

IB



PARENT STUDENT HAND BOOK 2022-23





Content

PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

About Us

Principal's Message	03
More than a school...	04
The Logo - Our Identity, Motto, Mission	05
Navrachana Education Society	06
Institutions of NES	06
Board of Trustees	07
NISV Membership and Accreditation	08
Website	08
Governance	09
Academic Management	09
Facilities	10
PTA	12

Staff at NISV

Staff List	13
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Academics - IB/IGCSE Curriculum

Scheme of Studies	16
Assessment, Reporting and Examinations	19
Promotion Policy	20
Awards & Prizes	21

Beyond Academics

Conferences	22
Study Aids	22
Co-Curricular Programmes	22
Clubs - IB	23
Extended Learning through School Cinema Prog.	23
NISV Field Trips/Outbound Programme	23
Student Council	23

House System	24
Inter House Activities & Competitions	24
Sports	25
Inter House Competitions	25
Champion Sportsman of the Year - Award Policy	26
Athletics (Rules and Regulations)	26
Navrachana Sports Academy (NSA)	28

Admissions, Withdrawal, Fee & Refunds

Admissions at NISV	30
Guide to Payment of Fees	32
Withdrawal from NISV	34

Student Welfare

Counseling Services	35
Students' Safety Policy and Insurance	35
Liability & Indemnity	36
School Uniform	36
School Transport System	37
Catering and Dining Facility	37
Health Services	37
Security	38
Disaster Management	38
Closure of School during Emergencies	39
Communication	40
Email	40
Telephone	40
Link Book	40

Content

PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

Circulars	41	General Policies	112
School Calendar	41	Interpretation	114
Prospectus	41		
Interactions between Tutors & Parents	41	Guidelines to Parents	115

School Policies

Assessment Policy	43
Language Policy (IB Curriculum)	52
Academic Honesty Policy	57
SEN Policy	70
Admission Policy	76
ICT use and Internet Policy	97
Library - Usage Policy	102
Home Assignment Policy	102
Policy on Academics	103
Policy on Corporate Social Responsibility (CSR)	103
Policy on Morning Assembly	103
Policy on Spiritual Life	104
Policy on Life Skills	104
Policy on Intellectual Property	104
Policy on Student Information and Documents	104
Policy on changes at NISV	105
Medical Supervision	105
Policy on Tuition beyond school times	106

Regulations - Student Conduct

Discipline, Support Measures and Sanctions	107
Unsatisfactory Conduct	107
Personal Hygiene / Appearance / Dress	108
Conduct and Deportment	109
Policy on Bullying / Ragging / Hazing	110
Attendance / Leave / Absence / Punctuality	110



About us

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Principal's Message

Dear Parents and students,

As the new academic year commences with its varied challenges to meet and benchmarks to maintain, a set of guiding principles of school conventions and regulations become a necessity.

With these principles of NISV governance as our guide, the singular aim of the school is to ensure the smooth transaction of education within a safe, secure, sound and sanguine environment. NISV recognizes that the school is a microcosm of the world we inhabit. Inculcating sound social values to enable our students to become global citizens is the life long learning NISV is committed to provide.

The requisite standards and practices which complement global mindedness is the end towards which this endeavor is directed to.

Communication between parents and school staff is just as vital as the learning process. The PSHB is one of our important means of communicating with you and should serve as a guiding light along this journey of learning together.

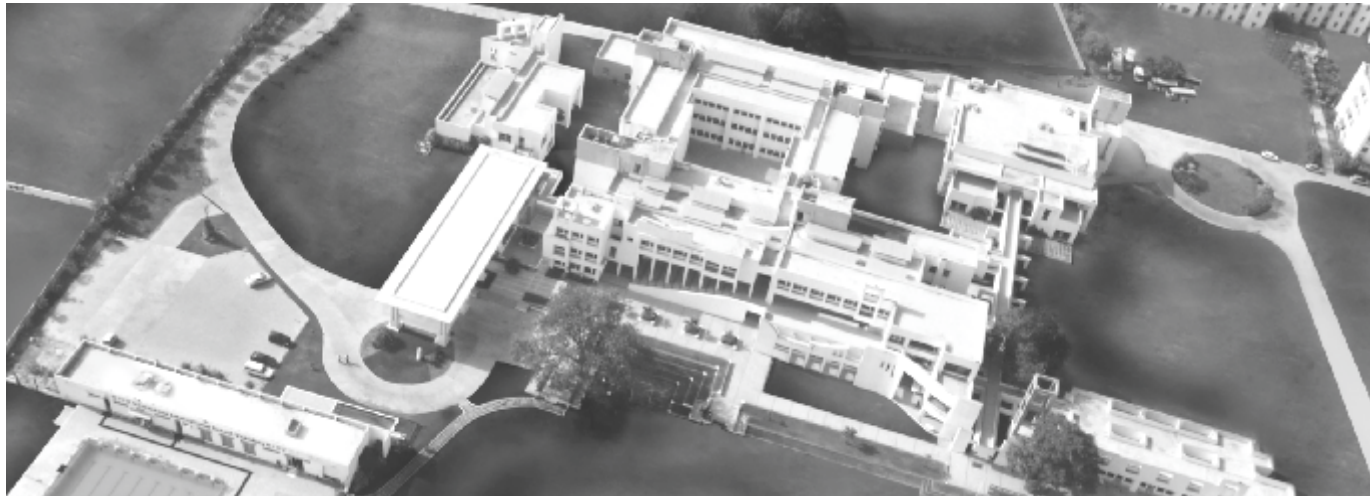
Best wishes

Theophane D'Souza
Principal

About us

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NAVRACHANA INTERNATIONAL SCHOOL, VADODARA (NISV)



More than a school...

Situated on the outskirts of the city on a lush 25 acre campus, Navrachana International School combines a rich heritage with a vibrant, modern outlook. Surrounded by fields that change colour with the seasons, it keeps pace with the latest trends and technology.

... a unique learning environment

About us



The Logo - Our Identity

The three leaves of the Peepul tree, the tree under which Lord Buddha attained enlightenment, form the school logo. It signifies the three vital facets of one's mental, physical & emotional growth that Navrachana translates as "New Creation." The emblem thus embodies the ideal of the school to synergise these qualities to groom self-assured, balanced and multi-faceted individuals, who strive consciously to enhance their potential.

School Motto

Educating, Empowering, Enlightening

School Mission

NISV's Mission is to:

- Educate, all those who enter its portals, making them life long learners.
- Provide co-curricular and residential facilities of the highest standards in a safe and secure environment.
- Engage the very best tutors to implement proven national and international curricula.
- Teach through contemporary but appropriate methodologies and technologies.
- Develop qualities of tolerance, humility and compassion in an environment pervaded with the Indian ethos.
- Foster attributes of inquiry, critical thinking, creativity and leadership.
- Nurture inherent talents and interests of its students and make them dream the dreams that will shape their lives as caring responsible global citizens.



About us

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Navrachana Education Society (NES)

Navrachana Education Society (NES), established in 1965, is a registered charitable trust, managed by a Board of Trustees comprising of eminent educationists, philanthropists, and administrators.

Through its Schools, NES has imparted quality education for four and a half decades, predominantly to the children of the residents of Vadodara.

The Society's Institutions are professionally managed by an Executive Committee (Managing Trustees), vastly experienced in administration, technology aided learning and education management.

While management of academics is placed in the hands of a distinguished and highly competent Principal and team of Tutors, the Society provides and administers support services such as Meals, Transportation and Infrastructure.

Institutions of NES

- **Navrachana School-Sama-CBSE**,
Established in 1967, 3000 students
- **Navrachana Vidyani Vidyalaya-Sama - GSEB**,
Established in 1999, 1800 students
- **Navrachana International School-Bhayali**, Established in 2003, affiliated to University of Cambridge International Examinations (CIE), UK, International Baccalaureate Organisation (IBO), Geneva & Central Board of Secondary Education (CBSE), New Delhi, 950 students.
- **Navprerna**, an institution for underprivileged children started in 2002, affiliated to NIOS, 300 students.
- **Navrachana Sports Academy**- providing training in various indoor & outdoor sports.
- **Eklavya Model Residential School** - a Government of India project for tribal children, established in 2007 and managed by NES.
- **Navrachana University** - established in 2009 under the Gujarat Government - Private University Act No. 8 of 2009.
- **Navkaushalya** - established in 2015, NES' Golden Jubilee Year, as our 'give-back-to-society' initiative.

The Institutions and the Programs have distinguished themselves, through outstanding results achieved, consistently. Time and again students from the various NES run institutions, have excelled at local, national and international competitions, be it in academics, sports, music or other cultural and aesthetic fields.



About us

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Board of Trustees **Navrachana Education Society**

President:
Rahul Amin, *Industrialist*

Chairperson:
Tejal Amin, *Industrialist, Educationist, Social Entrepreneur*

Members:
Dr. T K S Lakshmi, *Educationist*
Pradeep Sinha, *Designer*
Toral Patel, *Educationist*
K K Chokshi, *Legal Consultant*
Sandhya R Gajjar, *Freelance Writer*
Deepak Joshi, *Technocrat*



About us

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NISV Membership and Accreditation

1. NISV is one among the very few IB World schools in the country authorised to offer the Primary Years Programme (IB PYP), the Middle Years Programme (IB MYP) and the Diploma Programme (IB DP).
2. The School is accredited as a Center for the University of Cambridge International Examinations (CIE). The students take the the IGCSE(International General Certificate of Secondary Education) of CIE in Grade 10, which is equivalent to 'O' levels of GCSE - UK and Grade 10 in India.
3. NISV is accredited with the British Council's International School Award. This award provides a platform to schools to integrate an international dimension in the curriculum, with a view to developing global citizens, who appreciate the diversity of cultures and are sensitive to others' opinions and words.
4. The school is also a licenced operator for "The International Award for Young People (IAYP) - The Duke of Edinburgh's and a YES(Youth Engaging Society) Centre for the IAYP.
5. NISV has a partnership with the Federal Republic of Germany for cross cultural teacher exchange and other programmes.



Website - www.nisvib.in

The website of Navrachana International School is updated constantly to provide the latest information about the school. It also has category specific information for students, parents and tutors.

Vidyalaya- A software that allows us to integrate and manage various applications and automate many back office functions related to academics, technology, services and human resources.

About us

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Governance

NISV is an Institution of Navrachana Education Society, a Charitable Trust. It is managed by an Executive Committee appointed by the Board of Trustees.

The Head of the School is the Principal, who is fully responsible for the day-to-day management of the School, supported by a team of competent Coordinators.

Eminent and experienced educationists who form the Board of Trustees, advise the Principal actively on curriculum planning, methods of instruction, assessment & evaluation, and numerous other academic & school related issues.

The Maintenance department ensures the upkeep of the campus, and the various services it incorporates.

The House Parents, with the support of resident tutors are responsible for the pastoral, academic and disciplinary well being of the resident students.

Academic Management

NISV has a structure which is designed to ensure maximum effectiveness in the delivery of the curriculum and other aspects of our academic programme. The coordinators are responsible to the Principal for administering and coordinating the various stages of the academic programme:

Primary Years Programme (IB PYP) Coordinator

Nursery to Grade 5

Middle Years Programme (IB MYP) Coordinator (incl. IGCSE)

Grades 6 to 10

IB Diploma Programme (IB DP) Coordinator

Grades 11 & 12

Activities Coordinator

Sports Coordinator

HODs

They are responsible for the delivery of the varied programmes in the specific areas of their expertise.

Note : Parents with specific concerns about the academic progress of their children are encouraged to contact the Grade Tutor, in the first instance, through the Link Book. Parents may contact the concerned coordinator for further assistance.

About us

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Facilities

NISV has one of the finest school complexes in Vadodara city. A beautifully structured, well equipped and centrally air-conditioned building stands amidst sprawling lush green surroundings. The overall growth and development of its students is the guiding principle, and to this end the infrastructure and facilities necessary for a modern academic institution are provided for.

- 1. Study Centers:** The centers have the requisite equipment and resources for day-to-day educational pursuits, with comfortable seating arrangement for students. These are well equipped with ICT facilities.
- 2. Science Laboratories:** The laboratories are equipped to ensure high standards of safety, and support the core programs of learning science from an early age. Experimentation skills are taught and encouraged under the supervision of trained tutors.

3. Information and Communication Technology (ICT) Center:

The Use of ICT is in evidence throughout the NISV campus with sophisticated networked nodes, SMART rooms, computer system installations and fast Internet connections. The installed Internet connections, e-beams, digital projection and audio visual systems, and a host of ICT hardware enhance the quality and depth of learning for the student as also for the teaching community at NISV. The school has successfully integrated a computerized process of administration, be it for preparation of report cards, fee slips, communicating with parents, managing the school finances etc. The school's website contributes immensely in the dispersion of information and interactive communication capabilities.

