The decision for this rests on the Deputy Principal
- **The Mock Exams** for IGCSE students are sat in January. IGCSE students who do not meet the requirements are contacted after the mock exams, to help them and their parents explore possibilities for the student's future
- All approaches to learning, community and service and language development requirements have been met
- The candidate has not received a penalty for academic misconduct from the Final Award Committee

Grades 11 to 12

For the IBDP, students must obtain a total of 26 IB points in six 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 (CAS, EE)
- Not lower than a D grade in TOK
- Internal Assessment requirements for Grade 11 must have been met
- Comply with a 90% attendance for the programme

For the IBCP students must have

- No grade of 2 or lower in the DP courses
- No U awarded for any BTEC unit
- Show satisfactory progress on Core subjects: PPS, RP, and CE
- Have met internal assessment requirements for Grade 11
- Comply with a 90% attendance for the programme

Students not meeting these requirements will be invited by the Head of Senior Years. The final decision is made in collaboration with the tutor, and IBDP or IBCP Coordinator.

Successfully completing Grade 12

The IB Diploma will be awarded by the IB to a candidate provided all of the following requirements have been met.

- The candidate has obtained more than 24 points in total
- The candidate has met the CAS requirements
- The candidate does not have a “N” awarded for TOK, the EE or for a contributing subject
- The candidate has obtained a grade of D or above for TOK and/or the EE
- The candidate does not have a grade 1 awarded in any subject/level
- The candidate does not have more than two grade 2s awarded (SL or HL)
- The candidate does not have more than three grade 3s or below awarded (SL or HL)
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count)
- The candidate has gained 9 points or more on SL subjects (Candidates who register for two SL subjects must gain at least 5 points at SL)
- The candidate has participated in and completed the Group 4 Project in Science in school.
- This is a compulsory part to obtain the IB Diploma
- The candidate has not received a penalty for academic misconduct from the Final Award Committee

Award of the IB CP Programme

- The CP will be awarded by the IB to a candidate provided all of the following requirements have been met
- The candidate has completed the specified career-related study
- The candidate has been awarded a grade 3 or more in at least two of the DP courses registered for the CP
- The candidate has been awarded a grade of at least D for the reflective project

Students who are 18+

In the Netherlands, the education system values both academic achievement and individual autonomy. As students transition into adulthood when they reach 18 years of age, it becomes imperative for RISS to strike a balance between ensuring educational engagement and respecting their autonomy.

Dutch law has very specific requirements regarding attendance. Students in the Netherlands between the age of 5 and 16 are “Leerplichtig”. Students between the age of 16 and 18 are “Kwalificatieplichtig” if they have not obtained a school leaving diploma. Once a student is over 18, and under 23, although they are not required to attend school, the government recognizes that obtaining a school leaving diploma increases the chance of success in life. The school and the municipality (“gemeente”) therefore work together to support students over 18 to complete school successfully. The school is required to report non attendance to the municipality if students reach the threshold of attendance, leave school and do not yet have a “startkwalificatie”. A report will then be made to the Regional Reporting Coordination Point (RMC) and the RMC will then contact you and motivate you to follow appropriate training.

Parents or guardians are responsible for paying the school fees, therefore RISS involves the parents in both attendance, academic and behavioural aspects of students over 18. For 18+ students the same school rules apply as with students under 18. Kindly note that there’s a possibility to ask for financial support from DUO for students who are over 18 and enrolled for a full year.

Students who turn 18 together with their parents are required to read and acknowledge these school expectations.

Magister

Students nearing their 18th birthday are given the option to allow their parents access to Magister. RISS requires and encourages our students over 18 to ensure that this permission is granted.

Attendance

For 18+ students the same school rules apply as with students under 18, which means the same steps will be taken when dealing with unauthorised absences or sickness. There is no reason to not talk to an 18+ student about their absences or to give sanctions.

Students and parents should acknowledge and agree that RISS will contact the parents as well as the students when it comes to absences and attendance issues regarding the student attendance of students over 18. Although Leerplicht cannot formally sanction an 18+ student, schools are allowed to disenroll a student (not in their final year) if a student is consistently absent from class. The student then also no longer has a right to their DUO-scholarship (if they applied for it).

Please note that RISS and outside exam boards will only accept parental notes or letters of excuse when it comes to illness/absence regarding tests or exams.

Request for special leave - when a student over 18 is requesting special leave, RISS still requires the parent to fill in the form or either co-sign or sign on behalf of the student.

Common reasons where the student is allowed to email the school themselves (with parent in CC) - Lateness due to (public) transport delay (incl. picture of board or app), doctor or dentist appointments and being unwell. Please note parents should always be copied in.

Behaviour

RISS will involve parents and or guardians and the student regarding academic or behavioural issues with students over 18.

The report cards of students over 18 are addressed to the parents or guardians of the student over 18. The report is handed to the student, and the student is requested to hand it over to the parent.



Our aim

- Provide to learn
- Encourage
- Foster with learn
- Model
- Acting and

Students over 18 are legally adults. RISS expects exemplary behaviour of these students in both attendance and engagement in class. When this is not the case, RISS will take steps to ensure the learning environment of students who are under 18 are not affected.

Students need to be made aware that at university or Higher Education there are attendance and lateness regulations and if they are not meeting them now, it may impact on their performance. In addition, potential letters of recommendations for their universities of choice will reflect on accounts related to work ethic and time management skills, which is key at higher education.

RISS High School Diploma (HSD)

All students who successfully meet our High School Diploma requirements receive the RISS High School Diploma, which is equivalent to a US College Preparatory High School Diploma. RISS is accredited by the NEASC, and is therefore able to offer the High School Diploma as an alternative or additional pathway as a school leaving certificate. The RISS High School Diploma is awarded based on the last four years of secondary school.

To qualify for a RISS High School Diploma a student in Grades 9-12 must gain credits over four years. **A minimum of 24 credits** must be obtained to earn the diploma. Credits are given for subjects completed successfully for one year. This means that the student has successfully followed the course for the full academic year.

RISS offers subjects and courses from different internationally-recognised programmes:

In Grades 9 and 10 students follow the International General Certificate of Secondary Education (IGCSE) courses by Cambridge. The grades range from an A* to a G. In Grades 11 and 12 students follow programmes offered by International Baccalaureate. We offer the IBDP and IBCP pathways.

- International Baccalaureate Diploma Programme (IBDP). Students follow three Higher Level and three Standard Level subjects. Grades range from 7-1.
- International Baccalaureate Career-Related Programme (IBCP) with Pearson's BTEC International Award programme. Students follow the Pearson BTEC Level 3 Diploma in Business and choose three IB subjects in a combination of either Higher Level or Standard Level subjects. Grades range from 7-1.

RISS also offers some school-created subjects and requirements which contribute to the diploma, such as Dutch, RISS Reach and the PE programme in the IGCSE years.

Subject	Credits
English	4
Foreign/Other Languages	4
Mathematics	4
Humanities *	4
Science**	2
Creative or Physical Subjects	1
TOK/PPS	1
EE/RP/Reach***	1
CAS Project/Service Learning	1
Complete One Collaborative Project ****	1

Further notes:

- Two credits from other electives can be taken from any other subjects such as sciences, another language, or humanity / creative subject
- Credits must be gained over a four year period
- All transfer students will need to produce their transcripts as proof of courses completed successfully in order to qualify for credits
- (*) Pearson's BTEC Double Award counts as two humanities subjects per year
- (**) Co-ordinated Sciences in the Middle Years will count as two subjects, i.e., two credits per year.
- (***) To meet this requirement, students should produce a piece of analytical/reflective writing, referencing sources and showing proficiency in academic writing or appropriate presentation skills
- (****) To meet his requirement, students should actively participate in a collaborative project such as the Group 4 or CP Collaborative project

Careers & Higher Education Advice at RISS

The Careers and Higher Education 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 careers and higher education process.

Our role at school is to work together to guide RISS students and parents in the decision making process for their future careers and higher education plans. We take a multi-disciplinary approach that takes into consideration the students' goals, academic performance, YELLIS and ALIS assessment results, and we offer personalised attention to the process. Our counsellors attend various conferences, locally, regionally and worldwide to ascertain the latest guidance and admissions standards and trends.

The Careers/HE counsellors will offer individual guidance on decision-making, researching career paths and university possibilities, assisting in the application process, and managing key deadlines. Throughout students' school years several aspects within the process of researching future pathways and applying to universities will take place. Events, organised by school, such as a career fair, alumni visits, university fairs, are an important part of this experience.

Students will also receive the added benefit of having access to Unifrog, a careers and university search engine that RISS is using to support and inform students in choosing a career path, finding the best-fit university, building a CV, and creating a personal statement, amongst other things. Here, students and parents can access the latest university admissions criteria and find country/region specific tips for gaining admission.

The Careers/HE counsellors provide weekly updates on the field of careers, vocational and higher education through tutorials, Google Classroom and mail. Please keep an eye on our weekly RISS Bulletin for the whole school community in which we also share relevant information concerning careers and higher education.

We are committed to making this crucial transition from secondary school to vocational or higher education a meaningful and growthful process. The Careers/HE team has a dedicated office in the senior campus. For contact, please email he.riss@wolfert.nl.

Subject Abbreviations used in the Timetable

Foundation Years

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 Language Arts	ger	German Foreign language
dfb	Dutch Foreign Beginners	ict	Information and Communication Technology
dfa	Dutch Foreign Advanced	is	Integrated Science
dfi	Dutch Foreign Intermediate	mat	Mathematics
duf	Dutch First Language	mus	Music
fr	French Foreign language	pe	Physical Education
hums	Integrated Humanities	sp	Spanish Foreign Language
tt	Tutorial	rro	RISS Rose
		hlss	Heritage Language Self Study

Middle Years/IGCSE

aad	Art & Design	fr	French Foreign language
bus	Business Studies	geo	Geography
chin	Chinese Foreign Language	ger	German Foreign Language
cs	Computer Science	hi	History
drm	Drama	mate	Intl Mathematics extended
dfb	Dutch Foreign Beginners	matc	Intl Mathematics core
dfi	Dutch Foreign Intermediate	mus	Music
dfa	Dutch Foreign Advanced	pe	Physical Education
duf	Dutch First Language	rre	RISS Reach
eal	English (additional)	sci	Co-ordinated Sciences
eco	Economics	scic	Co-ordinated Sciences Core
eng	English First Language	sp	Spanish Foreign language
esl	English Second Language	tt	Tutorial
envm	Environmental Management	trtu	Travel and Tourism
ent	Enterprise	wl	World Literature

IB

bios/h	Biology SL/HL	geos/h	Geography SL/HL
buss/h	Business Management SL/HL	hiss/h	History SL/HL
chs/h	Chemistry SL/HL	maas/h	Math Analysis and Application SL/HL
dalls/h	Dutch A Lang and Lit SL/HL	mais/h	Math Approaches and Interpretation SL/HL
dbb/h	Dutch B SL/HL	phs/h	Physics SL/HL
duab	Dutch ab initio SL	psys/h	Psychology SL/HL
ecoh/s	Economics SL/HL	spbs/h	Spanish B SL/HL
ebh	English B HL	spab	Spanish ab initio SL
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	thrs/h	Theatre SL/HL
		tt	Tutorial
frbs/h	French B SL/HL	us	Own language - SSST
frab	French Ab Initio	varts/h	Visual Art SL/HL