- 4. Media & Resource Center :** The Central Library, planned for over 30,000 books, tapes, CDs, VCDs and DVDs, is staffed by qualified librarians and equipped with

networked computers linked to a filtered Internet service. Ample facilities have been accorded for reference reading and research. Extended Library facilities are provided in study centers, tutors conclave, boarding houses and other learning centers.

- 5. Open Air Theaters:** The huge quadrangle, a unique open air theater has the capacity to accommodate about a 1000 people for any function or event.

“Expressions”, another stage in front of the Performing Arts Center is a beautiful venue for public functions.

- 6. Multipurpose Hall / AV Rooms:** Seminars, competitions and meetings are conducted regularly in the hall for the staff, the parents as well as the students. These have the latest technological equipment to aid performance and presentations.
- 7. Kitchen & Dining Hall:** A hygienic and fully staffed kitchen



About us

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accomplished through group or individual counseling and by collaborating with parents, tutors and the school administration.

We welcome parents to take help from our resource team, whenever needed and help us to help the child become a well-adjusted and balanced individual.

All discussions with the resource personnel are strictly confidential and privacy is assured.

Career Counseling: Students are assisted in planning their academic pursuits and careers. A number of career sessions and interactions with University officials and experts from different fields are organised for the students to help them chart their future goals. They are also helped to identify the universities based on their interest, aptitude and capabilities. Students are also assisted in application process for their Undergraduate admissions.

13. Student Hostels: NISV has two

student hostel complexes - one each, for the boys and girls. The three - storey student residences have been designed for safety, comfort and aesthetic living. Air-conditioned bedrooms accommodate three students, each having his/her own bed, wardrobe and study table. A study lounge with an ICT network node, on each floor is a unique feature that enhances a private study environment. Pastoral care is provided by the House Parents, and Resident Staff.

14. Staff Quarters: Resident teaching staff are provided well designed spacious flats.

15. Management Zone: Parents and visitors are welcome in this area. It houses the school Reception Area, Finance, Human Resources, Public Relations, Admissions, the Principal’s Office and the Trustee’s Office.

16. Pre Primary Wing: The very colourful, state-of-the-art pre-primary wing is equipped with a Kids Library, Art Corner, Role Play

Room, Mini Theater, and a large open area loaded with interactive toys & materials to explore, learn from and grow with.

PTA

The NISV IB PTA is very active and involved with the students and staff. The PTA plans & organise the school annual “Funfair”, the Navratri Celebrations, besides supporting various activities & social outreach programmes organised by & for the students.

The PTA Executive Committee meets once a month to review and consolidate their work.





Staff at NISV

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Staff List

Principal	Theophane D'Souza B.A., B.Ed., B.Ph., B.Th., M.Ed. DHRM principal@navrachana.ac.in
PYP Co-ordinator	Viraaj Jhaveri B.Sc., PGDECCE, PGDCCP, pypcoordinator@navrachana.ac.in
Asst. PYP Co-ordinator	Purna Ganesh B.Sc (F&N), B.Ed, purnag@navrachana.ac.in
MYP Co-ordinator	Srilakshmi V M.A, B.Ed., mypcoordinator@navrachana.ac.in
DP Co-ordinator	Jyoti Nagar M.Sc., M.Ed., dpcoordinator@navrachana.ac.in
ASST. DP Co-ordinator	Dr. Ritu Shukla M.SC, B.ED, ritus@navrachana.ac.in
Sports Co-ordinator	Pawan Rai B.P.Ed., M.P.Ed. sports@navrachana.ac.in
PA Co-ordinator	Rupak Rao B.A Music, M.A in P.A, M.A in Music Therapy pacoordinator@navrachana.ac.in
Manager Administration	Indravadan Joshi M.A., Dip. In Electronics, adminmanager@navrachana.ac.in

Staff at NISV

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PKYP (Nursery – Prep Senior)	
Akita Patel	B.Sc.-HDFS, DSE, D.El.Ed.
Amrin Khan	M.Com., DECE
Bela Dave	B.Sc., M.Sc., Child Dev., UGC-NET
Beroz Cooper	B.A., DECE
Bindiya Vasavda	BA, B.Tec
Brinda Desai	B.F.A,D.El.Ed
Christina Jubin	M.A., B.Ed.
Falguni Maradia	B.Sc.(H. Sc.), DECE, D.El.Ed.
Hetshree Patel	B.Sc.-HDFS, PGD ECCE
Karuna Bhansali	DECE, Dip. in Comp. Engg.
Kena Patel	M.A.(Vis. Com.), DECE
Kirti Birla	PGDBM, PGD-EECD
Mugdha Bankapur	B.Com., PGDBM,NMM, B.Ed
Navneet Huda	B.A., B.Ed., MBA
Neeta Somani	B.Com., DCM, DECE
Neha Sharma	B.Com., DPTT
Nidhi Patel	M.Com., B.Ed., E.C.C.Ed.
Nirali Rana	BPA(Tabla), G.M.(Sitar, B.N.)
Nivedita Patel	M.Sc. (Home Sc.), PGDGC, B.Ed
Prachi Dube	B.F.C.Sc., M.A., B.Ed.
Priya Bahuguna	B.Sc., Montessori
Purna Ganesh	B.Sc (F&N), B.Ed
Roopali Jhala	B.A, Montessori
Shruti Biniwale	B.Sc. (Home Sc.), B.Ed
Shaili Shah	PG Dip. in Applied Nutrition, B.Ed
Sibyl Pawar	B.A.(Fine Arts)
Snehal Majumdar	B.Com, BA, B.Ed., DECE
Swaroopa Jhaveri	B.Com, ECCE
Tanvi Vinod	Dip. in Civil Engg., D.El.Ed
Vandana Sharma	B.A, B.Ed.
Juhi Soni	B.Com, M.Com, PGDGC
Namita Kapur	Dip. in H.M,DECE
PYP (Grades 1-5)	
Anshuli Jagdale	B.Com,D.El.Ed,DECE
Charvi Kakwani	M.A., B.Ed
Gloriyah Christian	B.Sc,B.Ed
Kenny Suri	M.A., D.El.Ed.
Mansi Shah	BBA, MBA
Mausumee B	B.Sc.(Zoo. Hons.), B.Ed.

Nitchelle Fadnis	B.A
Pawandeep Dang	B.FCS, D.El.Ed.
Reema Narula	B.A, PGDFD, D.El.Ed.
Remya Nair	B.Com., PGDHRM
Hiteshwari Gohil	BCT & CA, B.Ed
Saswati Das	B.Sc, MSW, PGDHRD & IR, B.Ed.
Sanah Narayan	B.A
Shampa Patra	B.Tech Engg., D.El.Ed.
Shivani Kumar	M.Com., B.Ed., IRPM
Shanu M	B.Sc.,MBA,B.Ed
Sweta Pandya	B.Com,M.Com,B.Ed.,PGDE
Yogita Prasad	B.Sc, B.Ed.
Vinita Rangwani	B.Sc., D.El.Ed.
Viraaj Jhaveri	B.Sc, PG-DECE, DCCP
MYP - DP : First Language English	
Kamini Mathur	M.A., B.Ed.
Minal Shah	M.A.(Socio. & Eng.), B.Ed.
Vandana Tehare	B.A., M.A., B.Ed.
Sherin Pawar	B.A., M.A., B.Ed.
ICT	
Almas Fatima	B.Tech., B.Ed.
Shalini Dua	M.Sc.,MCA,B.Ed, M.Phil
Sudhakar Deva	B.Sc.,PGDSM,PGDSA
Humanities/Social Sciences	
Dipannita Sarkar	M.Com, B.Ed.
Dr. Divya Chauhan	M.A., Phd.
Mellissa Fernandes	M.A., M.Sc.
Payal Kamanpure	M.Com, B.Ed
Theophane D'Souza	B.A, B.Ed, B.Ph, B.Th, M.Ed., DHRM
Mathematics	
Ankush Wadhwa	B.Sc,MCA,B.Ed
Ashwini Patange	B.E., MDBA
Bijal Patel	M.Sc., B.Ed.
Jyoti Nagar	M.Sc, M.Ed.
Pooja Paliwal	M.Sc, B.Ed.
Sampada Bhugra	M.Sc, B.Ed.

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Staff at NISV

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PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUN

CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

Second/Modern Languages

Hindi, Gujarati, Sanskrit, French, German

Dilip Sharma	B.Sc., PGDBM, M.A.(Germ.)
Swapnaja Bhatt	B.A,M.A,B.Ed
Monali Soni	B.A. (German), German B1
Shilpa Majumdar	B.A., BFA, B.Ed.,M.A
Snehlata Sharma	M.A, B.Ed
Vaibhavi Trivedi	M.Sc., French B1
Archana Pandya	B.A,M.A, B.Ed.

Sciences

Bhavna Bhonde	M.Sc., B.Ed.
Dr. Ritu Shukla	M.Sc., Phd.
Dr. Trushna Kapadia	M.Sc., Phd.
Mary Chacko	M.Sc., B.Ed., M.Ed.
Sampada Bhugra	M.Sc., B.Ed.
Dr. Veena Pandit	M.Sc., P.hd.

Counselors/Psychology

Shraddha Sata	M.A., Dip. in CAH
Tamanna Zaki	B.A, M.A

Career Counselor

Meghna Gandhi	B.Sc., MBA, M.A.
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TOK

Kamini Mathur	M.A., B.Ed.
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Visual Arts

Bhavini Tadi	M.F.A
Falguni Maradia	B.Sc.(H.Sc.), DECE, D.El.Ed.
Subha De	M.A Fine Arts
Varun Cursetji	BVA, M.A.(AppliedArt)

Physical Education

Akash Hershe	B.Com,M.Com,PGDSM
Ankita Patel	B.Com,B.P.Ed
Deepak Salunke	M.Com, B.P.Ed,AFCoaching
Gurmail Kaur	B.A., B.P.Ed
Himmatrao Thorat	S.S.C
Neha Jambusariya	M.A., M.P.Ed
Pawan Rai	B.P.Ed., M. P. Ed.
Vatsal Vaghela	BPES,PGD SC
Vijay Bukke	B.A., M.P.Ed

Performing Arts

Bhojraj Bhatt	Sang. Vish. (Vocal)
Chandani Ratanpara	B.A.(Vocal), M.P.A.
Hitesh Prajapati	D.P.A.(Tabla)
Milhaj Vora	B.Com
Nidhi Khanvikar	B.Com, B.P.A., M.P.A.
Nirali Rana	B.P.A.(Tabla)
Priyank Prajapati	M.P.A.
Rohan Sant	M.P.A., Sang.,Vish.(Tabla)
Rupak Rao	B.A, M.A (P.A), M.A in Music Therapy

Special Educator

Tanangsi Banerjee	M.A,M.Sc.,Special B.Ed
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CAS In-charge

Rakesh Rawat	B.Sc
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Library

Nupur Masih	M.Com, M.Lib.Sc, DCA
Indu Rawal	B.LIS,M.LIS

IT Department

Chintan Bhavsar	BCA, MCP, JCHNP
Dinesh Baria	H.S.C, JCHNP

House Parents

Geeta Sharma	B.Sc.,B.Ed
Krunal Oza	B.A.

Estate, House Keeping, Maintenance

Hitesh Bhatt	I.T.I.
Trushit Vaidya	I.T.I.

Catering Services

Seema Gupta	B.A.
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Nurse

Sahana Anchan	Dip. in Nursing
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Administration

Arpita Nair	D.C.A,B.A,B.Com,MBA DHRM
Ashish Muley	B.Com, MBA
Darshana Thaker	BBA, DCSA, MBA
Indravadan Joshi	M.A, Dip. in Elec.&Tel.
Paresh Thakar	B.Com
Pintu Patel	B.Sc., PGDMLT
Sweta Sinha	B.Com, MBA, PGD-SN
Vipul Patel	H.S.C

Academics - IB/IGCSE Curriculum

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

Scheme of Studies

IB Primary Years Programme (Nursery to Grade 5)

The PYP is a transdisciplinary model where themes of global significance transcend the confines of the traditional subject areas. The PYP at NISV represents the scope & sequence of all traditional subjects (language, math, science, social studies, performing arts, visual arts, PSPE) meeting the standards of the National Curriculum Framework of the NCERT, New Delhi. Learning strategies develop connections of these traditional subjects with the real world, laying emphasis on knowledge, concepts, attitudes, skills and action for future.

IB Middle Years Programme (Grades 6 to 10)

The MYP consolidates the Primary Years Programme, thus maintaining the required continuity, keeping in mind minimum levels of learning and the IGCSE requirements in the future. It is designed to enable students to move

seamlessly into their board examination patterns.