IB Career-Related Programmes

cpbtec	BTEC
cppt	Tutor time
cpcas	CP service learning
cppps	CP Personal & Professional Skill



Members of Staff

Specialist and Administrative Staff

Mr Matthijs Ruitenberg.....	Interim Director and CFO, Wolfert van Borselen School Group
Ms Lani du Plessis.....	Principal, RISS School
Ms Natalie Prudhoe.....	Deputy Principal
Mr Tim Mottram	Head of Senior Years/IBDP Coordinator
Mr Gerald Oudman.....	Head of Middle Years
Ms Marietjie Swart.....	Head of Foundation Years
Mr Michael Healy.....	Curriculum Leader for English and Arts
Ms Lynn Libert.....	Curriculum Leader for Language, Heritage & Culture
Ms Anna Kuipers-Tupko	Curriculum Leader for Mathematics
Mr Ben Kristiansen.....	Curriculum Leader for Humanities and Learning Technology
Ms Ylva Muilwijk	Curriculum Leader for Science and Physical Education
Mr Martin Kacor	IBCP Coordinator
Ms Tineke Myburgh.....	Student Leadership and Community Coordinator
Mr Will Murphy.....	Student Leadership and Community Coordinator
Mr Dave Green.....	Student Data and Timetable Coordinator
Ms Margriet van Rooij.....	HE and Careers Guidance Coordinator
Ms Sarah Beecham.....	Leadership Assistant, Support Staff Manager and Safety Officer
Ms Cinzia Maffazioli.....	Leadership Assistant
Ms Elissa Balsley.....	Team Assistant
Ms Jayne Bier	Teacher Librarian
Ms Elisa Banfi.....	Library Support
Ms Carla Kacorová.....	Admissions Coordinator
Mr Jan Senden	Facilities Manager
Ms Marloes Hakvoort	Attendance Coordinator
Ms Caley Stearn	Head of Counselling
Ms Scarlett Murphy.....	Wellbeing and Health Advisor & School Nurse
Mr Kenneth Muller	CAS and Service Learning Coordinator
Mr Rafael Moreno	EE Coordinator
Mr Titus Barsulai	RP Coordinator

Mr Marco Dessí	TOK Coordinator
Ms Diana van Adrichem	Staff Confidante “Vertrouwenspersoon”
Ms Elisa Nicolosi	Lab Assistant
Mr Philip Westra	Internship Coordinator and Supervisor
Mr Jason Wouters	MR Representative

Teaching Positions/All Staff

To contact any staff member by email use their **code**@wolfert.n (e.g **jro**@wolfert.nl for Mr Roos.)

Adrichem, van	Diana	dad	Teacher of English Literature
Avermaete, van	Yoei	yav	Teacher of Mathematics
Akcay	Hatice	hak	Teacher of Biology, Science and Reach
Alberts	Paul	pal	Teacher of Geography and Reach
Badyna	Glen	gbd	Teacher of Drama, Theatre and English
Bakirman	Melissa	mba	Teacher of Learning Diversity (SEND)
Balsley	Elissa	eba	Team Assistant
Banfi	Elisa	ebn	Librarian
Barsulai	Titus	tba	Teacher of Business and IBCP BTEC Business
Beecham	Sarah	sbe	Leadership Assistant, Support Staff Manager
Bhardwaj	Nupur	nbh	Teacher of Maths
Bier	Jayne	jbi	Teacher of English and Reach
Blokhuis	Jennifer	jeo	Teacher of Travel & Tourism and English
Cankurt	Esra	ecn	Teacher of Mathematics (on leave)
Carson	Christopher	cca	Teacher of Physical Education, SSEH
Christoffelsz	Simone	sch	Teacher of Drama and English
Dessí	Marco	mde	Teacher of Humanities, Geography, TOK and Reach, TOK Coordinator
Duman	Debbie	ddu	Teacher of English
Edwards	Joanne	jed	Teacher of Psychology & Head of Learning Diversity
England	Christina	cen	Teacher of EAL, Heritage Language SS
Ezzy	Donia	dez	Teacher of French and Cover Teacher
Gopaul	Mardaymootoo	gma	Teacher of Physics and Science



Hakvoort.....	Marloes.....	mkh	Attendance Coordinator and Receptionist
Healy.....	Michael.....	mha	CL for English and Arts, Teacher of English
Kacor.....	Martin.....	mka	Teacher of Business and Economics, EE Coordinator, BTEC
Kacorová.....	Carla.....	cka	Admissions Coordinator
Kaijser.....	Veronique.....	vka	Teacher of Visual Art and Design, CAS advisor
Katerberg.....	Maya.....	mkt	Teacher of Dutch
Kharlamova.....	Tania.....	tkh	Teacher of English and EAL
Krepel.....	Daphne.....	dkp	Teacher of Dutch
Kristiansen.....	Ben.....	bkr	CL for Humanities & Learning Technology, Teacher of Economics and Business

Kuipers-Tupko	Anna	atu	CL for Mathematics, Teacher of Mathematics
Kumar-Singh	Sadhna	sku	Teacher of Science
Küçükoruç	Özlem	oku	Teacher of English, SSST
Libert	Lynn	lli	CL for Language, Heritage & Culture, Teacher of Eng B and EAL
Maffazioli	Cinzia	cmf	Leadership Assistant
Mateusz	Patrzala	mpa	Teacher of Physical Education
Maxwell	Marcia	mmx	Teacher of Visual Arts
McMinn	Peter	pmc	Teacher of Biology, CAS Advisor
Moreno-Adelantado	Rafael	rmo	Teacher of Spanish, EE Coordinator
Mottram	Timothy	tmo	Head of Senior Years/IBDP Coordinator
Muilwijk	Ylva	ymu	CL for Science and Physical Education, Teacher of Science
Muller	Kenneth	kmu	Teacher of English, CAS Coordinator
Murphy	William	wmu	Teacher of Science & Learning Diversity
Murphy	Scarlett	smu	Staff Wellbeing and School Nurse
Myburgh	Tineke	tmy	Teacher of Maths and Learning Support, and Student Leadership & Community Coordinator
Nicolosi	Elisa	eni	Science Technician
Oudman	Gerald	gou	Head of Middle Years
Oudman	Lexi	lou	Teacher of History and Humanities
Ouko	Julius	jou	Teacher of Chemistry
Özal	Semra	soz	Teacher of Mathematics
Papavoine	Anouk	apa	Teacher of Dutch
Philips	Scott	sph	Teacher of Biology and Science
Plessis, du	Lani	lpl	Principal
Poposka	Elena	epo	Teacher of Maths
Priego-Garcia	Nuria	npi	Teacher of Maths
Razafindrakoto	Laurence	lra	Teacher of French
Riero Begue	Pablo	pri	Teacher of History and Humanities, TOK and Reach
Rooij, van	Margaretha	mro	Teacher of Dutch, HE Guidance Coordinator
Roos	Jens	jro	Teacher of Physical Education
Roy	Debashree	dry	Teacher of ICT

Sacco	Claudio	csa	Teacher of Music, RISSRose
Shen	Yu	ysh	Teacher of Chinese
Stearn	Caley	cse	Head of Counselling
Swart	Marietjie	msw	Head of Foundation Years, RISS Rose Coordinator
Ternieden	Fabienne	fte	Teacher of French and German
Thompson	Alexi	ath	Teacher of Spanish
Veenstra	Eva	eve	Teacher of Music
Westra	Philip	pwe	Teacher of Economics & BTEC
Wouters	Jason	jwo	MR Representative HE Support, Teacher of Dutch

Other Instructors and Teachers

Mare van den Putte **mpt** Debate Club Coordinator

Interns

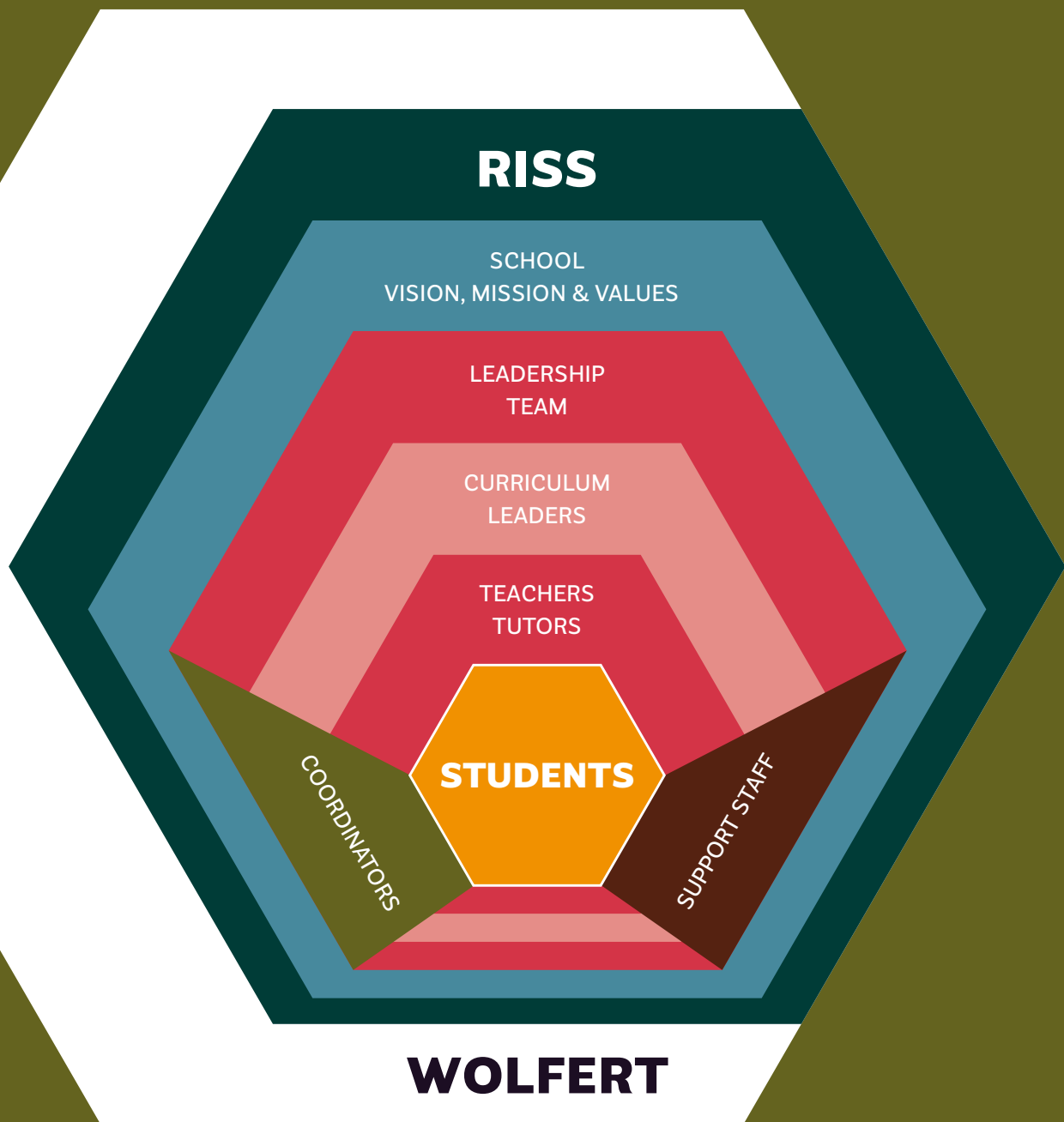
Baars	Hanna	Student Teacher English Language
Blom	Marijke	Student Teacher Chinese
Rijdsdijk	Tinus	Student Teacher Physics
Van der Laan	Anne	Student teacher English Language

Emergency Response Team

Elissa Balsley	Gerald Oudman
Sarah Beecham	Natalie Prudhoe
Martin Boelsen	Jan Senden
Christopher Carson	Margaretha van Rooij
Lani du Plessis	
Christina England	
Marloes Hakvoort	
Martin Kacor	
Carla Kacorová	
Lynn Libert	
Cinzia Maffazioli	
Tim Mottram	
Tineke Myburgh	

Safety group

Ms Sarah Beecham
Ms Ylva Muilwijk
Ms Elisa Nicolosi
Ms Lani du Plessis
Mr Jan Senden
Ms Marietjie Swart
Ms Elissa Balsley
Mr Christopher Carson





General Description of Staff Positions

Director or Executive Principal

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, mission and values for the whole school. A detailed Wolfert document is available that describes in full detail the Principal's role and responsibilities.