The new MYP design creates an innovative concept based on an appropriately assessed programme for 11-16 year old students that reflects the IB principles of teaching and learning completely. The Personal Project is mandatory for Grade 10 students. All the students follow the interdisciplinary approach in the academic disciplines of Mathematics, Language and Literature, Individuals and Societies, Design, Arts and Physical & Health Education. They undergo mandatory training in Performing Arts (Grades 6 to 8), Physical & Health Education and Personal & Social Education.

The subject groups are...

Language and Literature - English
Language Acquisition - Hindi / French / German
Third Language - Hindi / Gujarati
Individuals and Societies - History, Geography, Social and Political life (Gr. 6 to 8)
Economics, Business Studies (Gr. 9 & 10)

Sciences - Integrated Sciences (Physics, Chemistry and Biology)
Mathematics - Standard Mathematics and extended Mathematics (Grades 9-10)
Arts - Visual Arts & Performing Arts
Physical & Health Education - Physical & Health Education
Design - Digital Design

The Personal Project which forms the core of the programme, is mandatory for each MYP student of Grade 10 and shall be moderated by the IBO. Service as Action is mandatory for Grades 6 to 10.

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

IGCSE is a popular international qualification for 14-16 year old students. It develops successful students, providing excellent preparation for their next step in education, including progression to Grade 11 of the State and CBSE Boards, Cambridge A and AS Level study or the International Baccalaureate Diploma (IBDP), and equips them with skills for immediate

INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

Academics - IB/IGCSE Curriculum

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

employment, but more importantly, for challenging under-graduate programmes in Universities across the world. Cambridge IGCSE is recognised by universities and employers in India and across the world.

This course is a balanced mix of practical experience and theoretical knowledge with a choice of Core and Extended papers in most Subjects and therefore suitable for students with varying levels of ability. Students are encouraged to opt for 7 subjects. In addition, students have courses in Physical Education and Life Skills.

IGCSE Grading is based on an eight-point scale (A* to G). In addition to the IGCSE Certification, the ICE (International Certificate in Education) is also awarded to all students who successfully complete the study of seven subjects, including two languages and minimum one subject from each of the other subject groups. Students who do not meet this requirements of ICE would still be eligible for an IGCSE certification.

The study programme consists of five

groups:
 Group 1 - First Language - English Foreign Language - German/French Second Language - Hindi
 Group 2 - Literature in English, Economics
 Group 3 - Combined Science and Co-ordinated Sciences
 Group 4 - Math, Additional Math
 Group 5 - Art and Design, Business Studies, Information and Communication Technology, Computer Science

IB Diploma Programme (Grades 11 & 12)

Students who enroll for the two-year IB Diploma Programme (Grades 11 and 12) write their final examination at the end of Grade 12. Internal assessment projects/portfolios completed over the two years also form a part of the final assessment.

The IB Diploma (regular) subjects are arranged in six Groups. The students need to choose one subject from each of the first five Groups and may then choose their sixth subject from Group six or a second subject from Group 3 or

4. This ensures the delivery of a well-balanced curriculum. However, students may apply for a non-regular IB Diploma with three sciences to meet their admission requirement. Students usually study 3 subjects at the higher level (HL) and 3 at the standard level (SL). Theory of Knowledge (ToK), Creativity-Activity-Service Programme (CAS) and Extended Essay (EE) on a topic of the student's choice, form the core of the IB Diploma and are mandatory.

The marks awarded for each course range from 1(lowest) to 7(highest). TOK and the EE are graded A to E with A being the highest grade. These two grades are combined in Diploma Point Matrix to contribute between 0 to 3 Points to the total. CAS is not assessed but must be completed in order to pass the Diploma. The diploma is awarded to students who earn at least 24 points, subject to certain minimum levels of performance across the whole programme. The highest total that a diploma programme student can be awarded is 45 points.

The six groups and the subject



Academics - IB/IGCSE Curriculum

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

arrived at in a persuasive and logical manner. It is a perfect preparation for university studies.

CAS (Creativity, Activity, Service) Programme: CAS is an integral part of the IB Diploma Programme. All Diploma candidates have to devote a certain number of hours to this programme, in order to be awarded the Diploma.

The IB Diploma is equivalent to Higher Secondary (+2) qualification. It is recognised by the Association of Indian Universities for Undergraduate Studies, as also by International Universities across the world.

Assessment, Reporting & Examinations

(Please refer Assessment Policy for further details)

The Boards specify very strict rules for the conduct of their examinations and non compliance with these rules results in its status as an Examination Centre being revoked. If a student uses unfair means or behaves improperly during an examination, it is necessary for the school to inform the Board. This could

lead to the cancellation of all the student's grades in the examinations. We therefore follow the same rules and sanctions for our internal examinations as well.

All matters regarding entries for and the administration of, IGCSE, IB MYP or IB Diploma Examinations should be referred to the Principal. The approximate dates for the examination period will be included in the school calendar and the detailed timetable given to the relevant group of students and their parents as soon as the final version is received from the respective Examination Boards.

The NISV reporting system regarding the student's progress is designed to give information on a regular and systematic basis. However, the school is also committed to informing parents immediately if problems arise. Term end Progress Reports will be made available online. Hard copies of the Progress Report Summary Transcript would be available on a written request to the co-ordinator. The child's progress can be discussed with the student's Grade Tutor at the scheduled interactive

sessions or by appointment.

Assessment, both formative and summative, is conducted regularly.

Primary School (Nursery to 5 IBPYP) does not have examinations but has a continuous assessment policy against levels of achievement. Students are assessed on the 5 essential elements of the PYP - Knowledge, Concepts, Skills, Attitudes and Action using various strategies and tools. At the end of each semester, report is given in the form of a detailed skill-based appraisal with a detailed Student Profile.

Middle School (6-10 IBMYP) reports include criteria based assessment and an achievement grade together with a detailed profile / evaluation comment on the student's performance in each subject, co- curricular activities and service as action. These are issued at the end of each semester.

Grades 9-12 (IGCSE/IBDP) end of semester examinations prepare students for board examinations and NISV is dedicated to the task of making this preparation both effective and

Academics - IB/IGCSE Curriculum

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

realistic. The structure and content of internal examinations are based on the requirements of the content and nature of the IGCSE or IB examination syllabus.

Grades 6-9, 11 have two semester examinations per year. Internal assessment through a formative and summative approach is done throughout the year.

In Grade 10 there will be one practice and two 'mock' examinations. While in Grade 12 there will be one practice and one 'mock' examination.

There will be External Public Examinations for IGCSE (Grade 10) & IB DP (Grade 12) students

1. For Grades 10 & 12, since the final result is based on the entire year's performance, it may be noted that NO RETEST for any reason whatsoever, will be conducted after the semester examination.
2. For Grades 6 to 8 Performing Arts, Visual Arts, Physical Education are the part of the curriculum and will be assessed each semester.
3. The report card (Grades 1-5) will

be descriptive in nature based on specific rubrics as per the IB PYP requirements.

4. The report card (Grades 6-10) **IBMYP will indicate the following features:**
 - (A) Approaches to learning skills
 - (B) Levels awarded for each criterion of a subject as per IB MYP specification and its descriptor in brief.
 - (C) Level total of each subject.
 - (D) Grade point(1-7) of a subject determined by level total of a subject.
 - (E) Descriptor of the grade as per IBMYP specifications.
 - (F) Learning Outcomes of Service as action activities.
 - (G) Attendance.
 - (H) Height and weight.
5. The grades given on Grades 9-10(IGCSE) reports relate directly to the grading system for the IGCSE.

Letter grades	Range of marks
A*	90% - 100%
A	80% to 89%
B	70% to 79%
C	60% to 69%
D	50% to 59%
E	40% to 49%

F	30% to 39%
G	20% to 29%
U	Ungraded Or not offered

6. The Grades Points for IB DP (Gr. 11-12) will be awarded as per IBO regulations.

Predicted grades for university admissions are usually issued by December of IB DP Year 2. The students' DP Year 1 exam results & DP Year 2 practice examination results will be considered for the predicted grades.

Promotion Policy

Promotion is based on the cumulative performance throughout the academic year. Please note, that a student's report also includes academic assessment conduct, discipline, participation in school activities & community service.

1. Nursery to Grade 5

A non-detention policy is favoured in these classes unless detention at a particular level is advised by Grade Tutor/Coordinator.

2. Grade 6-10(IBMYP)

A student must ensure a minimum of Grade Point 3 in each subject to

Academics - IB/IGCSE Curriculum

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

get promotion to the next grade.

3. Grade 9(IGCSE)

A student must ensure a minimum of Grade F in each subject to be promoted to the next grade.

Note: Students not meeting the above conditions for promotion would be considered for registration in fewer IGCSE subjects and/or asked to do the core component(if available) of subjects where the student has attained a grade less than F.

Grade 11

Students must score minimum grade 3 in all SL subjects and grade 4 in all HL subjects to get promoted to the next grade.

Students not meeting the above conditions will be asked to shift to IB Course.

Awards and Prizes

The School recognizes and commends exceptional effort and high achievement of its students. Excellent work & behaviour will be recorded in the Link Book & Student Record Book by the

subject tutor. To motivate and encourage students, the school, honours them by awarding Academic Prizes, Proficiency Certificates, Scholar's Badges and Medals:

1. **Proficiency Certificates** are awarded to students getting Grade A (Gr.1-5), Grade Point 6 (Gr.6-12, IB MYP/DP) in each subject in both the semesters.
2. **General Proficiency Certificates** (for Grades 1 - 5) & **Scholar's Badge** for Grades(6-12) are awarded for academic excellence on the basis of the following criteria :

Grade	Minimum requirement in both the semesters
1-5	Grade A in all subjects
6-12(IB)	6 points in all subjects
9-10(IGCSE)	Grade A in all subjects

Grade 1-5 students must get a minimum Grade C in all co-curricular subject areas i.e. Visual Arts, Performing Arts, Physical Education, Personal & Social Education.

3. The **Scholar's Medal** is awarded to a recipient of the Scholar's

Badge (Grade 6 onwards) for three consecutive years.

4. The **Scholar's Gold Medal** is awarded to a student who has received the Scholar's Medal for two consecutive years and his/her conduct and behavior has been consistently good.
5. Special recognition/certificates are awarded to students who show outstanding performance in the Inter-House Activities & Sports.
6. A **100 % attendance certificate** is given to a student who remains present on all the working days of the academic year. Late coming & short leave would be treated as absence & will render a student ineligible for the certificate.
7. **Best Athlete** of the year Boys & Girls in all Categories.
8. **Best sports person** of the year (Boy & Girl)
9. **Rolling Trophies** are awarded to the best house in co-curricular activities, sports and academics.



Beyond Academics

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

Conferences

(A) Student Led Conferences (SLC)

are held to empower and enable the key stakeholders in the school viz- the students themselves along with their parents and teachers. The aim of such an exercise is to help every student to set realistic goals in academics, personal and social (attitudes, appearance, emotions etc.) areas. This will not only build the child's confidence, but also initiate him/her to be a thinker with a sense of responsibility and pride in his work.

Two SLCs have been scheduled and the documents of goal setting will be kept in the dossier of the child for future reference by the Grade Tutor. It would be conducted by the child.

(B) Teacher Parent Conference (TPC)

is held to meet and discuss a child's achievements as well as concerns. Parents would be requested to send their concerns in writing in advance on the query sheet. This would

enable teachers to address their queries and utilize time effectively.

(C) Career Conferences "Designing Tomorrow"

would be held for the students of Grades 9-12. These conferences are aimed at giving the students an exposure of varied possibilities that exist in the world of tertiary education & the future. Eminent, experienced and knowledgeable resource persons are invited to share their experiences and valuable information to encourage students.

(D) Parent Conferences

are scheduled to orient parents about new paradigms in education, techniques of parenting or updates on the systems of education at NISV.

are recommended for use during examinations. Diploma students are permitted to bring their laptops/tablets to school when required. Please ensure that all items are clearly marked with permanent marker as the school takes no responsibility for loss or theft.

Co-curricular Programmes

Education at NISV goes far beyond the grade room. All students, without exception, participate in co-curricular activities from Monday to Friday. Activities include Visual Arts, Performing Arts, Yoga, Sports, Outbound Programmes and Community Service. Weekend activities include trips and outings. There is a full program of activities for the resident students.

Study Aids

Students from Grade 8 and above will need a scientific calculator, IGCSE students require a Casio FX-series and IB Diploma students a Texas Instrument - TI 84 Silver Plus Edition Graphic Display Calculator, as only these models



Beyond Academics

PRINCIPLED - BALANCED - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

Clubs (IB)

To facilitate a more holistic development and make learning fun, we have introduced various clubs for all students.