Deputy Principal

Leads the school in supporting and implementing the school vision, mission and values, the strategic plan and yearly plan, with a focus on managing teaching and learning throughout the school. The Deputy Principal also represents the school and deputises for the Principal.

Heads of Sections (Team Leaders)

The Heads of Sections are responsible for the overall academic and pastoral care for all students within their sections. In addition, the Head of Middle Years & Head of Senior Years/IBDP Coordinator, supervises the correspondence response with the respective examination boards, and monitors the timetable and running of external exams. They maintain reference publications and materials which support delivery in their respective years. The Head of Middle Years is responsible for the communication, administration and implementation of the IGCSE exams. The Heads of Sections interview students to ensure a rigorous admission process and effective placement of students within the school. The Head of Foundation Years also liaises with feeder schools to assist students' transfer into Grade 6. A detailed Wolfert document is available that describes in full detail the Heads of Section and Deputy Principal's role and responsibilities.

The Head of Senior Years also manages the roles of the IBDP and IBCP Coordinators, supervises the IB Core programmes and supports the pastoral care and provision for students in the Senior Years. He is supported by the IBCP Coordinators, TOK Coordinator, EE/Reflective Project Coordinator, CAS/Service Learning Coordinator and the Principal, as an IB Administrator, plus HE Guidance and Counselling. This ensures effective and opportune action in the care of senior students.

RISS Leadership Team

The RISS Leadership Team consists of:

Principal	Ms Lani du Plessis
Deputy Principal	Ms Natalie Prudhoe
Head of Senior Years/IBDP Coordinator	Mr Tim Mottram
Head of Middle Years	Mr Gerald Oudman
Head of Foundation Years	Ms Marietjie Swart

This team provides the strategic educational and pastoral leadership of the school, and manages the implementation of the School Improvement Plan (SIP).

Medezeggenschapsraad (MR)

By law, every school in the Netherlands is linked with a medezeggenschapsraad (MR). This is a participation council, where elected representatives of teachers, students and parents are consulted by the school management over matters concerning the management of the school. The MR holds, according to legislation, two types of rights: the right of advice (adviesrecht) and the right of approval (instemmingrecht). Matters in which either right can be used are specified. More information about the Wolfert MR can be found on our school website.

Pedagogical Leadership Team

The Pedagogical Leadership Team at RISS (Rotterdam International Secondary School) functions in an advisory and consultative capacity, focusing on matters pertaining to pedagogy, strategic implementation, curriculum direction, and the overall wellbeing of students and staff. The primary objective of this team is to empower the school community by involving them in decision-making processes related to these areas.

Composition: The team comprises 13 to 16 members who represent various stakeholders within our school community.

Meeting Frequency: The team convenes around six times a year to discuss important matters and provide valuable input.

Responsibilities and Role:

1 Advisory and Representational Role:

The team serves as an advisory body, offering expert guidance and insights.

It acts as a representative voice, ensuring that the viewpoints of teachers, students, and parents are taken into account

2 Project and Plan Approval:

The team reviews and approves projects and plans that have been or need to be consulted with relevant stakeholders such as teachers, students, and parents.

Parental input is gathered through the weekly bulletin

3 Community-Oriented Themes:

Discussions within the team focus on themes that have a broader impact on the school community, irrespective of personal experiences

4 Confidentiality:

All discussions held within the team are treated as private and confidential

5 Document Confidentiality:

Documents shared within the team are not disseminated to other stakeholders within RISS or beyond the school

6 Professional Conduct:

Personal matters should not be raised during meetings, nor should they be utilised to advocate for change or action

Members

Principal Ms L du Plessis
Deputy Principal Ms N Prudhoe
Head of Senior Years/IBDP Coordinator Mr T Mottram

Head of Middle Years	Mr G Oudman
Head of Foundation Years	Ms M Swart
IBCP Coordinator	Mr M Kacor
MR representative	Mr J Wouters
Curriculum, Leader Representative	Rotating
Staff Confidante/Vertrouwenspersoon	Ms D van Adrichem
Learning Technology Coordinator	Vacant
Support Staff Representative	Ms S Beecham
Student Leadership Team Representative(s)	Ms T Myburgh or Mr W Murphy
Parent Representative(s)	

This well-defined structure and set of responsibilities enable the Pedagogical Leadership Team to effectively contribute to the enhancement of pedagogy, strategic implementation, curriculum direction, and student and staff wellbeing within RISS.

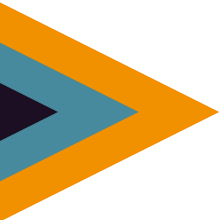
RISS Curriculum Leaders

Curriculum Leader of Mathematics	Ms A Kuipers-Tupko
Curriculum Leader of English and Arts	Mr M Healy
Curriculum Leader of Heritage Languages and Culture	Ms L Libert
Curriculum Leader of Science and Physical Education	Ms Y Muilwijk
Curriculum Leader of Humanities and Learning Technology	Mr B Kristiansen

Curriculum Leaders lead teaching and learning within their area and across the school. They promote their curriculum area and monitor their curriculum pedagogy; they organise and facilitate meetings during collaborative time; they promote interdisciplinary collaboration; and they manage the professional learning and development of their staff.

Coordinators

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



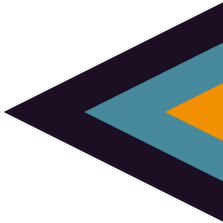
Head of Senior Years/IBDP Coordinator	Mr T Mottram
IBCP Coordinator	Mr M Kacor
CAS/Service Learning Coordinator	Mr K Muller
TOK Coordinator	Mr M Dessí
EE Coordinator	Mr R Moreno
RP Coordinantor	Mr T Barsulai
HE Guidance and Career Coordinator	Ms M Van Rooij
Language and Culture Studies Coordinator	Ms F Ternieden
Student Leadership and Community Coordinator	Mr W Murphy
Student Leadership and Community Coordinator	Ms T Myburgh
Learning Technology Coordinator	vacant
Learning Diversity Coordinator	Ms J Edwards
Timetable and Student Data Coordinator	Mr D Green
Internship Supervisor and Coordinator	Mr P Westra
Attendance Coordinator	Ms M Hakvoort
RISS Reach Coordinator	Mr G Oudman
RISSRose Coordinator	Ms M Swart

Learning Diversity (SEN) Team

Team that works with specific students within our Special Educational Needs (SEN) programme. They provide support, information and training for our staff ensuring they can maximise students' learning opportunities. This team consists of full time and part time members of staff.

List of Tutors/RISS Organisational Chart

Principal	Ms L du Plesisis (LPL)		
Head of Sections	Foundation Years Ms M Swart (MSW)	Middle Years / IGCSE Mr G Oudman (GOU)	Senior Years IBDP/IBCP Mr T Mottram (TMO)
Tutors	Grade 6A Y Shen (YSH)	Grade 9A Mr M Gopaul (GMA)	Grade 11A Mr W Murphy (WMU)
	Grade 6B D Krepel (DKP)	Grade 9B Ms H Akcay (HAK)	Grade 11B Mr S Philips (SPH)
	Grade 6C S Christoffelsz (SCH)	Grade 9C Mr M Dessi (MDE)	Grade 11C Ms D Duman (DDU)
	Grade 7A F Ternieden (FTE)	Grade 9D Ms M Maxwell (MMX)	Grade 11D Mr R Moreno (RMO)
	Grade 7B T Myburgh (TMY)	Grade 10A Ms D Van Adrichem (DAD)	Grade 11E Ms O Küçükoruç (OKU)
	Grade 7C M Bakirman (MBA)	Grade 10B Mr M Healy (MHA)	Grade 12A Mr P Alberts (PAL)
	Grade 8A S Kumar-Singh (SKU)	Grade 10C Ms N Priego (NPI)	Grade 12B Mr P McMinin (PMC)
	Grade 8B P Riera Begué (PRI)	Grade 10D Mr C Carson (CCA)	Grade 12C Mr P Westra (PWE)
	Grade 8C J Blokhuis (JEO)		Grade 12D Ms S Özal (SOZ)
			Grade 12E Mr T Barsulai (TBA)
			Grade 12F Ms V Kaijser (VKA)



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:

- Instil and foster our school values, vision and mission amongst students
- Promote student charter as a key cornerstone of the students' voices in our school
- Build up a positive and constructive atmosphere within the tutor and grade group
- Access and review lockers to ensure they are being maintained in accordance with the conditions set in this document
- Deliver the pastoral programme ensuring that the provision is at the highest possible standard
- Target the development of skills and dispositions for students' improvement and achievement as lifelong and independent learners
- Promote community spirit and student leadership under the guidance of the Student Leadership and Community Coordinator
- Collaborate with other tutors to enhance the tutoring experience
- Monitor Magister documentation to check on students' wellbeing, absences, logbook entries 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
- Liaise with the Attendance Coordinator about weekly absences and lates and inform both students' parents and Head of Section/Deputy Principal when action is necessary
- Issue progress reports and discuss 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 counsellors when applicable
- Engage timely with students and their parents/guardians especially when there are academic or social emotional concerns
- Meet regularly with the relevant Head of Section or Line Manager
- Participate in and attend with their tutor group the end-of-year trip
- Supervise students' progress, attendance and discuss disciplinary issues

- Enrich the approach of students to their school work as a whole by introducing a variety of approaches to learning and study skills
- Refer students to Learning Diversity in consultation with Heads of Section or Deputy Principal
- Complete all training required linked to their role and in line with child protection and safeguarding policy and protocols

Student Leadership Programme

Guided by our school's mission of “educating for self-awareness, curiosity, and integrity in a changing world,” we are embarking on a transformative journey that recognizes the importance of preparing students to thrive as responsible global citizens. Through these collaborative efforts, we developed a Student Leadership Programme that aligns with our core values of courage, responsibility, relationships, and respect.

The programme aims to empower students and provide them with the necessary tools to navigate an interconnected world.

The programme aims to empower students and provide them with the necessary tools to navigate an interconnected world. By nurturing their leadership qualities, fostering critical thinking, and promoting social responsibility, we believe our students will be well-equipped to make a positive impact on their communities and contribute to a more inclusive and globally-minded society.



RISS

Student Leadership Team

Student Leadership Team (StuLT)

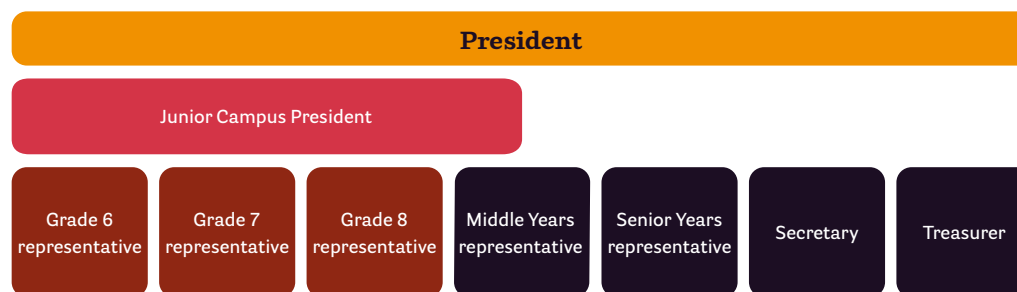
Aims and objectives

The Student Leadership Team is a group of students whose main goal is to help foster a sense of community and belonging among RISS students and provide a structured approach to addressing student needs and concerns through leadership.

The objectives of having a Student Leadership Team include:

- **Developing leadership skills:** By participating in the StuLT, students can learn valuable leadership skills such as teamwork, communication, organisation, and problem-solving
- **Providing opportunities for personal growth:** By participating in the StuLT, RISS students can develop their self-confidence, public speaking abilities, and interpersonal skills
- **Encouraging student engagement:** The StuLT can serve as a platform for RISS students to express their opinions and ideas, as well as to participate in initiatives and events. This can increase student engagement and involvement in RISS activities
- **Fostering a sense of community:** By working together on various initiatives and events, students can develop strong bonds and a sense of community among themselves, as well as with RISS staff and faculty
- **Enhancing RISS culture:** The StuLT can play a role in promoting RISS spirit, traditions, and values, and can help create a positive culture for all students
- **Improving RISS decision-making:** By having a StuLT, students can have a voice in RISS decision-making and can provide feedback on various initiatives and events. This can lead to a more student-centred approach to school management

The Student Leadership Team (StuLT) structure



The Student Leadership Team consists of nine members including:

The President of the Student Leadership Team is responsible for administering and upholding the Student Charter, attending all official meetings and events, presiding over meetings, collating campus issues and community service projects, being the liaison between the student body and the leadership team and motivating student participation in cultural activities. The president of the StuLT serves as the official spokesperson for the Student Body of RISS in the pedagogical leadership team (PLT).

The Junior Campus President of the Student Leadership Team is prepared to assume the President's responsibilities in case of absence or illness, ensuring the continuity of leadership. They are the main point of contact for the junior campus representatives and their main role is ensuring that important information and updates are communicated effectively to the student body. Additionally, they assist in the planning and execution of events, contributing to the overall success and smooth running of such activities.

The Grade/Section Representative holds an important role and a set of responsibilities within their designated grade/section. They serve as a liaison between the student body and the Student Leadership Team, representing the interests and concerns of their grade/section. The Grade/Section Representative actively participates in meetings and discussions, providing input and feedback on behalf of their section. They play a vital role in disseminating information from the

leadership team to their grade/section, ensuring effective communication and transparency. The Grade/Section Representative also encourages engagement and participation from their grades in various activities and initiatives. They serve as a point of contact for their grade/section, addressing questions, concerns, and suggestions.

The Secretary of the Student Leadership Team is responsible for attending all meetings and events, preparing and distributing meeting agendas, recording and compiling minutes, maintaining meeting and event records, managing a directory of officers and members, and taking attendance at organisation meetings. They are in charge of maintaining effective communication channels within the StuLT and with the student body. This includes managing social media posts, and creating and distributing newsletters or announcements. They also play a key role in promoting events and activities, ensuring that information reaches the student community. They work closely with other StuLT members to gather content and engage students through various communication platforms.

The Treasurer of the Student Leadership Team is responsible for maintaining appropriate financial records and providing weekly reports at the meetings. They handle the deposit of all credit generated from StuLT events with the Wolfert finance department. The Treasurer is also in charge of selling tickets for events and managing all funds. They also play a role in planning and executing events, contributing to their success and smooth operation.

Due to the academic responsibilities of the IGCSE and IB programme, Grade 10 and 12 students will not form part of the Student Leadership Team. However, during their first two terms of the school year there will be additional leadership opportunities that they can take part in. Students in these grades are requested to submit concerns to the StuLT email or the StuLT President of their campus.

Community and Communication

To further enhance our sense of community within the school, the StuLT will host section assemblies as a platform for fostering connection and unity. These assemblies will provide an opportunity for students within the same section to come together, share experiences, and celebrate their achievements. By gathering regularly in these assemblies, students will not only strengthen their bonds with peers but also develop a deeper understanding of the diverse talents, passions, and perspectives within their section. It will serve as a space where students can showcase their talents, engage in

collaborative projects, and collectively address issues that matter to them. Through section assemblies, we aim to create a strong and inclusive community where every student feels seen, heard, and valued, ultimately cultivating a sense of belonging that extends beyond the classroom. These assemblies will be led by the Grade representatives in that particular section.

Outside of assemblies, students can also submit concerns, queries and appreciation requests to their Grade Representative via the StuLT email: wrstult@wolfert.nl.

RISS aims to create a student council that reflects the diversity, strengths, and aspirations of the student body, and that works towards creating a positive and engaging school environment for all students.

Election Process

The election process for Student Leadership Team members at RISS reflects the school's commitment to promoting the core values of respect, responsibility, courage, and relationships. By ensuring a fair and transparent process, RISS aims to create a Student Leadership Team that reflects the diversity, strengths, and aspirations of the student body, and that works towards creating a positive and engaging school environment for all students. A democratic election process is followed to ensure student agency.

Extra-Curricular School Activities & Student Organisations

RISS is a student-centred school that aims to provide various opportunities for students to grow and for students to actively engage in activities and initiatives. Different student organisations include:

The **Green (or Eco School) 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 recycling, 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 and includes students of Grade 11 and 12; the Junior Green Team meets in the JC and includes Grades 6 to 10. The activities of the Senior Green Team can contribute to CAS experiences for the IB Diploma.

The **Gala Committee** is formed by Grade 11 students who plan the RISS Gala for Grade 12 in conjunction with the Student Leadership and Community Coordinator or appointed teachers. They will be in charge of the venue(s), contacting different businesses and organising the decorations and events.

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, events, the school play and other activities.

The **RISSUE Team** is in charge of creating the school magazine. RISSUE, is a student-led magazine which showcases diverse stories, activities, and events across the entire school, creating a vibrant and inclusive platform for celebrating our school community.

The **Queer Spectrum Alliance** is a student led club that promotes acceptance and inclusion of diverse genders and sexual orientations. The core mission of the QSA is to build and normalise a community where students can form bonds without fear of discrimination on the basis of queer identity. LGBTQ+ students, staff and allies meet weekly in the Senior Campus and plan events that celebrate and support the diversity of our community.

Extra Curricular Sports The school offers a wide range of sporting clubs spanning across two separate seasons (Summer/Spring). The aim of our sporting clubs is to provide our students with an opportunity to engage in physical activity in a sport of their choosing in a safe and friendly environment. Registration for sports clubs happens in September with more spaces made available in January. Examples of clubs offered: Tennis, Basketball, Running, Badminton, Gymnastics, Rugby.

The Music School offers individual instrument lessons designed for all RISS students complementary to weekly class music lessons. The aim is to bring the students accessible, affordable, fun, interactive and quality music lessons in response to the abilities, interests and needs of the student. Lessons can differ from 30 - 60 minutes and take place at the Junior Campus. Currently the Music School offers violin, cello, singing, piano, guitar, bass and drum lessons.

Duke of Edinburgh International Award is a globally-recognised framework offered in more than 120 countries that challenges students to believe in the power of their potential, make a difference in their community and take control of their future. Students participate in a programme that develops their interests, universal skills and life ambitions.

Model United Nations (MUN) is an opportunity for students to engage in international cooperation and diplomacy through an interactive method of participating in role play conferences based upon the United Nations. Students are able to meet their global peers at the various conferences while discussing current affairs based upon various committees. Students are able to develop debating, researching and public speaking skills. This is an excellent club for students interested in international relations, justice, politics, or simply want to make a change in the world. Currently, MUN is open to students in grades 9-12.

Debate Club

The Debate Club is an extracurricular activity that empowers students to utilise public speaking as a means to unlock their analytical skill set, critical thinking, and teamwork skills. Students learn to articulate their thoughts persuasively, engage respectfully with opposing viewpoints, think on their feet, and have the opportunity to represent the school at debating tournaments, sometimes even abroad.

Many of the clubs and activities are free with several requiring payments. All students are welcome to join.

General School Information

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 be seen 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
- In the SC, students and teachers are responsible for timekeeping, as there are a minimal number of bells
- 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, a student should contact the school administrator. All other students must wait quietly outside the classroom
- In general, students should not request to leave the classroom in order to go to the WC during lessons
- 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 and not during lesson time

Breaks and Non-Timetabled Periods

During breaks and non-timetabled periods students may go in the:

- JC to the Aula 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**
- Students in the SC may only leave the campus during first and second break

Student in the JC may not leave the school during breaks of free periods, as we have a closed campus policy. This means that students may only leave the building when their classes are over for the day. Once a student enters the premises at or before the start of their lessons they may not leave again until after their last lesson of the day.

Any study areas such as library, classroom and Aula (during lesson time) should be used for quiet studying. No food, drink, loud conversations 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.



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 generally remains the same throughout the year. Changes may occasionally be necessary and the school will keep families informed via Magister and bulletins. 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 45 minutes; followed by a five minute gap between lessons to ensure a smooth change. Students must be punctual to all lessons as expected within the [Dutch Attendance Regulations](#).

Students must leave the school buildings by 17:00 in the afternoon. Staying later must always be in consultation with a Head of Section.

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 a health and safety item that each student needs to have with them. It serves the following purposes:

- It allows students to enter the 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
- At the Junior Campus, the card allows the student to open the gate to the bike parking space behind the school
- In the Senior Campus, 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 borrow books from the school library
- 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 contact one of the administrators for guidance.

Food and Drink

At the JC, 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 the stairs at the back of the building in the JC. The designated eating area at the SC is the canteen. **No food is allowed in the ORC or Library in the SC and JC.** 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 buildings.*

Students can buy snacks and drinks 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.



Healthy School

Our school and canteens are 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 recognisable 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



General School Expectations

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.

Dress Code

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 recognise 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 respect, health and safety of each student. Clothing should enable and encourage, and not hinder progress and learning.

If private part(s) are visible, which includes the chest area, buttocks and/or midriff, the student should consider changing to more respectful and appropriate attire for school.

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.

Lockers and Locker Expectations

Each year, lockers are made available to students. This will be arranged through the administration near the beginning of the school year. Students and parents will sign to commit to the locker expectations.

Responsibility for Valuables

Whilst every reasonable measure is taken, the school will not accept responsibility for lost or missing objects. Money, mobile phones or other valuables should never be left unguarded, especially in the PE changing rooms and lockers.

Responsibility for School Environment

The school expects all members of the school community (students, teachers, support staff) to treat school property with respect, clean up after themselves, and help create a positive learning environment.