For Grades 4-5

- Needle work
- Art and Craft
- Quiz Club
- Reading Club
- Scrabble/Pictionary
- Debate
- Dance/Drama

For Grades 6-8

- Guitar
- Vocal Music
- Key Board
- Drums
- Drama
- Congo
- Traditional and Classical Dance
- Western and contemporary Dance
- Tabla
- Debate/ Elocution
- Reading
- Art and Craft
- Quiz

Extended Learning through School Cinema Programme

School / student age appropriate movies are screened to enable the students to groom their learner profile. Discussions held after the screening are most rewarding as they are very reflective in nature.

NISV Field Trips / Outbound Programme

Based on various topics and the Program of Inquiry, field trips would be organised to give students a hands on experience, consolidate and make learning enduring.

The NISV Outbound Programme is organised once a year to develop life skills and a collaborative & cooperative attitude. These could include trekking, camping, picnics, cultural/field trips and visits to other schools. Students are always chaperoned by members of the staff.

Parents are requested to give permission to students to join school-organized trips within and outside Vadodara via the "Parents Consent Form" given in the Link Book.

Student Council

NISV's focus is to promote students in decision making roles directly in partnership with the tutors of the school. The intention is for student office bearers to help in the smooth running of the day to day co-curricular and sports activities of the boarding / school by assisting in supervision and overall execution of the activity.

1. The 'Student Council' comprises of a Head Boy, a Head Girl, four House Captains and Prefects, Sports Captains, Chief Editor, Asst. Editors, Community Outreach Captain, Disaster Management Representative, Cultural Affairs Captain, Boarding and Class Representatives.
2. The student council nominations

Beyond Academics

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

and elections take place in September-October.

3. A solemn investiture ceremony inducts these members into the student council.

House System

The school is divided into four houses - Nurturers, Inquirers, Seekers and Venturers. The houses are the focus of many of the important educational activities which take place outside the grade room. They promote a spirit of healthy competition in sporting and cultural activities. They also create a sense of belonging to members of the school from different grades. Each house has a tutor coordinator, a House Captain and Prefects.

Inter House Activities and Competitions

A number of inter-house activities / competitions are held throughout the year on Fridays as per the 'Year

Planner'. There are demonstration sessions/ practice time and performance / competition time. Performance standards are recognised as "highly commendable", "commendable" & "good performance".

1. List of all Inter-House Activities are notified in the Year Planner (Approx 12-14 activities per year /per group)
2. Students are required to attend all activity demonstration sessions.
3. To maximize the involvement of all the students, participation is allowed in four Inter-House Activities only.
4. The highest aggregate points in all competitions determine the "Best House in Co-curricular Activities".



Beyond Academics

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Sports

1. Students are encouraged to choose from the following games / sports. Athletics, Basketball, Cricket, Football, Skating, Swimming, Table Tennis and Tennis. Training is imparted to all students of the school under the guidance of qualified coaches and trainers.
2. It is recommended that during the morning PE (MPE) classes students play ONE game / sport throughout the year, which in turn will help them to excel in their chosen game.
3. Students should excel in one individual & one team game by the end of their schooling at NISV.
4. Swimming is an essential & compulsory activity for all students.
5. Yoga and meditation is compulsory in the primary years.
6. During the compulsory Games / Sports Activities, it is expected that all students wear the school

sports attire and bring their personal table tennis racquet & ball, tennis racquet, skates & helmet, football shoes, swimming costume etc.

7. In case the student is sick / under medical observation, he / she must furnish a medical certificate to the concerned tutor / instructor concerned.
8. If some injury / accident happens during the Game / Sport Activity, the parents shall bear the cost of the treatment. (Filling of the Indemnity Form by Parents is a must at the time of child's admission).
9. NISV sports team participate in most of the district, state, national & international events for exposure & attaining excellence.
10. Expenses (Travel / Food / Stay / Entry Fee) of students representing NISV for any out station competition shall be borne by the student. The cost of the school team attire shall be borne by the student.

Inter-House Competitions

1. Inter House Competitions would be conducted as per the School Calendar.

The Grade Categories are as follows:
 Grades 1 to 3, Grades 4 & 5, Grades 6 to 8 and Grades 9 to 12.

2. Students should report for their matches after signing for Inter House competitions. In case they fail, they will not be permitted to participate in other competitions and 10 points will be deducted from their annual house points tally.
3. Athletic Events' rules and regulations are given on the following pages.
4. Inter-House Trophy / Certificates / Individual Awards shall be given to the winners & runners up of the competition conducted.
5. There is an Inter-House point system, defining the house positions

Beyond Academics

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of competitions conducted. The house points will be carried forward in deciding the “Best House” at the end of the 2nd term.

- The PE Department is a neutral body. They help the Houses-In-charge at the time of practice / selection of the house teams.
- During the mid term /vacations the school organizes sports coaching camps / workshops for promoting games / sport and improving the performance level of students. The charges for these are borne by students separately.

POINT SYSTEM

Position	Individual Game/ Sport (Points)	Team Game/ Sport (points)
1	5	10
2	3	7
3	2	5
4	1	3

“Champion Sportsman of the Year” Award Policy

- Inter-House Competitions
- District Sports Office / Sub Coaching center, Sports authority of Gujarat, Sports authority of India
- Competition organized by IB / IGCSE / CBSE Sports Program at various levels.
- Competition organized by District Association / State Association / All India Association or All India Federation / International Association

POINT SYSTEM

Participation	Participation Points
International Level	10
National /All India	8
State / Zonal	6
District	4
Inter House Game / Sport	2

Athletics (Rules and Regulations)

- FOUR best participants are required from each house in each grade category to contest an event.
- Entries once given will not be changed.
- Participants can choose only three events, either two track and one field event OR one track and two field events.
- A participant is allowed to participate in one grade category only. Houses-In-charge and Teachers-In-charge should ensure that the participant is put in the right Grade category. In case of a default the participant will be disqualified.
- Direct finals will be there for all relays.
- Only two trials in preliminary rounds and three trials in final round of field events will be given to an Athlete;



Beyond Academics

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

however, in High Jump three trials will be given to an athlete to clear each height.

7. Points system for individual events will be as follows.

1 st position	7 points
2 nd position	5 points
3 rd position	4 points
4 th position	3 points
5 th position	2 points
6 th position	1 point

Points system for Relay / Tug of War

1 st position	14 points
2 nd position	10 points
3 rd position	8 points
4 th position	6 points

8. Best six participants against time from heats in Track events will be taken for the finals.

9. Best six participants from the Preliminary rounds in field events will qualify for the finals.

10. For Individual Championships Relay points will not be counted.

11. For Champion House relay points will be counted

12. A Relay team shall consist of 4+1 extra participant.

13. Following are the categories for an Individual championships.

Primary school	Grade 2 & 3 Grade 4 & 5
Middle school	Grade 6 to 8
Senior school	Grade 10 to 12

14. If there are less than THREE entries in any event, the event will not be conducted.

15. An athlete causing an obstruction in the play of the other athlete shall be disqualified. The athlete leaving the track on his own stands disqualified.

16. In case of any dispute, the matter must be reported in writing to the Sports Coordinator on the same day. The final decision will be taken by the Jury.

Beyond Academics

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

NAVRACHANA SPORTS ACADEMY (NSA)

The Beginning.....

In a life, heavily loaded with stress & tension, games & sports help to bring about the much required balance that helps in offsetting this mental & physical pressure on young people. But, the vital question in most educational set up is “whither sports”?

The Navrachana Education Society's futuristic vision to provide the best sports facilities to all children, led to the birth of Navrachana Sports Academy in the year 2005.

Through a well chalked out programme, NSAcaters to every sporting need of the child – like high class state of the art infrastructure & facilities, excellent National & International level coaching & providing ample opportunities to participate in the National & International events & competitions.

Vision Statement

To offer young boys and girls access to structured and organized sports coaching of the highest possible quality, which, along with developing proficiency in the chosen sport, promotes psycho-social development, life skills training as well as the understanding of team spirit and values of sportsmanship.

Mission Statement

To promote mass participation of young persons in sports, to develop their skills holistically through coaching clinics (NSA Sport4Life Programme) and through “high performance” coaching programmes. To teach life skills, especially empowering girls, through self defense training, to expose young sportspersons to various career opportunities that lie in sports and to create job opportunities for the youth and for sports enthusiasts.

Sports Facilities offered at NSA

(Navrachana School & Vidyani Vidyalaya Sama & Navrachana International School, Bhayali)

- ❖ Athletics
- ❖ Basketball
- ❖ Cricket
- ❖ Football
- ❖ Kho-Kho
- ❖ Tennis
- ❖ Skating
- ❖ Volleyball
- ❖ Handball
- ❖ Swimming (Olympic Size 50mt.)

Beyond Academics

PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

Sports Facilities Offered at NSA

Activities at NSS & NVV Sama centre					
Age category	Game/ Sports offered	Timings	Monthly programme	3 Months	Holiday
10 years and above	Athletics/Basketball/ Football/Tennis/Handball	6.30-7.30 am	Rs.1800/-(5 days in a week)	Rs.4000/-(5days a week)	Sat & Sunday off
3.5 years to 8yrs	Football/Skating/Fun-krida	4.00pm to 5.00 pm			
5 years above	Cricket/Basketball/Football/Tennis/Kho Kho/Volley ball	5.00pm to 6.00 pm			
Activities at NISV BHAYALI centre					
Age category	Game/ Sports offered	Timings	Monthly programme	3 Months	Holiday
10 years and above	Athletics/Basketball/ Football/Tennis/Handball/Swimming	6.30-7.30 am	Rs.1800/-(5 days in a week)	Rs.4000/-(5days a week)	Sat & Sunday off
3.5 years to 8yrs	Football/Skating/Swimming	3.30pm to 4.30 pm			
5 years above	Cricket/Basketball/Football/Tennis/Kho Kho/Volley ball	5.00pm to 6.00 pm			

INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

Holidays as per the respective Navrachana Education Society Institutions

We recommend: -

3yr to 8yr students to join – Swimming / Skating/ Tennis/ Football/ Funkrida

5yr and above to join – Basketball / Cricket / Football / Skating / Swimming/ Tennis

For NSA membership Registration Contact:

Mr. Narendra D (8849109957) NVV & NHSS SAMA

Mr Binesh N (9974627490) NHSS & NVV SAMA

Mr Ajay T (9428880919) NEEV PP SAMA

Mr. Pawan Rai (9725770105) NISV BHAYALI

Mr Pawan Rai, Dy. Director

Email sportsacademy@navrachana.edu.in / Mobile No. 9427612953

Admissions, Withdrawal, Fee & Refunds

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

Admissions at NISV

Before applying for their ward's admission to NISV, parents and guardians are advised to consider the following:

(1) Admission Criteria

Subject to availability of places, NISV offers education to all children.

Normal minimum age on 1st June in the year of entry are as follows:

GRADE	AGE	GRADE	AGE
Nursery	03+		
Prep. Jr.	04+	Prep. Sr.	05+
1	06+	2	07+
3	08+	4	09+
5	10+	6	11+
7	12+	8	13+
9	14+	11	16+

As the medium of instruction is English, up to grade 3 children are required to be able to understand the language comfortably. However, students admitted to the Middle School need to be fluent in English communication.

New students will normally not be admitted to Grades 10 and 12, i.e. in the middle of the two-year IGCSE and IB Diploma courses respectively.

(2) Admission Procedure

NISV is an independent school and admission is entirely based on the school admission policy. Parents are requested to meet the Admissions Officer to understand the admissions process.

Application for admission is made through the online Admission Form with the printed Brochure available on www.nisvib.in and at the school office.

Admissions take place throughout the year, usually on the first Saturday of the month. In the absence of a vacancy in

the desired grade, successful students will be wait listed and considered for the first available place. Parents are strongly advised to apply for admission to NISV as early as possible.

Once admitted, parents will have to pay the stipulated fees. They also have to submit the transfer certificate, scholastic record, transcript and personal recommendation filled in by the existing school, and supply the school with copies of the last two reports. Proof of date of birth, citizenship and a declaration from parents stating the country of employment/work with documentary evidence.

The school website also carries detailed information.

For further admission inquiries email...

nisv@navrachana.ac.in

(3) Fees (at the time of admission)

The fee structure of the school can be

Admissions, Withdrawal, Fee & Refunds

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

obtained from the Admissions In-charge or downloaded from the school website. The fee structure is revised annually and amendments/escalations are hosted on the website at the appropriate time.