Lost and found

Every year, the school is full of garments and equipment that—despite several reminders and being put on display during parent conferences—is not collected. The school will donate these items to charity at the end of every term. Students should not leave their jackets abandoned on corridor hooks for weeks; they should be taken home. Each campus has a designated Lost and Found area, from where items can be claimed.

Elevator/Lift

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.

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. BOOR has a policy for CCTV cameras applicable to RISS, this can be found on key documents in our website under Wolfert Key Documents.

Admittance to the school

Admittance to the school for students and staff is **via the school card. Students should carry their school card on them at all times for access and safety.** Students should not open building doors to anyone without a card. Students without a card or visitors should ring the bell for admittance to the school and go to the reception area. Conversations will be held with students that do not bring their card and parents will be contacted. If lost, students will cover the cost of card replacement.



Visitors

Visitors to the school should report firstly to the reception in the main entrance and will be issued a visitor's badge and lanyard, which must be displayed prominently. They are expected to sign in and out for safety reasons. This applies to all visitors including staff, workers and students' guests.

Roof Terrace/Balcony

Our JC roof terrace and SC 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.

JC Play Area

A supervised play area is available during breaks for JC students. It is suitable for playing ball games, etc. Students wishing to use this area should assemble in the JC entrance hall at the beginning of break and wait until the staff escort arrives. **Students may not go to the play area 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 timely, in order to attend to personal needs.

Bicycle Storage and Parking

Bicycle racks are available behind the RISS school building in the JC and at the SC. These racks are monitored, but are used at the owner's risk. Students are strongly encouraged to lock their bicycles securely with more than one lock.

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. In the SC, students should park in the bicycle shed provided and not in the carport or in the teacher bicycle shed.

Parents may avail themselves to the (free) parking area in the SC if they have an appointment at school or attend a function. Parents need to phone the school to have the gate opened for them.



Students may not use the parking area and should they occasionally need to use it, they must always first ask permission by email from the Head of Senior Years. As a rule of thumb, permission will only be given for students to park at the SC if they need to attend specific school events or write final exams.

Non-denominational school

RISS is an international non-denominational school, and has no prayer facilities available.

Emergency Exit Practice and Lockdown Rehearsals

Evacuation and lockdown procedures are covered in the tutorial and the classroom, but all students should familiarise 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 (and as indicated and explained during the tutorials), via the nearest emergency exit indicated by a member of staff. Students convene in their class groups in the designated Assembly Point, where registration will be taken. Students should not take any bags with them.

Evacuation exercises take place without warning, but if and when a lockdown exercise will be held, there will be prior warning for all students and staff.

Restorative Process and Formal Code of Conduct

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 enabling intrinsic behavioural change. 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 on our website.

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 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.

At times it is necessary to provide tasks that will enable students 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
- Supervised Community Service. Community service may range from helping to clean the school to supporting simple administrative tasks around the school
- 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 or 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)
- Organising a project
- Creation of a poster to be displayed across the school
- Writing a letter of apology or taking specific action
- Leading on actions that represent a change in students' understanding

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 or lessons are addressed by teacher/duty staff immediately. Teachers may log the incident.	Between student and teacher/ staff
Stage 2	Any recurrent behavioural concerns during breaks and lessons are communicated formally via Magister to students' tutors. This is entered in the logbook section.	Magister
Stage 3	Tutors (or mentors) are in charge of addressing any problems or patterns of behaviour 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 the situation.	Tutor & Parents (if necessary)
Stage 4	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 and Magister) will be sent home to raise awareness with parents/guardians and/or parents may be invited for a meeting.	As above plus Head of Section/ Principal
Stage 5	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/Principal and Parents
Stage 6	Involvement of the Principal 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 and Parents. This could involve external agencies.

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

The first course of action is for the school 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 community's values. Change must take place.

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 wellbeing 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. NB: CCTV camera footage will be used if necessary.

During lessons

A student will only be sent out of a class for a **serious breach of discipline or continued disruption**. 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 the 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 or tutor
- 2 Tutor
- 3 Head of Section
- 4 Principal
- 5 External

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

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/Vaping

RiSS is a non-smoking school. Students and teachers are not permitted to smoke or vape on the school premises (it is against governmental regulations) or in the close vicinity of the school.

If a student is caught smoking or vaping on the school terrain then their parents will be informed, outlining the school rules and expectations. Repeated offences will be treated as a breach of the school vision and mission and an official suspension may be given.

Alcohol

Possession or drinking of alcoholic beverages is not permitted in either campus or during school organised or endorsed outings, 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, under the influence of, or suspected of being in possession of drugs will be suspended with immediate effect and the parents informed. The school reserves the right to contact the police. Depending on the circumstances, the Leadership Team may seek to exclude the student(s) permanently.

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 as such described will be suspended with immediate effect and the parents informed. The school reserves the right to contact the police. Depending on the circumstances, the Leadership Team may seek to exclude the student(s) permanently.

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 takes seriously the obligation to protect our young student population from inappropriate sexual material, including pornography, sexting, and sexual harassment. The delivery, viewing, or sharing of such material will be viewed as serious and the individual may face an investigation and potential suspension. Parents will always be contacted. Depending on the situation, the Care and Crisis Team, and appropriate external agencies, may need to be involved.

Bullying

Bullying is not tolerated at RISS and, as a school, we are dedicated to preventing negative behaviour before it starts. Please see the more detailed section on Bullying later in this Handbook.

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 wellbeing 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.

Complaints Procedure

The complaint procedure is open to all students, parents, teachers or anybody affiliated with the BOOR Foundation. If you have any concern or complaint about the school, the first action is to contact the school and address it with the relevant teacher, Head of Section or the Principal. If the party is not satisfied with the outcome, the BOOR Foundation has a complaints officer: Marjel Sterrenberg. You can send your complaint by email to: complaint@stichtingboor.nl, stating your name, the e-mail address where you can be reached and your telephone number. The complaints officer will then contact you. There is also access to two trusted people “vertrouwenspersonen” whom you can contact to share concerns regarding inappropriate behaviour or misconduct.

The BOOR Foundation is affiliated with the National Education Complaints Committee (LKC). You can always file a complaint with the LKC after you have contacted the school or BOOR foundation. More information about the LKC’s working methods can be found on the website: english.onderwijsinspectie.nl/inspection/other-tasks-of-the-dutch-inspectorate-of-education/complaints-about-schools-and-other-educational-institutions

External confidants:

If one of the above steps is not possible and/or you first want to share your concerns with an independent authority, you can contact one of the external confidential counsellors of the BOOR foundation. You can find the contact details here: stichtingboor.nl/over-ons/regelingen-en-formulieren

Central reporting point for Confidential Inspectors:

For complaints regarding (sexual) violence, intimidation, discrimination, intolerance, radicalization and the like, you can also contact the national reporting centre for confidential inspectors, 0900 111 31 11.

You are able to access an up to date version the Boor Complaints procedure on the website: stichtingboor.nl/over-ons/regelingen-en-formulieren



Mobile Phone Policy

The RISS Mobile Phone Policy is guided by the Dutch government advice on mobile phone use in schools. Please see our updated Mobile Phone Policy, which is in compliance with Dutch Government regulations.

At RISS we operate a “**no see no hear**” approach. Students will keep their mobile phones in their bags at all times. It is important to emphasise that the school respects families’ decision not to purchase mobile devices for their children. Mobile/smartphones and headphones may be used for personal use before entering the building and when students leave the school premises, however these devices must be placed inside their bag prior to entering the school building.

In the JC, mobile phones should remain in bags and switched off when in the building. In the SC, mobile phones should remain in bags and switched off during lessons and in the corridor. Mobile phone use in lessons is restricted and mainly allowed for supporting students’ learning diversity (as determined by the school), administrative purposes by the teacher, and during health and safety emergencies. Mobile phone use in the SC library may only be used for study/research purposes.

Other considerations:

- Equipment with loudspeakers are not allowed in the school
- Parents should not phone or message 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
- Accessories are not permitted, as they suggest that the student is using their mobile phone in lessons
- No mobile phone or other device should be used to photograph, video, or record students or staff on the school premises without express permission from the staff and/or students and/or parents involved. Parental permission is required for taking photographs/videos of underage students
- Further information is available in our new **Mobile Phone policy** and the Acceptable Use of Technology Policy in our website within Key Documents

Failing to comply with the above

We hope our students will work with us on this all too important document that seeks to establish clarity in the use of mobile phones. If a student is found to be using his/her mobile phone when not expected. The following applies.

First Call

The student must take their mobile phone to the Principal's Office (Junior Campus) or the Head of Section's Office (Senior Campus) or the Reception (if the other options are not available) for safekeeping. The student must register the phone via a QR code, and will be issued a number for phone collection at the end of the day after their last lesson. A record of this incident will be made in Magister. It is the student's responsibility to retrieve the phone.

Second call

Similar to the first call, an email will be sent to the parents, and another entry made in the Magister Logbook.

Third call

We hope such a situation will not arise, as we expect students to understand and respect the policy. However, if it does occur, the student and parents will be invited to the school to discuss the situation and develop a course of action. This action recognises the school's right to set clear expectations for cooperation. A formal letter detailing the incident will be sent home and logged in the Magister, along with potential reparation activities.

Please note

A student found with more than one phone, in order to deceive a member of staff, may risk direct confiscation and the parent will be expected to come to school to collect the device and meet with the Head(s) of Section/Deputy Principal about a possible suspension.

Use of Electronic Equipment

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 cannot post images of other students or teachers in social media without the express permission of the people involved. Further information regarding GDPR issues is available on the [website](#).

RISS Wireless Internet, Devices, and Social Media Use

A wireless internet connection is available within the RISS buildings with the aim of providing students and staff online access for educational purposes. The connections can be monitored to ensure no improper use.

In consideration of the ongoing circumstances related to possible needs for remote learning, it is important that parents consider investing in a portable device. However, we do not promote any brand. Devices will need to enable our students access and connect to our systems for them to study and work both in school and remotely.

We have desktops in the Senior Campus and laptops in the Junior Campus that students can borrow with a teacher's permission for educational purposes only. Please contact your Head of

Section if there are any other questions related to using a device for your child. In preparation for IB online exams in the future, a Chromebook is issued to Grade 11 students. This is included in their school fee.

Gaming

Online games, downloading torrents, watching harmful content or watching inappropriate videos that go against our school values, (i.e. 18+ content), hacking and streaming videos are not allowed. Please refer to our Mobile Phone Policy and Acceptable use of Technology Policies.

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.

Please visit our [website](#) for our diverse policies on the use of technology, safety and privacy.