(4) Imprest Account

An Imprest Account is put into place to avoid cash transactions through the student, for such activities like entry to competitions, olympiads, costumes, trips, books and stationery, etc.. All charges for the above mentioned activities will be debited to the student's account with prior approval/information to the parents. A detailed statement of the expenses incurred under this category will be issued at the end of the year.

(5) Mid Semester Admission

If a student is admitted in the middle of a session the fee payable for the semester shall be calculated on pro rata basis for the balance period for which the student shall attend the school considering the date of joining as the 1st

day of the month of joining.

(6) Expelling from School

If the school expels a student for behavioural issues the fee will be charged for the semester in which the withdrawal takes place.

Admissions, Withdrawal, Fee & Refunds

Guide to payment of fees. Navrachana International School- Vadodara. IB Students 2022-23

It is the responsibility of the parent/guardian to ensure that all fees are paid on time as per the schedule given. The School takes no responsibility of reminding the parent/guardian.

1st Installment	2nd Installment	3rd Installment	4th Installment
Last Date: 30 April 2022	Last Date: 15 July 2022	Last Date : 15 Oct. 2022	Last Date : 15 Jan. 2023
For : April. '22 to June '22	For : Jul. '22 to Sept. '22	For : Oct '22 to Dec. '22	For Jan. '23 to Mar. '23

- Fees must be paid on time. Late fee will be charged for delayed payments.
- If fees remain unpaid beyond a stipulated period, the students name will be struck off the role.
- Payments to be made by cheque
 - Cheque must be payable to "NAVRACHANA INTERNATIONAL SCHOOL"(For Grades 1 to 12) and "Navrachana Education Society - NISV" (For Pre-Primary) along with the fee slip.
 - Post dated cheques will not be accepted.
 - Out station cheques will not be accepted
 - Cheques may be deposited at any branch of Union Bank of India in Vadodara (cheque must be Account Payee CTS 2010 only).
 - Do not use drop boxes at ATM Kiosks.

4. Charges towards delayed payments

S.No.	Extra Time for Fees Payment	Late Fee
1.	10 Days from Last date of Payment	Rs. 1000=00 per month

- IN CASE FEES REMAIN UNPAID BEYOND 20 DAYS FROM LAST RELEVANT DATE FOR PAYMENT OF FEES:
 - The Parent/Guardian should not send the student to school till fees are paid with additional charge of Rs. 5,000/-
 - In case the student comes to school he will not be allowed to attend classes and the parents will be informed to take the child home or pay the fees.
 - In case of students residing in the Hostel, If fees are not paid up to 20 days from relevant last date for payment of fees, the local guardian of the student will have to take custody of the student and the student will not be allowed to reside in the hostel or attend classes.



Admissions, Withdrawal, Fee & Refunds

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

- 6. If fees remain unpaid till 30 days from relevant last date for payment of fees the name of the student will be removed from the rolls of the school.
- 7. In case the students wishes to continue in the school after his name has been removed from the rolls of the school. His admission to school will be at the sole discretion of the school on full payment of unpaid fees and penalties and the admission will be considered to be a new admission and all fees and charges applicable to a new admission will apply.
- 8. No student, whose fee remains unpaid in full or in part will be allowed to sit for semester examination. No internal examination results, reports, Transfer Certificates or recommendations to future schools/ colleges will be issued to the student or parent until the outstanding fee is paid.

9. Conversions

Students converting from Boarding to Day Boarding should do so at the end of a semester/term.
 Students converting from Boarding to Day Boarding in the middle of a semester are required to give 3 months prior notice or 3 months fee in lieu of the notice.

Students converting from Day Boarding to Boarding (upon availability of space) should do so from the 1st day of the month.
 Students converting in the middle of a month shall have to pay boarding fee from the beginning of the month

10. Migrations

Parents who wish to change the board from Grade 1 from International Exam Board to CBSE or vice versa, may do so subject to availability of a vacancy and by paying a migration fee of Rs. 20,000=00 in addition to the other fees as applicable. The change will take effect in the new academic year.

11. Bank Charges

All bank charges pertaining to inward remittance of school fee, if any, shall be debited to student's account; in the event of a cheque /

draft return, a sum of Rs. 500/- besides the bank charges shall be debited to the student's account;

- 12. To discontinue any extra paid activity, one semester's written notice is to be given. Failing to do so will result in the payment of full charges.
- 13. Withdrawal from an educational out station trip arranged by school, will be as per the terms and conditions of the tour operator and school.
- 14. Fees will not be refunded or waived for absence through sickness, shortened term or extended vacation, early release before term end, non consumption of food or any other reason.

15. Refunds

Refunds if any, are refunded by "Cheque" without interest, less any outstanding charges due to school after the student has left the school.

16. Fees are revised annually.

17. Fees must be paid through the school fee slip book. If paid otherwise (Bank pay-in-slip, bank transfers) parents must provide details of such transactions to the



Admissions, Withdrawal, Fee & Refunds

NISV accounts department in writing within 3 days. Otherwise the fee will not be credited to the student's account.

Withdrawal from NISV

1. Parents or Guardians are required to notify the Principal in writing of the withdrawal of the student. If this is to occur at any time other than the end of Grade 10 and Grade 12.
2. Students who have applied for withdrawal from the school must obtain a Withdrawal Form from the Administrator's Office. Until this has been completed and signed, signifying all dues cleared and school property including text books / equipment in good condition returned, examination results, transfer certificates / recommendations to future schools / colleges will not be issued.
3. Students wishing to withdraw should give at least one month's prior notice. Boarding students must give 3 months notice. Such notices should be given in writing and addressed to the Principal. The parents will be given a letter as a confirmation of such a withdrawal

notice.

4. Failure to provide the requisite notice of withdrawal will result in payment (or become adjustable against any balance with the school) of 1 month's school fees (3 months boarding fees for boarders) in lieu of the notice and may be charged at the time of withdrawal whether or not the vacancy is being filled.
5. Parents, who are uncertain regarding the continuation of their child, may make a conditional withdrawal application giving three months' notice.
6. Any instrument / equipment / gadget or books, stationery and uniforms purchased from / through the school are Non - Returnable.
7. If a newly admitted child is withdrawn before the commencement of the academic term, admin charges of Rs. 5000=00 will be deducted.
8. Transfer/Leaving Certificates will only be issued once the student's dues to the school have been cleared and all school equipment /

books are returned.

9. At the time of exit, unless the Principal has received a written request from the parent, he would be unable, for legal and ethical reasons, to respond to requests from prospective schools to invigilate entrance examinations or supply information about a student's academic progress.

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

Student Welfare

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

Counselling Services

Schools provide a common ground for children from different walks of life to meet, interact, strengthen existing skills and learn new ones. Within the security of a known world the child prepares to take on the challenges of tomorrow. The ability to adapt, adjust, accept, make decisions and take responsibility for their actions, are among the many skills that children learn at school. Always willing to work with children, Counsellors at our school build a rapport with the students, that assist them to understand their responsibility in charting their growth.

We often provide the vital link in many a relationship; be it Student Parent, Student Tutor or Parent Tutor. As a team, we work with tutors and parents to provide the experiences that children need to achieve success. Academic counselling, personal counselling and career counselling, to name a few, are some of the specialized areas of assistance provided.

Students from Grade 8 upwards are counselled by MYP/IGCSE & DP coordinators to make subject option choices at the IGCSE and IB Diploma levels. Students and their parents are invited for personal guidance sessions to help channelize student interests. Representatives of various professions, institutions, colleges and agencies visit the school to interact with students. The school actively assists students in choosing universities and in the application process.

Students' Safety Policy and Insurance

All health and safety measures including group / personal supervision are integrated in the school's systems. However, in spite of the best care and supervision, at school, unforeseen eventualities may occur.

The school's insurance cover for its students is renewed every year. The school's liability is restricted to the amount/sum insured in the Insurance

Policy. This includes injury due to an accident and the subsequent medical expenses for treatment in a hospital or nursing home as an in-patient, or any injury in an accident sustained by any student of the school in case of disability. The benefits under this insurance policy are enumerated below:-

1. Medical expenses for treatment in hospital or nursing home as an inpatient : Rs. 500/- per annum
2. Death (Capital benefit): Rs.50,000/-;
3. Permanent total disablement from injuries : Rs. 62,500/-
4. Permanent partial disablement (% as per tariff which varies from 5% to 70%)

The insurance covers any accidental injury, snake bite, drowning and food poisoning. This is a round-the-clock cover and not restricted to school timings. The insurance policy has been taken from: BajajAllianz General Ins. Co. Ltd., 4th Floor, Atlantis Heights, Opp. Swagat Petrol Pump, Sarabhai Main Road, Vadodara



Student Welfare

PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

School Transport System

The school does not have its own transport service. However, there are private transport agencies that provide transport services to the school students. The school will assist parents in contacting these agencies.

Catering and Dining Facility

The Kitchens at NISV are of the highest standards and well equipped. We prepare three full meals a day as well as a mid-morning and an afternoon snack. The menus are varied and offer several cultural cuisines.

Day Boarders avail of lunch and the morning snack. Full Boarders avail of all meals. Vegetarian dishes are served at all meals. On request, boarders may be provided Non-Vegetarian meals (prepared in a separate kitchen) at dinner on a chargeable basis. All meals are supervised by the staff. Students are expected to attend all meals. In the interest of health and safety, parents are requested not to send food & drinks to the school or hostel.

Health services

Parents/ Guardians must provide a detailed history of the student's health at the time of admission. It is vital for us to know all details no matter how insignificant.

The School provides First Aid facilities only. Emergency medical treatment (including general anesthesia) at a recognized hospital will be provided, if a parent cannot be contacted in time, as

per the consent given in the medical form at the time of admission. Every effort would be made to contact a parent in such circumstances. A routine medical examination by the School Doctor/Nurse will be conducted.

Parents must inform the Principal / Section Co-ordinator in writing if the student has any known medical condition/disability or health problem or is unable to take part in physical education or sporting activities or has been suffering from infectious diseases. The student must not be sent to School if unfit, or suffering from a contagious disease. The School will endeavour to look after the student in the event of any emergency health problem, during school hours. However, the School will not be responsible for any consequences.

The school has an infirmary and there are qualified staff on duty at all times. Treatment for minor illnesses and First Aid is given immediately at the infirmary.

Student Welfare

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as earthquake, intrusion etc.) must immediately be brought to the notice of the Principal / Co-ordinators, who will sound the alarm. If the emergency warrants it, the Principal / Administrator will immediately summon the Fire Brigade and/or Police.

The alarm signal is a continuous ringing of the school bell (or hand bell in the event of a power failure). On hearing this signal, tutors will immediately:

1. instruct students to vacate the room
2. escort the grade in silence to the assembly point specified for the group.
3. take attendance
4. Report any unexplained absences to the Principal/Section Co-ordinators.

Practical checks will be made and reported to the Principal / Co-ordinators.

1. The Co-ordinator will check their

respective buildings

2. The House Parents will check the hostels.
3. The Kitchen In-charge will check Kitchen areas.
4. The Maintenance In-charge will check the Service block and staff residences.
5. The Admin Manager will check the administrative block.
6. The Librarians will check the Library-Media Center
7. The IT Manager will check IT hubs.

After all checks have been made the Principal/section co-ordinators will permit students and staff to return to the normal programme.

Safety Drills: It is obligatory for all the students to participate in Safety Drills which the School considers

necessary or as required by law or a s expedient to safety and well being of all students.

Closure of School during Emergencies

The school will remain closed in case:

- (A) there is a curfew in our area or on the roads approaching our area.
- (B) there is a serious warning from the city authorities about floods / earthquake/riots etc.

Note : School authorities will take alternative decisions at their discretion, if the situation other than that mentioned in (A) and (B) warrants it.

In such emergencies all information and school decisions will be conveyed through the school website, newspaper or local TV channels, e-circulars as also the Vidyalaya App.

Student Welfare

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

Any circular / information to be given by the school will be notified in the Link Book. The parents / guardians must sign in the Link Book to acknowledge its receipt. Parents may also use the Link Book for communicating with teachers on various issues.

Circulars on APP

Communication with the parents is established through school circulars and notifications through the school app “Vidyalaya”

A hard copy of circulars will only be sent in case approval or consent is needed from parents.

School Calendar

The School Calendar will be issued at the beginning of each academic year. It has details of most of the events scheduled to take place during the year. Schools are dynamic places, and changes and additions will happen. School Calendar needs to be updated by students/parents

as soon as new information reaches them.

Prospectus

The prospectus describes the broad principles on which the school is currently run and gives some details of its history and ethos. The prospectus is not part of any agreement between the parents and the school and documents supplied in the pocket inside the back cover are not part of the prospectus. Although believed correct at the time of printing, certain statements may be out of date from time to time. Parents wishing to place specific reliance on a statement in the prospectus should seek written confirmation of that statement before accepting admission to the school.

Interactions between Tutors & Parents

Parents may ‘stop by’ at the end of the day with the knowledge that most tutors

will be occupied and will not be able to entertain an impromptu meeting with them. It is more appropriate to make an appointment with the relevant Coordinator's office so that the required ground work may be done in advance and a meeting arranged with the appropriate tutor.

NISV, has developed a tutorial system that provides each student with a caring adult to guide them. Highly dedicated and experienced tutors sensitive to the needs and problems of young children, are appointed as Grade tutor. Each Grade tutor has a group of students in his/her care. In the middle and secondary schools, the Grade tutor is a source of Academic and Pastoral care and is responsible for the welfare, personal development and discipline of his/her ward. S/he is the first line of reference if a student has a problem or is an under achiever. Grade Tutors will regularly liaise with parents to discuss progress, problems and successes of individual students. The parents are required to address their concerns to

Student Welfare

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

the grade tutors.

Parent teacher interactions are announced in the school calendar with prior intimation given through a circular. These meetings are held specifically to discuss the academic performance of the children.

1. We expect that such interactions are attended by both the parents.
2. Teachers are not available during the school working hours. Kindly take prior appointment to meet the teachers on a working day.
3. Parents can also come on working Saturdays with prior appointment.



School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

ASSESSMENT POLICY

1. Assessment Policy at NISV

Steering Committee

Members of the Governing body, the Principal, a member of the Parents Association, Senior Student Representatives, Coordinators and Heads of the Departments

Assessment Philosophy

The Assessment Policy is derived from the school's and the IB's assessment philosophy and the principles, which are consistent with each other. It represents a statement of intent and action for achieving the educational goals. It considers time lines and the demands that the assessment places on students and teachers for a clear understanding of the purpose of assessment and its practical application in the IB Programme.

IB PYP Introduction

The purpose of assessment at NISV is to improve student learning, to provide

information on student learning and to contribute to the efficacy of learning programmes. Assessment is the ongoing process of gathering evidence for learning. This evidence shall be used to give recognition and timely feedback to the learners and all other stakeholders. Assessment shall reflect best practices that support the learner and the teacher in the promotion of student achievement.

1. Assessment Philosophy

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully guiding students through the five essential elements of learning:

- ✓ The acquisition of knowledge
- ✓ The understanding of concepts
- ✓ The mastering of skills
- ✓ The development of attitudes
- ✓ The decision to take action

The prime objective of assessment in the PYP is to promote feedback on the learning process. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It

identifies what students know, can do and feel at different stages in the learning process. The PYP approach to assessment recognizes the importance of assessing the process of inquiry as well as the product(s) of inquiry and aims to integrate and support both.

2. Aims of Assessment

- To promote student learning
- To collect information and evidence about student learning
- To contribute to the successful implementation of the programme.

a) Student learning is promoted through:

- ✓ Student's prior knowledge and experience
- ✓ Knowing and understanding student's areas of strength to assist further growth
- ✓ Planning the teaching and learning to meet individual and group needs
- ✓ Building a profile of student's understanding
- ✓ Student involvement in the assessment process, reflection on their own learning, taking responsibility for their own



School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

know, understand and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties.

Reporting to parents, students and teachers occurs through:

- ✓ Conferences: Teacher-Parent Conference, Student-led Conference, Teacher-Student Conference
- ✓ Roll on & Roll off of units
- ✓ Twice yearly written Reports
- ✓ The Portfolio
- ✓ Grade 5 PYP Exhibition

Conferences

Teacher-Parent Conference (TPC):

This is held thrice a year from Grades 1-5 and 4 times a year from Nursery to Prep Senior. The purpose of this conference is to discuss and identify social, emotional and academic strengths and areas for improvement.

Student-Led Conference (SLC): This is held twice a year. Some of the personal development dialogues take

the form of student led conferences where the student discusses his/her work and progress with the parent. Students identify and set future goals in conjunction with the parent and the teacher.

Teacher-Student Conference: These are informal and designed to give students the feedback so that they can reflect on their work and further refine and develop their skills. This encourages student learning.

Ongoing Communication

Teachers can be contacted through the school link book, e-mails and phone. Teachers also communicate with parents through the link book, e-mail, Flinnt messages and through the class blog.

Roll on and Roll off

We have two Roll on and Roll off sessions per grade each year where parents are invited to witness student learning and the process of inquiry of a unit that has been completed. Teachers also brief the parents about the new unit of inquiry during the Roll on sessions.

Written Reports

The Report Cards are shown and given to parents once every semester. The school includes an appraisal on student's progress in various areas of academics, learner profile and a general comment in the report card for each semester.

Portfolio

Portfolios are a purposeful collection of student's work that is designed to demonstrate reflection and growth, creativity and higher order thinking.

They celebrate student learning through the PYP showing the development of the whole child, both within and outside of the Program of Inquiry, in all subject areas.

A cumulative collection of student work that travels with the student from nursery to grade 5, the Portfolios are housed in the student's classroom and are accessible to the student. Students should understand the purpose of the portfolios, the process used to compile them, and should be able to explain why specific materials are in the portfolio. Students use the portfolios to

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

- achievement levels of individual students
- ✓ A variety of evidence to improve student learning and to help students achieve their potential
- ✓ Reflection which shows the development of students within the subject

4. Assessment Strategies

The MYP values the use of a variety of assessment strategies during the programme to provide a more balanced view of student achievement.

- ✓ **Observation-** Teachers may choose to observe all students regularly and often, taking a wide angle view (focusing on whole class) or a close-up view (focusing on one student or one activity). This strategy is useful when assessing some behaviors and skills.
- ✓ **Selected Response-** Tests and quizzes are the most familiar examples of this form of assessment. This strategy is useful in formative assessment as it is quick and straight forward to administer and also provides instant feedback for the students and teachers.

- ✓ **Open-ended tasks-** Presentations, essay or a diagram as a solution to a problem are examples of this assessment. This strategy allows teachers to present students with a stimulus and ask them to communicate an original response.
- ✓ **Performance-** A composition, a research report, a presentation or a proposed solution are examples of this assessment model. This strategy allows students to demonstrate the acquired skills and show their understanding in a real world context. Students are assessed on their ability to demonstrate predetermined learning objectives in and across subjects.
- ✓ **Process journals-** Student reflection and metacognition are essential aspects of this process. Regular recording of student reflections lead to enhanced understanding of the concept. Process journal allows student to detail their service and action and its impact on them and on others.
- ✓ **Portfolio Assessment-** Students and teachers use the portfolio to

record learning achievements. Students and teachers choose their works or evidences from other assessment strategies that show the level of knowledge and understanding and also demonstrate their skills and attitudes.

5. Implementation of Assessment

- ✓ **Appropriateness of tasks –** The assessment tasks should address at least one MYP subject group objective. The student's work is then assessed using appropriate criteria. Assessment task should take into account the requirements of Students with special educational needs. Tasks could be modified for the students who are not able to meet the MYP objectives, but parents and students need to be informed.
- ✓ **Creating sufficiently rigorous task-** Teachers ensure that the tasks not only addresses the requirements of the objective but allow students to access all the achievement levels ranging from lowest to highest.
- ✓ **Developing task- specific clarification-** Task specific clarification is based on IB specified

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

- assessment criterion. Teachers redraft the level descriptors of assessment criteria as per the requirement of the task which may be for-

 - a. Facilitating learning process
 - b. Supporting learning by guiding instructions
 - c. Providing examples to deepen understanding
 - d. Bringing transparency to the process of assessment
 - e. Contributing in teachers' reflections in the MYP unit
 - f. Helping in curriculum review by reflecting the specific content actually taught
 - g. Simplifying the command terms used in the task.
 - h. Meeting the expectation of the task through oral discussion

6. Assessment tools

The following tools are used to collect and document evidence of students' achievement in each unit.

- ✓ **Anecdotal records** are used to systematically compile, document and organize the observations of the students learning skills and achievement levels using technology.
- ✓ **Continuums** provide visual

representations of developmental stages of learning. It shows a progression of achievement and identifies the level of achievement. It is used to inform the development of ATL skills to the teachers across all subject groups (Horizontal and vertical)

- ✓ **Examples** are students work which serve as concrete standards against which other samples are judged. These serve as benchmarks for the particular task.
- ✓ **Checklist** are list of attributes or elements that should be present in a particular response to a task. This is useful for formative assessments.

7. Reporting Student Achievement Report Cards-

- The school reports the achievement of the students twice in a session (Once in a term) through report cards.
- All teachers contribute assessment data from their subjects
- Best fit approach is adopted to award the final achievement level to the student

- Summative assessment levels of all criteria of each subject group are recorded
- The level total of all criteria of a subject is converted into grade as per IBMYP 1-7 scale
- MYP report of student achievement communicates the student's achievement level for each assessment criterion with appropriate remark and grade for the subject together with its descriptor
- Level of ATL skills in each subject group is also reported
- The report card reflects percentage range for the grades because most of the schools in India follow percentage range as feedback of the student's achievement. When student shifts to non IB school, the grades are interpreted differently by different schools in terms of percentage. The percentage range is only for standardization on request from parents.
- ✓ **Teacher- Parent Conferences-** Teachers communicate assessment

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

data, both formative and summative from their subjects to the parents. The communication is open, transparent and supported by student's work.

- ✓ **Student-led Conferences-** Students share their achievement supported with portfolio of achievement.

In year 5, the school ensures that students submit the personal project for monitoring/internal assessment within the stipulated period. All students are registered to IB for moderation of Personal Project. IBDP

Assessment and instruction go hand in hand and a variety of different strategies are used to support curricular goals and to assess student readiness for a particular unit of study. These are:

Diagnostic Test: Set on a short learning capsule that students must answer under controlled conditions in a set time. Often marked/ graded by oneself/ peers/Teachers.

Formative Assessment: A collection of one or more tasks that students must respond to under controlled, isolated conditions in a set time. Generally marked/graded by the subject teacher. This is aimed at identifying the learning needs of students and forming part of the learning process itself.

- ✓ Uses informal assessment strategies to gather information on student learning
- ✓ Takes place during regular class instruction as most formative assessment strategies are quick and easy to use and fit seamlessly into the instruction process
- ✓ The information gathered is graded to inform the students whether they have conceptual clarity or whether they require more practice
- ✓ Descriptive feedback may accompany a formative assessment

Formative Assessment Strategies-Purpose:

- ✓ Formative assessment strategies are used throughout a unit of study
- ✓ Focuses on discovering what students know and need to know about the end goal or outcome

- ✓ Teachers use formative assessment to make adjustments to their instruction to better satisfy learner needs
- ✓ Provides teachers with information on the learning processes of their students
- ✓ It determines if the instructional practice is impacting student achievement or whether re-strategizing is required
- ✓ If students are doing well and progressing as expected, teachers continue with their current instruction practices
- ✓ Teachers plan other learning opportunities to help students attain the information or skills they need to be successful
- ✓ Teachers get a clear picture of each student and their understanding of the concept or skill being measured
- ✓ Students also use formative assessment information to make changes to their learning strategy

Summative Assessment

The various methods by which student

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

understanding of the various subject groups is evaluated with the aim of determining the level of achievement of a student, generally at the end of a course of study.

The Educators plan their instruction around the needs which the students demonstrate. Additionally, it provides feedback on the students' approaches to learning and informs planning for approaches to teaching. Ongoing assessment of student learning is an important part of the planning process.

The emphasis is on criterion related assessment. This method of assessment establishes student levels of attainment.

The main objective of summative assessment is to -

- ✓ Support and encourage appropriate student learning
- ✓ Contribute directly to semester grades, predicted grades and internal assessment grades
- ✓ Be conducted primarily in the form of: a. Semester exams b. Class unit tests c. Projects and internal assessment tasks
- ✓ Contribute towards a proportion of the final IB Diploma Grade that is

awarded by the IB

DP assessment procedures at NISV measure the extent to which students have acquired advanced academic skills to fulfil these goals viz:

- ✓ Analyzing and presenting information
- ✓ Evaluating and constructing arguments
- ✓ Solving problems creatively

Basic skills are also assessed, including:

- ✓ Retaining knowledge
- ✓ Understanding key concepts
- ✓ Applying standard methods

Formal Examination Sessions in the DP:

Grade 11: Internal Exams are held in October and in March.

Grade 12: Practice and Mock Exams are held in December and March, preparatory to the IB exams in May.

Assessment Criteria: In consonance with the IB pedagogy, each subject group uses the criteria based mark schemes provided, as the yard stick against which the assessment tasks are rated. Criteria specific tasks are designed as a formative tool to ensure thorough preparedness.