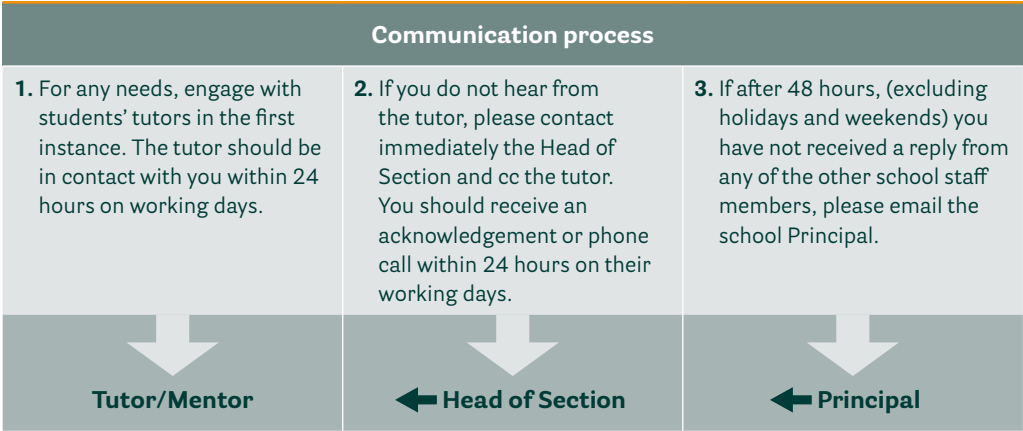
Home/School Communication

At RISS, we value home/school communication and relationships with parents. We therefore believe in high standards of appropriate, consistent and positive adult behaviour. Such an approach applies to us all and serves to reassure. It provides a working and collaborative environment that we can be proud of and where we can support all of our students.

At RISS, we value home/school communication and relationships with parents

School/Home Communication

The school engages with parents and guardians via email. Please ensure that all your personal data is updated on Magister to enable effective communication.



N.B. Impromptu 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 or other 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.

Parental/Guardian Code of Conduct

The purpose of these expectations is to remind all parents, carers, and visitors about the expected conduct at our campus. We strive to create a safe and inclusive environment at RISS for all members of its community. By following this code, the school, teachers, students, and parents can work together in an atmosphere of mutual respect and understanding.

The school expects parents to:

1. Understand that parents and teachers need to work together for the benefit of the children.
2. Treat children, their families, teachers, and staff members with respect, regardless of their gender, religious affiliation, abilities, or appearance.
3. Address issues directly and discreetly in a respectful manner, involving only relevant teachers, staff members, or parents (please follow the chain of communication).
4. Seek to clarify a child's version of events with the school's perspective in order to find a peaceful resolution to any issue.
5. Support each other, provide solutions, and share ideas for ongoing issues.
6. Treat confidential information as such.
7. Refrain from engaging in any form of verbal or written communication, including social media, that could reasonably be viewed as intimidation, harassment, slander, defamation, abuse, or bullying towards the school or any member of the school community.
8. Clearly identify yourself in your email message and, if appropriate, provide the name of your child. This is particularly important when the surnames of the child and parent are not the same.
9. Consider the length, tone and content of your email. If necessary, request a meeting to discuss your needs in detail.
10. Please review and inspect your emails before sending them, especially if you are feeling angry or upset.

Please note that meetings with our staff will be immediately terminated if parents:

- Shout during meetings
- Use inappropriate language
- Display threatening behaviour or imply threats of harm or ill-will
- Insult staff

Consequences if these behaviours continue:

- Teaching staff reserve the right to not hold meetings (in-person or online), and all pertinent information will be emailed to parents instead.
- Members of the school leadership team will participate in meetings to ensure adherence to the code of conduct in the case of abusive or aggressive parental conduct.

By adhering to these guidelines, we can foster a positive and collaborative relationship between the school and parents, creating the best possible educational environment for our students.

Malicious, Threatening, Nuisance and Abusive Phone Calls

The school welcomes parents to contact the school by phone for a variety of purposes.

Please remember that email is our primary and preferred method of communication. When callers contact the school, they are answered by our support staff. In all instances, they do not know of the private circumstances of your case, therefore, it is fitting to deliver a simple and straightforward message for them to transfer the call to the appropriate individual.

If the caller becomes abusive towards the member of staff, they will indicate this to you immediately and give you the chance to rectify your approach. If this does not happen, we will invite you to write an email and the phone call will be ended. In extreme cases, the school reserves the right to take further action.

Abusive and Violent Behaviour

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 and 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.

Children's Conflict

We would like to request parents to be aware that their child's social life is an ongoing learning experience, particularly when they are younger. Children make mistakes, they fall out and then they are friends again. They are learning to build relationships and establish them for the longer term. For children, friendship is everything. Of course, there are limits and when students cross the line you and the school will be there to assess and take action. Please ensure that you are supportive of your child, but also take your time to contact the school to establish the whole picture, as this will be more enabling and put you in a position of strength with actions.

Academic Integrity Policy

Developing and maintaining the required skills and knowledge required by students to perform curricular or extracurricular work with academic integrity is a key priority of the RISS. Further details of expectations and processes can be found in our Academic Integrity Policy, which includes responsible use of Artificial Intelligence.

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. **Plagiarised 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 integrity, 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 and not copied with many words or ideas from a source that it makes up the majority of the work, whether credit is given or not
- Assignments, written or oral, must use the candidate's own language and expression and not just changing words and copying the sentence structure of a source
- Work is submitted on time, according to the teacher's instructions and written by the students who submit the work
- No extra support from parents/friends/family members/tutors/online services/AI tools have been incorporated into any work, outside of the teacher's knowledge and requirements
- Sources (including questions put to AI) must be fully and appropriately acknowledged

- Students may also be asked to submit work directly to Turnitin, a website that checks work for plagiarism
- Students should be able to explain their written and practical work, defend their ideas and describe the process of completion clearly and confidently during a “viva voce” interview

Malpractice/Academic Misconduct

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
- **AI Platform generated work:** Submitting work as authentic, which has been generated by an artificial intelligence platform without proper citation, is considered academic malpractice
- **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, or comments about an exam, has been obtained, disclosed or shared before or after to the exam.
- **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 in pants, shoes, hems or underwear or written on parts of the body. This includes hiding material in the bathrooms before the exam.
- **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 and includes the use of AI tools.
- **Copying:** Reproduction of another candidate work with or without permission
- **Intimidation:** threaten physically (or emotionally) a member of staff or student(s) to provide extra help to student(s)
- **Marker’s 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/CE record is considered malpractice. Receiving or passing of information from or to candidates not in your current school cohort about the content of an examination paper within 24 hours after a written examination

Penalties* for internal malpractice across the school

*Please see our [Academic Integrity Policy](#) for detailed information

- If a student has plagiarised a homework assignment, then they will receive a mark of one (1) for that assignment and be given a warning about the seriousness of what they have done
- The parents will be formally informed via written communication or an interview
- If a student has plagiarised internal assessment work for their IGCSE or IB, 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 Integrity 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. This may include: school suspension, not submitting the component for the assessment, withdrawing the student from the external examination programme. Repeated incidents may lead to an immediate exclusion. The decision will always rest with the school
- Students sign off on the authenticity of their work. Our school must adhere to the policies pertaining to academic integrity as published by the International Baccalaureate, Pearson, Cambridge, and RISS
- Any member of staff involved in any of the above practices, or who fails to ensure adherence to best practice regarding academic integrity, will undergo disciplinary procedures by the school leadership team. The IB Programmes, Pearson, Cambridge International, RISS, Wolfert School Group and the country's legislation have strict rules and expectations on exam malpractice and academic integrity 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
Please note students in Grades 11 and 12 need to adhere both to the RISS Academic Integrity policy and the IB Academic Integrity policy.

Note: *students guilty of cheating or other forms of malpractice regarding academic integrity will receive a "1" on Magister for this assessment.*

Attendance & Lateness

Attendance and lateness is highly regulated in the Netherlands through their truancy board Leerplicht. RISS has to comply with their strict guidelines and regulations when students are not on time or are absent from school without a valid reason. Please see our Attendance protocol – Municipality of Rotterdam below and visit the official Dutch [website](#) (Leerplicht).

Attendance is recorded for 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.

We kindly request parents to inform us in advance if their child is going to be absent from school due to illness or other reason. It is important to provide a brief explanation for the absence. In cases of lateness, parents are requested to contact the school with a valid reason as soon as possible.

Parents with students at Junior Campus report matters of attendance here:

jc.attendanceriss@wolfert.nl (please cc student's tutor)

Parents with students at Senior Campus report matters of attendance here:

sc.attendanceriss@wolfert.nl (please cc student's tutor)

Common reasons/conditions where emailing the school will suffice:

- (Medical) appointments for no longer than 1 day
- Illness or injury for no longer than 1 day
- (Public) transportation issues/delays

Medical, dental or other appointments should be made outside school hours, as far as possible

There is a no-tolerance policy concerning trancies (skipping classes). Any student “skipping” a class will be appropriately documented within Magister. The parents will be informed and further actions can be taken directly via [Leerplicht](#).

When a student is absent ‘**aw**’, without a reason, it will be reported in Magister.

When a student is absent without reason for more than 16 hours within a four week period, then the school is obliged to report this to the Leerplicht. All letters sent out will be cc-ed to Tutors, Heads of Section, and be placed on the student’s Magister logbook.

When a student is reported absent or ill by a parent for the fourth time in twelve weeks or for more than six consecutive days, the school will engage with the parents. We may also involve the school nurse to ascertain if there are any serious concerns, and what, if any further support may be arranged for the student. This will be the case regardless of the student’s age.

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.

Students and parents/guardians who do not comply with these rules will be reported to Leerplicht – this is a legal requirement.

Attendance protocol

Type	Action
Weekly:	Attendance coordinator checks Magister for attendance, discussing any recurring issues with student lateness with tutors and Heads of Section
3 x late 4 x absent	Attendance coordinator will email parent(s) and notify tutor. Tutor will have a discussion with the student.
6 x late 8 x absent	Attendance coordinator will email the parent(s) and notify the tutor. Tutor will contact the parent(s). A record will be made in the Magister logbook.
9 x late 12 x absent	Attendance coordinator emails parent(s) and Head of Section. The Head of Section will schedule a meeting with parent(s) and student(s). A record will be made in the Magister logbook.
12 x late 16 x absent	Attendance coordinator reports students to Leerplicht and emails parent(s) of this decision. A record will be made in the Magister logbook. Process led by Leerplicht. Parents and student will receive an email from a Leerplicht officer and may be invited to their office for a meeting.



Notes to consider

- We understand that situations can arise unexpectedly and are sometimes out of the student's control. Unfortunately, we are unable to make changes to attendance unless the absence or lateness is reported to us no later than the following day.
- Lateness time frame is measured per school year. Unexcused absence time frame is measured only within a 4 week period
- In the case of sustained lateness due to trains, weather or traffic conditions, etc. a decision must be made by the Head of Section/Deputy Principal. This means that students are normally marked late with a reason if there is a delayed train etc. This is only acceptable up to a certain level and will be dealt with case by case and led by the Attendance Coordinator and Heads of Section
- Only for Period 1 is a "late" considered a "late" within the first 15 minutes of the lesson. Anything beyond that becomes an **unexplained absence**
- If a student is more than 10 minutes late for a lesson later in the day, it becomes an unexplained absence without a valid reason. The Head of Section will inform the teacher of this or accompany the student back to his/her lesson
- Parents need to communicate to our Heads of Sections if there are special circumstances that will affect their child's normal attendance in the long term
- Further information can be found on our website in Key Documents under [Attendance Regulations](#)

Illness at School/School Nurse

Students who feel unwell in school will be seen by the school nurse in the JC, when she is present. The school nurse will assess the situation and determine the further course of action. In the absence of the school nurse, students must report to the front desk or Head of Section. Before they are allowed to go home, the school will contact the parents to inform them of the situation. Students aged 18+ need to report to the front desk or Head of Section but do not need parental permission to return home.

Head injuries and/or suspected concussion will always result in school contacting parents and the student needing to return home.

Special Leave

The granting of special leave is fully regulated by the Dutch Government.