Mark Levels: In the DP, students receive grades ranging from 7 to 1, with 7 being highest. Students receive a grade for each DP course attempted. The school makes it a practice to follow the same for various assessment objectives, such as, Observation, Teacher Supported Self Evaluation, and Peer Evaluation to strengthen Formative and Summative Assessments.

Mark Schemes: Comprehensive Mark Schemes, which IB provides, are used to grade all forms of assessment whether it is self, peer or teacher assessed. This is adhered to very consciously to allow the students to understand the rubric and improve the calibre of their performance together with recognizing the level of application demonstrated.

Acknowledgement - IBO publications



School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

Language Policy (IB curriculum)

Steering Committee

The Steering Committee comprises a representative mix of faculty members, a parent representative, senior student representatives, members of the Governing body, Head of the School and the Coordinators.

The role of this committee is to compile & establish, through collaborative effort, the language policy for the entire school. It also oversees the objectives, content, action plan and its implementation. The committee evaluates / reviews the Language Policy every year.

Introduction

The school recognizes the primary need of communication whether at school or within the community. Therefore, cultural identity has strong connection with interaction within the social environment. The school consciously endorses the need to promote bilingualism to develop a respect for multi culturalism.

School Language Philosophy

The school language philosophy is to-

- ✓ Use English language, in addition to Mother Tongue, as tool for promoting individual development and identity in the social environment
- ✓ Recognize and emphasize the use of English as medium of instruction and operations in the administrative functions of the school
- ✓ Consciously integrate inquiry through the Mother Tongue to scaffold proficiency in the medium of instruction
- ✓ Sensitize the students to appreciate the world cultures and explore similarities with their own
- ✓ Support all teachers in their role as language teachers, considering language to be a primary tool of communication
- ✓ Encourage reviewing and introspection of the pedagogy through English Language to endorse collaborative effort and structured output
- ✓ Emphasize use of subject specific

- terminology through the four basic language skills (listening, speaking, reading and writing)
- ✓ Facilitate inter and intra disciplinary learning and intersectional functioning
- ✓ Include all stake holders in the shared responsibility of achieving English Language proficiency

Aims and Objectives: NISV aims to-

- ✓ Enable achievement of language proficiency in English language through the spoken and written word
- ✓ Provide scaffolding through the use of mother tongue where necessary
- ✓ Develop aural comprehension and complementary language skills
- ✓ Encourage use of English language in a variety of contexts and academic co-curricular activities
- ✓ Groom higher order thinking skills in English language for approaches to interdisciplinary teaching and learning
- ✓ Inculcate international mindedness and appreciation of diverse cultures/ ethnic backgrounds, through language in literature to

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

- and associated learning
- ✓ Inclusive of teaching the fundamentals of grammar for usage in structured sentences
 - ✓ Augmented through literature with a conscious view that it is the play field of language and anchored in multicultural backgrounds
 - ✓ A meaningful assistance to inquire into the role of individuals in society and world communities as the language into Programme Of Inquiry
 - ✓ Geared to develop writing skills through phonetics and aural comprehension together with oral and written activities preparatory to PYP exhibition in Year 5
 - ✓ Extended by encouraging the students to read books from the library with the involvement of other stakeholders
 - ✓ Dedicated effort to grooming the attributes of the IB learner profile, through the integration of Transdisciplinary skills
 - ✓ Focussed on the transdisciplinary nature of language learning
 - ✓ Directed towards a seamless transition from PYP to MYP

Language learning at MYP – Secondary stage

Imparting Core language skills at MYP includes-

- ✓ Consolidation and extension of skills learnt in the IBPYP
- ✓ Appreciation of complexities of language to interpret its nuances
- ✓ Conscious focus on grooming high order thinking skills through world literature and literature in translation
- ✓ Levels of language interpretation are engrained for understanding in depth
- ✓ To scaffold articulation through extended task based on literary hypothesis
- ✓ Enhancing articulation through structured thought processes for clear communication and cohesive development (Point, Evidence, Explanation, Language)
- ✓ Appraising language through understanding the conventions of drama, prose (novel and short stories) and poetry
- ✓ Refining inferential, implicit and deducing skills to support understanding, interpretation,

appreciation and usage of the core language

- ✓ Bolstering students whose language skills are under power
- ✓ Emphasis on Inter Disciplinary Units to allow for complexities of language to be demonstrated in scaffolding English language as a premier tool for appropriate and accurate articulation
- ✓ Equipping the students to address the requirements of the personal project to quantify the grooming of the Learner Profile and reflect upon the efficacy of the ATL skills utilized
- ✓ Minimum 50 hours of teaching time in each year of the programme

Language learning at DP- Consolidation stage

In its endeavor to consolidate language usage in DP, the school ensures-

- ✓ Finesse of language in communication
- ✓ Ability to demonstrate use of complex structure for articulation
- ✓ Consolidation of proficiency achieved in the IBMYP
- ✓ Students are offered Language A: Literature in IBDP



School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

- Based on the assessed proficiency in MYP, students are allowed to make a choice between SL or HL of the core language in DP
- Students who have achieved proficiency in phase 5 in Language Acquisition of IBMYP may opt for the same language as language A (SL) in IBDP
- Students who have achieved proficiency in phase 6 may opt for HL/SL of language A in IBDP
- To support High Order Thinking skills through Extended Essay, TOK essay and CAS initiative and reflection
- Association with IB learner profile in conjunction with the pedagogy
- To allot a minimum of 240 hours for HL and 150 hours of SL study in DP

Language Acquisition at NISV

- The school provides opportunity to all students to learn more than one language to support knowledge acquisition
- It enhances basic interpersonal communicative skills (BICS).
- It is central to developing critical and

creative thinking skills, cultivation of intercultural awareness, developing international mindedness and responsible members of global communities

- Contributes to holistic development for being a lifelong learner
- It becomes an additional skill in the world community

Language Acquisition in PYP

- It is organized into five developmental phases
- Conceptual understanding of each phase is made explicit
- Learning outcomes associated with each phase are duly noted
- Geared towards meeting the overall expectations as per IB specification
- The languages offered are French, Hindi and German

Language Acquisition in MYP

- This enables the students to communicate in more than one language and gain intercultural understanding
- Equips students with multi literacy

- skills and attitudes, enabling them to communicate on global issues
- Implements phases for learning which corresponds to level of proficiency
 - Recognizes language as vehicle of thought reflection, self-expression, interdisciplinary learning and enhancing literacy
 - The school consciously integrates linguistic, cultural and social components
 - The school fosters curiosity, inquiry and sustained interest in language learning
 - Languages offered are Hindi, French and German
 - Students get the opportunity to learn an additional national/regional language (Hindi/ Gujarati) as mother tongue/ third language

Language Acquisition in DP

- The school offers the opportunity of learning one additional language
- It endorses development of attitude of inquiry and reflection
- Language offered are Hindi, French and German at ab-initio and standard levels



School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

Role of Mother Tongue

At NISV, the emphasis is on recognizing, acknowledging and celebrating one's culture as a part of self-development. There is a conscious effort by all staff members to encourage the use of the students' Mother Tongue. The National Curriculum Framework 2005 defines the mother tongue as the first language of communication the child acquires.

- ✓ While the school supports a child's learning through the Mother Tongue, no formal instruction in the same is carried out.

This support finds expression through some of the following programs:

- ✓ A monthly meeting of students, teachers & parents sharing the same mother tongue
- ✓ Displays dedicated to Mother Tongue on a Notice Board, which is regularly updated
- ✓ Cultural events such as plays, dances, poetry, folk music in Vadodara and neighbouring cities
- ✓ Students have the opportunity to express themselves in their Mother Tongue
- ✓ Students may use Mother Tongue during presentations and also during

the PYP exhibition

- ✓ Students may translate and use references from their Mother Tongue
- ✓ The Foreign Language teachers make active use of the Mother Tongue/ Regional Language to teach the Target Language
- ✓ Interaction among students outside a classroom is also an important area of exposure in the use of the Mother Tongue
- ✓ The school Media Resource Centre has a vast range of print and electronic resources that cover a wide range of languages taught at NISV as well as that of the Mother Tongues spoken by our student community

Review Process of Language Policy

- ✓ Based on teacher and student reflections, the Language Policy is reviewed every year to enhance teaching learning strategies for effective programme delivery
- ✓ Members of the steering committee are involved in the reviewing process

- ✓ Extensions of Language policy, following the reflections, are reviewed, and amendments made in the policy
- ✓ Suggestions on the soft copy of the policy draft are sought from the parents, teachers and senior students
- ✓ Relevant suggestions, if any, are incorporated in the policy and final document is submitted to the Principal and the Governance body for approval. The final policy is then made accessible on the school website at the beginning of the session

Reference : IB Documents



School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

towards-

- 1- Academic honesty
- 2- Authenticity
- 3- Collaboration, cooperation, and creativity
- 4- Copyright
- 5- Intellectual property
- 6- Malpractice
- 7- Plagiarism
- 8- Collusion

Academic Honesty

- 1.1 Academic honesty is perceived as a set of values and life skills that promote personal integrity and good practice in teaching, learning and assessment.
- 1.2 All Diploma and Middle year Programme candidates are required to understand the fundamentals and significance of concepts that relate to academic honesty, especially intellectual property and authenticity.
- 1.3 Candidates must at least be aware that forms of

intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law. By implementing measures to prevent plagiarism schools are helping to combat illegal out-of-school activities (for example, illegal music downloads, peer-to-peer/P2P file sharing) for which candidates are liable to face legal proceedings.

- 1.4 In both conceptual and practical terms, candidates are required guidance to understand and interpret the difference between collaboration and collusion. Collaboration is defined as working together on a common aim with shared information, which is an open and cooperative behavior. However collusion is “allowing one's work to be copied or submitted for assessment by another” and

is therefore deemed a malpractice.

- 1.5 An authentic piece of work is one that is based on the candidate's individual and original ideas with the shared knowledge duly acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that candidate's own language, expression and ideas. Where the ideas or work of another person are represented within a candidate's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.
- 1.6 Although the principles of academic honesty apply equally to all subjects, there are issues that are particularly relevant to the arts, where imitation, influence and inspiration have a respectable

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

tradition. The observation of form and its resemblance to nature, or to another artist's work, is a skill to be nurtured. There is an expectation that candidates may be influenced by the work of other artists and writers, whose works may inspire the students' own creativity. Thus there are circumstances where the creative use of the work or ideas of another person is acceptable, with due acknowledgement. [The ideas conveyed in this section are based on a paper written by Nicholas Connolly (*Theatre and Academic Honesty*, 2008)].

1.7 Plagiarism is defined as the representation of the ideas or work of another person as the student's own. Copying a passage of text, paraphrasing, translating it into another language, and then using the translated text in their work without

acknowledging its source still constitutes plagiarism.

Malpractice is defined as conduct which is likely to result in someone gaining an unfair advantage over another with questionable means or breach of code of the prescribed conduct, such as:

- Plagiarism
- Collusion
- Duplication
- Fabrication of data
- Late or non-submission of assigned task
- Taking unauthorized material into an examination room
- Misconduct during an examination
- Exchanging information during examination
- Failing to comply with the instructions of the invigilator
- Stealing examination papers
- Any other behaviour that gains an unfair advantage for a student

Roles and Responsibilities:

1. The Principal/ Coordinators

- Understand and actively promote academic honesty
- Create and encourage a positive school culture.
- Provide resources to support academic honesty on the campus.
- Stay informed about the regulations and instructions as provided by the IBO that govern the conduct of each examination session.
- Inform staff and students through various media what constitutes malpractice and how it can be prevented.
- Promulgate a school culture that actively encourages academic honesty.
- Support the IBO fully in the prevention, detection and investigation of malpractice.
- Undertake any additional responsibilities required by the IBO should a candidate or staff member be investigated for malpractice.



School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

2. The Librarian

The IB Academic Honesty document states that the Teacher Librarian explicitly teaches academic honesty as part of their teaching programme across IBMYP and DP.

In a cohesive and comprehensive way, students will receive instruction in:

1. Use of the Library and Internet.
2. Note taking skills.
3. Paraphrasing and adaptation of source material.
4. Ways to acknowledge informally in writing and speech.
5. Referencing of direct quotations and in-text citations.
6. Ways to acknowledge information derived from variety of sources, including electronic.
7. Writing a bibliography.
8. Upholding academic honesty.

3. Teachers

- Provide support for implementing academic honesty across the IB programmes
- Teachers, with the librarian, give specific instruction as well as written examples of proper citation of a variety of sources in all subject areas.
- They emphasize acknowledgement of all sources of prior knowledge/information/data such as, works of art, computer programmes, photographs, diagrams, illustrations, maps etc.
- They ensure that the concepts of intellectual property and academic honesty include the use of footnotes or endnotes to acknowledge the source of an idea that is not the student's own.
- Teachers, in conjunction with the teacher librarian, also provide scaffolding in

developing research and analytic skills consistently.