Parents/guardians who require a **Special Leave or “appeal for exemption”** for their children during school days must seek and receive prior permission from the Head of their Section and the Principal/Deputy Principal. **This normally needs to happen legally eight weeks before the requested day.** A Special Leave for Absence form, available from the [school website](#), must be completed.

Common reasons for special leave requests include:

- Religious/Cultural holidays
- Family weddings or funerals
- Open Days/Student Days at prospective universities

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, please visit this government page: rijksoverheid.nl/wetten-en-regelingen/productbeschrijvingen/vrijstelling-leerplicht.

If you are unsure of whether you need to submit a Special Leave Request, please contact your child's tutor or Head of Year for confirmation.

Luxe verzuim (Luxury absence)

“Luxe verzuim” refers to absences from school due to holidays or leisure activities taken during the official school term without prior approval. Unauthorised leave for luxury reasons (e.g. family vacations) is considered truancy and will result in a Leerplicht report by the school as required under Dutch education law.

Examples of luxury absence that will not be approved:

- Family vacations taken outside official school holiday periods
- Travel due to cheaper tickets or accommodation options outside school holidays
- Taking extra days off directly before or after a holiday period for convenience

School Trips

During the course of the year, the school provides curricular trips to support experiential learning. These school trips are an integral part of the school curriculum and it is compulsory for students to attend. Not participating in the school trip is regarded as an unauthorised absence (please read attendance and lateness section). Students on school trips are expected to behave according to our school values and the code of behaviour etc.

All students in Grades 6 to 9 and 11 also go on end-of-the-year school trips that are carefully designed to meet both academic aims and form social cohesion within a grade

All students in Grades 6 to 9 and 11 also go on end-of-the-year school trips that 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 end-of-year school trip is already in the school fees.**

The Appropriate Education Act (Wet Passend Onderwijs) and KoersVO

Appropriate Education

The Appropriate Education Act (*Wet Passend Onderwijs*) in the Netherlands is designed to ensure that every student is given a place in education that meets their individual needs, ideally as close to home as possible. All schools have a duty of care. The school where a student is applying holds the responsibility to assess whether they can offer the right support for that student.

The school where a student is enrolled holds the responsibility to work together with parents to make sure the right support is in place for that student.

Collaborative Partnership with KoersVO

In order to fulfil the duty of care effectively, the governing bodies of secondary schools in our region work together through the collaborative partnership *Samenwerkingsverband Koers VO*. Together, the schools ensure that there is a comprehensive support system in place for students with additional educational needs. Koers VO includes eighteen school boards and 110 school locations. The Wolfert schools, of which RISS is a part, are also part of this partnership.

Support Structure

The Wolfert schools have chosen an integrated approach to student support. This means that guidance for learning, behaviour, and social-emotional development are all connected and addressed together. Because support needs at school, at home, and in other areas of life are often intertwined, our approach is both systemic and multidisciplinary. Collaboration and clear communication between the student, parents, and school are essential.

Supporting students is a shared responsibility among all staff members, each within their own role. The tutor is the first point of contact for both the student and their parents. The Heads of Section, together with the Heads of Learning Diversity and Counselling, play a central role within the overall support structure.

All schools within the collaborative partnership with Koers VO distinguish between three levels of support (the levels of support within the Learning Diversity Department at RISS are described in more detail in the Learning Diversity Policy):

- 1 Basic Support
- 2 Basic Plus Support
- 3 Extra Support

Basic Support

Basic support refers to the guidance and support that every school provides to every student. This includes classroom support from teachers and tutoring provided by the student's tutor. Assistance with dyslexia and dyscalculia also falls under Basic Support.

Basic Plus Support

This level of support is for students who need a little more help in areas such as learning, work habits, behaviour, or social-emotional development. It may involve in-school group programmes or short-term individual support provided by a member of the student support team. At RISS we offer group workshops like the School Anxiety Reduction Training (SART) and a workshop to boost executive functioning skills. Workshops we offer will differ based on our students' needs.

Extra Support

Extra Support refers to the type of support that is not typically provided by the school as part of its standard services. It involves the use of internal and/or external expertise to create a tailored approach for an individual student or a specific group.

We speak of "extra support" when a student requires support in several of the following five areas:

- Additional attention, such as smaller group size or the involvement of a teaching assistant
- Use of specialised materials
- Adjustments to the physical learning environment
- Involvement of specific expertise
- Collaboration with external organisations

Developmental Perspective Plan (*Ontwikkelingsperspectiefplan; OPP or IEP*)

Dutch law requires that a Developmental Perspective Plan (OPP) is created for every student who receives extra support. This is referred to as an Individualized Education Program (IEP) in RISS. This plan is drawn up by the Learning Diversity and/or Counselling team in consultation with the student, their parents and teachers.

The IEP outlines the student's goals and expected learning outcomes and describes the strategies and support that will be used to achieve these goals. The content of the IEP is discussed with both the student and their parents. The student is invited to share their own view of their learning and development, and this perspective is included in the plan. For the section of the IEP that outlines specific actions and goals, parental consent is required. Once finalised, the IEP is shared with the student and parents through Magister.

The Heads of Learning Diversity and Counselling review the IEP at least once per year together with the student and their parents. The guiding question in this process is always: What does the student need to take the next step?

Listening to Our Students: Insights from a Support Focus Group

As part of our ongoing commitment to understanding and improving the support we offer, we recently hosted a student focus group. The session was open to all students and attended by students from different year groups, including students both with and without identified support needs. These conversations help us better understand what our students value, what they feel they need, and how we can continue to grow as a supportive school community.

The feedback gathered has been shared with school leadership and will be used to further develop our support and pastoral programmes in the coming year. For example, RISS continues to develop certain themes in the pastoral curriculum, such as emotional regulation, stress management, friendship, and independence, in response to students' interest in these areas.

Students also expressed a desire for more open conversations about the importance of seeking support. We recognise the value of continuing to normalise this within the school community. In addition, there was interest in learning more about topics such as neurodiversity. We will explore ways to include more psycho-education on this subject in our programming.

In order to build a strong connection between students and the support network at school, members of the Learning Diversity and Counselling teams visits tutor classes in the beginning of the year to introduce themselves and explain various support avenues in our school.

RISS Learning Diversity Programme

RISS seeks to promote a culture of equity and thus support students in a way that is individualised to their own learning differences. The school is as inclusive as possible within its means, expertise, and funding. We are able to offer access accommodations to students but not modifications of the curriculum. The goal of inclusion is to provide meaningful and respectful learning opportunities that promote self-confidence and a sense of belonging in the community. This ensures that all students who are entitled to a support plan are fully and effectively assisted.

The school community shares understanding that inclusion improves educational outcomes for all children. Curriculum areas and the Learning Diversity department 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 development or reinforcement of skills leading to life independence including study and organisational dispositions, developing attention and focus skills, encouraging self-advocacy skills and healthy self-esteem.

Learning Differences Supported at RISS

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. maths-related skills

Dyspraxia: difficulty with writing caused by problems coordinating movements

ASD, Autism Spectrum Disorder: (mild, high-functioning)

ADD/ADHD: Attention Deficit Hyperactivity Disorder

Our school believes that **all our students have unique strengths and potential**, therefore the school will ensure, where possible and within our means, that our students are served within their ability, age or stage, overall progress and personal circumstances.

A variety of arrangements as well as extra academic and non-academic supports may be offered by the school including:

1. content presentation (alternate modes of access to content such as are auditory, multi-sensory, tactile, and visual)
2. student support (completing activities, assignments, and assessments in different ways)
3. setting and environment review
4. timing and scheduling review
5. exam accommodations, which are approved by exam boards (Cambridge/IB)
6. pre and post teaching

Learning Diversity Entrance Requirements

RISS recognises that the admission of children with learning differences are 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 - this includes previous IEPs/care plans and any psychoeducational and medical reports and evaluations.

The application and supporting documentation will be considered by the School's Admissions team including Head of Years, the School Counsellor, Curriculum Leader for Languages and Head of Learning Diversity (LD) to decide if RISS can meet the student's needs and provide the students with the opportunity to succeed. The placement and stage of support, as well as Care Plan necessity, will 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

Secondary school can be a challenging and complex time for students, especially in an international context. All of our tutors are experienced in supporting students through the ups and downs of being a teenager. They are the first point of contact for students who need support or someone to talk to. RISS' tutorial program and individual check-ins between tutors and their students play a key role in promoting the wellbeing of our students. However, there are times when a student may benefit from more individualised, more frequent, and more specialised support. That is when the school counsellor can become involved.

The school counsellor is a trained mental health professional who can provide a confidential space for students to talk about their general wellbeing, thoughts and feelings. The conversations can be related to their academics and experience in school, but also to personal challenges, friendships and struggles with regulating behaviors and/or emotions. All sessions have the goal to help students understand themselves better and to develop coping skills to address (teenage) challenges more effectively.

At RISS, counselling is designed to be short-term and solution-focused. Typically, students can attend six to eight sessions, scheduled (bi-)weekly, depending on their individual needs. Counselling sessions are always strictly confidential. However, in accordance with Dutch law, school staff (including the counsellors) are required to report any concerns regarding self-harm, abuse or being a threat to oneself or others. In such cases, appropriate support services and authorities may be involved.

If a student needs longer-term support or more intensive psychological care, the counsellor will work with families to refer them to external (mental) health care professionals in their area.

How to make an appointment

RISS uses a comprehensive pastoral care approach. If a student wishes to meet with a counsellor, they should first speak to their tutor. The tutor will then consult with the Head of Section, who can make a referral to the counselling team. Parents or guardians who believe their child might benefit from counselling are also encouraged to contact their child's tutor. The referral process will then follow the same pathway.



Generally, students cannot refer themselves to the school counsellor. However, the school counsellor offers walk-in sessions during specific periods or breaks in the school week. All students are welcome to attend these walk-in sessions to meet the counsellor and ask questions about how the counselling process works. If a student wishes to begin regular counselling sessions after attending a walk-in, they will be encouraged to speak with their tutor so that the referral process can be initiated. Students are informed about walk-in session times through the school's information screens and through announcements made by their tutors during tutorial lessons.

All students at RISS under the age of 16 require parental permission to meet with the counsellor. By granting permission, parents acknowledge and understand the school's obligation to comply with Dutch safeguarding laws, including the mandatory reporting code (meldcode) concerning child abuse, neglect, and endangerment.

The Care and Crisis Team

The Care and Crisis team consists of key members of the school community who are responsible for supporting student health, wellbeing and safety. The team meets every three weeks, or more frequently in response to a crisis, to discuss students of concern. They work both proactively and in response to specific challenges. The meetings are confidential.

Permanent members of the team are the School Principal, Deputy Principal, Heads of Section, School Counsellor, Wolfert School Psychologist (*bovenschools*), School Nurse, Head of Learning Diversity (LD) and the Attendance Coordinator. Additional staff members, such as tutors or other relevant members of staff, may be invited to a care and crisis team meeting when appropriate.

The permanent members of the Care and Crises Team include:

Ms Lani du Plessis.....lp@wolfert.nl
Ms Natalie Prudhoe.....npr@wolfert.nl
Mr Timothy Mottram.....tmo@wolfert.nl
Mr Gerald Oudman.....gou@wolfert.nl
Ms Marietjie Swart.....msw@wolfert.nl
Ms Caley Stearn.....cse@wolfert.nl
Ms Vera Vergunst.....vve@wolfert.nl
Ms Scarlett Murphy.....smu@wolfert.nl
Ms Jo Edwards.....jed@wolfert.nl
Ms Marloes Hakvoort.....mhk@wolfert.nl

Note: in serious cases, external agencies may be involved and invited to take part in the care and crisis team meetings. This can include: Koers VO Representatives, Centrum voor Jeugd en Gezin (CJG; Youth and Family Centre)/Wijkteam social workers, Wolfert Reps, The National Attendance & Truancy Office rep and External Psychologists.

Child Protection and Safeguarding Policy

Rotterdam International Secondary School is committed to child safety and ensuring the wellbeing 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 and Safeguarding policy. Allegations in relation to Child Protection are first dealt with in the Student Protection Team.

Student Protection Team

The members of the Student Protection Team are:

Ms Lani du Plessis.....lpl@wolfert.nl (Child Protection Lead)
Ms Natalie Prudhoe.....npr@wolfert.nl
Mr Timothy Mottram.....tmo@wolfert.nl
Mr Gerald Oudman.....gou@wolfert.nl
Ms Marietjie Swart.....msw@wolfert.nl
Ms Caley Stearn.....cse@wolfert.nl

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 exploitation.

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.

Bullying (or peer-on-peer abuse)

Our mission is for every student to enjoy their youth. One aspect is to also enjoy their time with their peers socially at school, as there is continued interaction amongst students at school and after school, face to face and various digital platforms. We would like for all our students to foster and establish healthy and positive relationships in order to enhance every students' school experience. As global citizens we understand that we are part of a diverse community and we should rather understand and accept differences, as these are part of who we are and our individual journeys. This is a collective effort and approach as we are all part of the RISS community.

Bullying is not tolerated at RISS and, as a school, we are dedicated to preventing negative behaviour 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, deliberately/continuously excluding individuals from groups (at school or online), threats of physical or emotional harm to an individual or discriminatory behaviour (this includes joking) based upon a person's ethnicity, culture, gender, appearance, religion or sexual orientation.

If a student is experiencing or observing bullying, they should approach their tutor or Head of Section for guidance and action.

The school views bullying seriously. Where necessary, disciplinary action will result if bullying behaviour persists. Behaviours such as those described above, may result in an immediate suspension.

In The Netherlands, bullying can be considered illegal and in certain cases is punishable by law. Please refer to our [Anti-Bullying Policy](#).

Online bullying

Sexting, harassment, flaming, exclusion, outing (or doxing), cyberstalking, tricking, fraping, dissing, trolling and masquerading are all forms of cyberbullying which are against our school vision, mission and values and some of them against the law. They will be dealt with severely.

The school will contact parents to restore relationships if this is possible and appropriate via restorative practices. **Parents are first and foremost the main carers of their children's wellbeing and must not relinquish their duty to monitor their child's online presence and actions.** Online peer-to-peer abuse can happen for months without being noticed.

Such events often happen outside of school hours and it is impossible for the school to be held accountable during times where students are not at school. We provide a great deal of training and workshops for children and parents, but this must be reinforced at home. The school cannot work and deal with such situations in isolation, nor should it be expected to solve it in isolation.

For more information, please check Acceptable Use of Technology Policy on our [website](#).

The Parent Teacher Association (PTA)

Outline

The role of the Parent Teacher Association (PTA) at 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 body in the partnership that makes up the community that is RISS.

Organisation

The PTA elects a chairperson, vice-chairperson, secretary and treasurer from amongst those parents who are interested. Meetings are held at 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 informal and all parents are encouraged to attend. The meetings are attended by a school representative, if possible. Members of the Student Leadership Team and student body are also invited to attend and work with the PTA on various projects.

Events

The PTA organises wonderful events throughout the school year. Examples of annual events organised are the wine and cheese reception, the Festival of Lights, the International Food Fair and the Sports Day Barbecue. Regular Parent clubs and meetups are also held. These events and others provide an opportunity for students, teachers and parents to meet and talk in an informal atmosphere.

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 [PTA website](#) page for upcoming events and the PTA section in the weekly school Bulletin. The PTA seeks to work with as many parents as possible to create an inclusive and supportive community for everyone at RISS.

PTA Meetings

PTA meetings for the coming year will be duly informed at the beginning of the academic year via the PTA section of the school Bulletin. The PTA Bylaws can be found on our [website](#).



United Nations Universal Declaration of Human Rights

These two sections highlight our unwavering commitment to upholding the principles outlined in the Universal Declaration of Human Rights (1948) and the UN Convention on the Rights of the Child (1989). Our comprehensive policies, guiding statements, and strategic plans serve as tangible evidence of our dedication to promoting and safeguarding human rights, including the rights of children, while addressing wider societal issues.

Furthermore, our curriculum unit planning directly integrates the 17 Sustainable Development Goals into our students' learning framework and experiences. By embracing the UN's priorities, we ensure that our students not only acquire knowledge but also develop a profound understanding of global issues and actively contribute to building a sustainable future.”

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 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.

Sturdy School bag

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

General Stationery

- Stationery such as: blue/black ballpoint pens, HB pencils, 30cm ruler, protractor, calculator eraser, pencil sharpener, scissors, small stapler, glue stick, paper clips, sellotape, highlighting pen, coloured pencils, etc.
- Headphones/earphones with a 3.5mm audio jack
- An exercise book for each subject is provided by the school
- Agenda/diary is provided by the school

Physical Education

RISS has implemented a uniform policy for students participating in Physical Education. The objective for introducing a uniform is based on two key elements: to maintain a high standard of health and safety for all students, and also to highlight our school's community and team spirit. Students from Grade 6 through 9 are required to wear the PE uniform during Physical Education lessons.

Initial PE uniform:

- Students in Grades 6, 7, 8 and 9 will receive a new RISS PE shirt each year.
- Students in Grade 6 and 8, and any new RISS student, will also receive navy blue shorts.

Additional Clothing: Students may wear additional jumpers, hoodies, trousers, or leggings during PE lessons. These items must be black or dark blue, and free of major prints, branding or slogans.

Footwear: Students must wear appropriate sporting footwear during PE lessons to ensure safety and performance.

Jewellery: To ensure safety, no jewellery (including watches, necklaces, bracelets, or similar items) are allowed during PE lessons.

Replacements and Additional Items: The school does not cover the cost of additional or

replacement uniform items. Students must purchase these through the school's designated provider.

Mathematics

Grades 6 to 8

- Basic scientific calculator e.g. TI-30xa or Casio FX-82ES
- A ruler and a protractor

Grades 9–10 IGCSE

- Graphic Display Calculator (GDC) is only allowed in maths in IGCSE as specified in the curriculum.
- A ruler and a protractor

NB: A GDC is issued to all Grade 9 students and new students in Grade 10.

Grades 11–12 IB

- Graphic Display Calculator (GDC) is only allowed in maths in IB as specified in the curriculum.
- TI-Nspire CX (for all levels)
- A ruler

NB: A GDC is issued to all new students in Grade 11.

EAL

Own language translation dictionary
No electronics dictionaries are allowed during tests and exams; only pocket size simple paper dictionaries.

School Calendar Year Overview 2025-2026

The schedule is drawn up at the beginning of the school year and remains the same all year unless unforeseeable circumstances demand changes. Families will be notified.

	August					September					October					November									
Week					0		1	2	3	4	5	5	6	7	8		8	9	10	11	1				
Mon			4	11	18	25		1	8	15	22	29		6	13	20	27		3	10	17	24			
Tue			5	12	19	26		2	9	16	23	30		7	14	21	28		4	11	18	25			
Wed			6	13	20	27		3	10	17	24		1	8	15	22	29		5	12	19	26			
Thur			7	14	21	28		4	11	18	25		2	9	16	23	30		6	13	20	27			
Fri		1	8	15	22	29		5	12	19	26		3	10	17	24	31		7	14	21	28			
Sat		2	9	16	23	30		6	13	20	27		4	11	18	25		1	8	15	22	29			
Sun		3	10	17	24	31		7	14	21	28		5	12	19	26		2	9	16	23	30			
	December					January					February					March									
Week		2	3	4				5	6	7	8		8	9	10	11	11	12	13	1	2	3			
Mon		1	8	15	22	29			5	12	19	26			2	9	16	23	30		2	9	16	23	30
Tue		2	9	16	23	30			6	13	20	27			3	10	17	24		3	10	17	24	31	
Wed		3	10	17	24	31			7	14	21	28			4	11	18	25		4	11	18	25		
Thur		4	11	18	25		1	8	15	22	29			5	12	19	26		5	12	19	26			
Fri		5	12	19	26		2	9	16	23	30			6	13	20	27		6	13	20	27			
Sat		6	13	20	27		3	10	17	24	31			7	14	21	28		7	14	21	28			
Sun		7	14	21	28		4	11	18	25			1	8	15	22		1	8	15	22	29			
	April					May					June					July									
Week		3	4	5			6	7	8	9		10	11	12	13	14	15								
Mon			6	13	20	27	4	11	18	25			1	8	15	22	29		6	13	20	27			
Tue			7	14	21	28	5	12	19	26			2	9	16	23	30		7	14	21	28			
Wed		1	8	15	22	29		6	13	20	27			3	10	17	24		1	8	15	22	29		
Thur		2	9	16	23	30		7	14	21	28			4	11	18	25		2	9	16	23	30		
Fri		3	10	17	24		1	8	15	22	29			5	12	19	26		3	10	17	24	31		
Sat		4	11	18	25		2	9	16	23	30			6	13	20	27		4	11	18	25			
Sun		5	12	19	26		3	10	17	24	31			7	14	21	28		5	12	19	26			

General Holidays	Report meetings for teachers. There will be a provision for students to be learning at home.
Term Time	RISS CPD Days (study days) - No school for students.
Trip week	RISS End-of-Year Exams
1. LT and Support Staff start August 25, 2025. New teachers start August 26, 2025. Other staff start August 28, 2025. 2. New students start September 1, 2025. Returning students start September 2, 2025. 3. Summer break for students starts July 15, 2026. Summer break for teachers starts July 18, 2026. <i>Please note that students in their final exam years (G10 & G12) have a slightly different organisational schedule during the year.</i>	



A13

Diergaarde
Blijdorp (Zoo)

S113

Stadhoudersweg
Statenweg
Bentincklaan

M Blijdorp
metro

Walenburgerweg

RISS Junior Campus

RISS Senior Campus



S115

Beukelsdijk

Heemraadsingel

Weena

Henegouwerlaan

S110

Rotterdam
Centraal
(Railway Station)

CENTRUM

Gemeentehuis
(Town Hall)

World
Trade
Center

Markhal

Maritiem
Museum

Museum
Boijmans van
Beuningen

Kunsthal
Rotterdam

S110

Erasmus
Universiteit
(University)

Erasmusbrug
(Bridge)

Junior Campus

Bentincklaan 294
3039 KK Rotterdam

Administration, Assistance & Attendance
Tel: 010 890 77 44
Email: jc.attendanceriss@wolfert.nl

Senior Campus

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3039 KS Rotterdam

Administration, Assistance & Attendance
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Email: sc.attendanceriss@wolfert.nl

Management Assistance / Administration
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Admissions: admissions.riss@wolfert.nl

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

Photography Hannah Anthonysz, hannahanthonysz.com

Print VD drukwerk, vddrukwerk.nl