- Teachers structure assignments to encourage the development of students' own ideas through problem solving, comparison, precise hypothesis, analysis etc.
- To encourage ethical behaviour, teachers may consider having students sign a declaration as a component of enforcement of academic honesty.
- The assignments stating that the work they submit for assessment is their own authentic work.
- Teachers actively use the MLA /Havard style bibliographic convention when providing students with reference material and encourage the students to follow suit.

4. Parents

- As stakeholders, parents are duly educated on the



School Policies

PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

importance of the Academic honesty policy which is shared on school website for easy access.

- They are encouraged to strengthen ethical attributes while monitoring the tasks assigned to their child/ward.
- They are required to be informed about the facility of media literacy in the changing academic ethos to monitor their child/wards' e- learning in conjunction with the conventional teaching learning pedagogy.

5. Students

- All students are instructed on the conventions of academic honesty and encouraged to demonstrate ethical behaviour and model digital citizenship in their studies.
- Students have a responsibility to adhere to NISV guidelines and act with integrity and honesty,
- With a strong sense of fairness, justice and respect

for the dignity of the individual, groups and communities.

- Students take responsibility for their own actions and the accompanying consequences.
- All IBMYP and DP candidates should note that the IB checks the work of all candidates for plagiarism using a web-based plagiarism prevention service.

Academic Honesty Continuum

IB learner profile provides a basis for the continuum of academic honesty policy.

PYP
PYP framework provides opportunities for the development of academic honesty through –

- Teachers design the ATL for

delivery of curriculum through carefully referenced, cited and acknowledged resources.

- Teachers as academically honest stake holders become the formative step in inculcating principles of academic honesty.

MYP

Academic honesty is integral to an effective MYP.

- Approaches to Learning include a conscious grooming of academic honesty to complement enhancement of personal, social and technical skills.
- Academic honesty is the responsibility of all stake holders.
- The school frames its academic honesty policy according to the guidelines provided in IB publication

INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

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General Regulation MYP

DP

Academic honesty is reiterated and reinforced throughout the programme.

- Candidates must understand the meaning and significance of concepts that relate to academic honesty, intellectual property and malpractice
- The school frames its academic honesty policy according to the guidelines provided in IB publication General Regulation DP and Hand Book of Procedures for DP

Malpractice in Examination Sessions

Incidents of misconduct could include, but are not limited to the following:

- Bringing unauthorized material into an exam room

(for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone)

- Misconduct during an exam (for example, disrupting the examination or distracting another candidate)
- Supporting, or attempting to support, the passing on of exam related information
- Copying the work of another candidate
- Failing to comply with the instructions of those conducting the Examination
- Impersonating another candidate
- Stealing examination papers
- Using an unauthorized calculator during an exam
- Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination.

How to Avoid Malpractice

Plagiarism

Individual subject teachers will discuss academic honesty in the context of their own subject areas, but generally, an authentic piece of work is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Assessed work includes written and oral assignments for internal or external assessment and must use student's own language and expression must be acknowledged whether quoted directly, paraphrased, or used for ideas. Students must acknowledge:

- Sources for all verbatim quotations of two or more consecutive words.
- Sources from which they paraphrase or summarize facts or ideas
- Sources for ideas or information that could be regarded as common

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

knowledge but which they think their reader might still find unfamiliar

- Sources for materials that they might not normally consider as "texts" because they are not written.
- Sources that add relevant information to the particular topic or argument of their work. If in doubt about whether or not to cite a source, seek the librarian's assistance.

Public Domain Malpractice

The IBO states in their Academic Honesty Policy document that: Many candidates believe that because the Internet is in the public domain and largely uncontrolled, information can be taken from web sites without the need for acknowledgment. Candidates must record the addresses of all web sites from which they obtain information during their research, including the date when each web site was accessed. The uniform (or

universal) resource locator (URL) constitutes the web site address for this purpose. (Simply stating the search engine that was used to find the web site is not acceptable.) This includes the copying of maps, photographs, illustrations, data, and graphs and so on. For example, to cut and paste a graph from a web site without acknowledging its source constitutes plagiarism. CD-ROMs, DVDs, e-mail messages and any other electronic media must be treated in the same way as the Internet, books and journals.

The issue of plagiarism is not confined to groups 1 to 5 of the Diploma Programme. In general, copying works of art, whether music, film, dance, theatre arts or visual arts, also constitutes plagiarism. There are circumstances where the creative use of part of the work of another artist is acceptable, but the original source must always

be acknowledged. Candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice.

Copying text is not always a deliberate attempt by a candidate to present the ideas or work of another person as their own. In fact, in the experience of the final award committee it is apparent that many candidates are not aware of when or how to acknowledge sources. Occasionally, a candidate may copy one or two sentences from a book, journal or web site without showing it as a quotation, but indicating its source in a footnote or the bibliography. Although each case requires a separate judgment, in general such cases are the result of negligence or a lack of awareness on the part of the candidate and do not warrant an allegation of malpractice. These cases may attract the penalty applied to an academic

INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

infringement, and not malpractice.

NOTE:

- The IBO randomly checks candidates' work for plagiarism using Web-based plagiarism prevention and education systems, such as Turnitin.com
- Students are constantly advised to check for plagiarism only through the system provided by the school.

Malpractice in Group Work

- Allowing a member or members of the group to write any part of their assessment piece.
- Allowing a member or members of the group to write any part of another member's assessment piece.
- Giving a copy of one student's work with respect

to that assessment to any other student within the group.

Note-It is essential that both teachers and candidates are aware of the distinction between collaboration and collusion.

According to the IBO, for most assessment components, candidates are expected to work independently with support from their subject teacher (or supervisor in the case of extended essays). However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for internal assessment.

- The final work must be produced independently, despite the fact that it may be based on similar data.
- The abstract, introduction, content and conclusion or

summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate. (If, for example, two or more candidates have exactly the same introduction to an assignment, the final award committee will construe this as collusion, and not collaboration).

- Teachers are required to pay particular attention to this important distinction to prevent allegations of collusion against their candidates

Cite and Acknowledge Sources

- Students are taught how to give citations and acknowledgements of sources.
- This is initiated in IBMYP and consolidated in IBDP.
- Dedicated project work and assignments encourage the students to instill these

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

practices in their academic work with extended support from the librarian.

- However, when individual subjects/teachers have their own specific requirements, guidelines are provided by the subject teacher.

Examples of citations that NISV adopts:

- Allott, A., Mindorff, D., (2007), *Biology Course Companion*, Oxford University Press, Oxford
- Cossins, D., “China – The Future's Red”, *Knowledge*, Vol.3 Issue 1
- McGrath, M., (2008), “Fossil fills out water-land leap”, on *BBC NEWS Science & Environment*, accessed Monday 25th April 2011

Two basic ways of acknowledging sources of information

• **Footnotes- Students are required to-**

When quoting directly from someone's work, put an “identifier” next to it in superscript. Then write the source at the bottom of the page with the same identifier.

Eg.
“Experts believe that Ventastega was an important staging post in the evolutionary journey that led creatures from the sea to the land.

McGrath, M., (2008) “Fossil fills out water-land leap”, on *BBC NEWS Science & Environment* accessed Monday 25th April 2011” (OR)

• **Brackets**

When quoting directly from someone's work, write the name and date in brackets and put the work in the bibliography. Eg.

“Experts believe that Ventastega was an important staging post in the evolutionary journey that led creatures from the sea to the land. (McGrath, 2008)”

MYP Student Guidelines

The student is expected to -

- Understand the importance of following the Academic Honesty Policy.
- Abide by the Academic Honesty Policy or face the consequences as mentioned in the ParentStudent Hand book.
- Know what defines plagiarism.
- Know what defines malpractices in academics.
- Acknowledge the source of direct quotations.
- Acknowledge information taken from all sources.
- Acknowledge references in a bibliography.
- Use in-text citation.
- Follow all Test/Examination rules

INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

The student is expected not to -

- Use notes during a Test/ Examination unless allowed by a teacher
- Copy from another student during a Test/ Examination
- Copy from the homework of another student
- Hand in work as his/her own that has been copied
- Do homework for another student
- Give another student his/her own work to copy unless allowed by a teacher

Monitoring Process in IBMYP

Teachers will take the following actions in the light of academic dishonesty-

- For copying from / passing off peers' work as one's own, the offence will be recorded and a copy placed in the student's file.
- For repeated copying from / passing off peers' work as one's own, a warning letter

would be issued and parents would be informed, a copy of which would be placed in the student's file.

- For cheating in class assignments / Examinations, the student's work will not be assessed.
- Repeated offence may result in suspension from regular lessons and/ or student being placed on academic probation as a remedial measure till such time that improvement is evidenced.
- Teachers record compliance of submission dates of assigned tasks. Non-compliance of the time line would result in warning letters sent to the parents/ disciplinary action being taken.
- For non-submission of work, no level of achievement would be awarded.
- Non- acknowledged piece of work would not be accepted and would be penalised as

per IB specification.

- Checking plagiarism through Turnitin software for Personal Project is a mandatory practice. Students would be asked to rewrite/ modify the plagiarised content, failing which, the task would not be assessed.

In-house sessions with librarian on academic honesty and referencing material/ data are arranged regularly.

IBDP Student Guidelines

Knowledge of Examination and Internal Assessment Procedures and Guidelines

As per IB recommendation, the key to avoiding malpractice during examination sessions, Internal Assessments, CAS and EE, is to be familiar with the rules, regulations and requirements of the assessed

School Policies

PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

work.

- The teachers, Examination Committee and the IBDP Coordinator will review these at key times during the two year program.
- The students and parents have to sign a declaration before submitting the IBDP coursework for internal assessments.
- Teachers and students have to sign a declaration before submitting IBDP Coursework to the IBO confirming that it is the student's own work.
- Students will be advised on how to do proper citations by the Librarian and the EE Coordinator and their subject supervisors.
- If malpractice is established then no grade of achievement shall be awarded for the subject concerned.

The student agrees to-

- Keep and maintain accurate, personal course notes
- Acknowledge explicitly and appropriately any assistance provided by another person
- Be informed about the nature of permissible external help
- Acknowledge, in the specified manner, any information taken from a variety of sources.
- Document source material in a formal and appropriate manner
- Use direct quotations appropriately
- Understand the concept of plagiarism
- Understand the consequences of malpractice regarding both school-based work and external examinations and assessments
- Follow all examination rules

The student agrees not to-

- Consciously collude by

giving another student his/her work to copy

- Submit work done by anyone else
- Use notes during a test, unless allowed by the teacher or permitted by the examination rules
- Purchase and submit pieces as their own which are written by someone else
- Write essays for other students
- Present artistic or creative work in any medium that has literally been reproduced, except in a manner allowed by the teacher or permitted by the examination rules.

Monitoring Process in IBDP

Teachers will take the following actions in the light of academic dishonesty-

- For copying from / passing off peer's work as one's own, the offence will be recorded and a copy placed in the student's file

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

- For repeated copying / passing off peer's work as one's own, a warning letter would be issued, a copy of which would be placed in the student's file, and parents would be informed
 - For cheating in class assignments / Examinations, student's work will not be assessed
 - Repeated offence may result in suspension from regular lessons and/ or student being placed on academic probation as a remedial measure till such time that improvement is evidenced
 - All investigations of group four subjects are closely monitored, recorded and checked for authenticity
 - Teachers record compliance of submission dates of assigned tasks. Non-compliance of the time line will result in warning letters sent to the parents/ disciplinary action being taken
 - For non-submission of work, no level of achievement would be awarded
 - Non-acknowledged piece of work will not be accepted and penalised as per IB specification
 - Checking plagiarism through Turnitin software for Extended Essay, TOK Essay, Written Assignments and Internal Assessments is a mandatory practice. Students would be asked to rewrite/ modify the plagiarised content, failing which, the task will not be assessed.
 - If plagiarism is detected after final submission to the teacher or IBDP Coordinator in the school, then it must be reported to IBO
 - Students who cheat in the production of IBDP coursework will be disciplined by the Principal; and may be barred from appearing for the examinations
 - The IB Coordinator will have to inform IBO, in which case an investigation will take place. This could lead to the student not being able to obtain his/her Diploma
- In house sessions with librarian on academic honesty and referencing material/ data are arranged regularly

Procedures of Investigations

The four most common circumstances that initiate investigation by the IBO are:

- The IBDP Coordinator (upon being informed by a teacher) informs IBO that they suspect that a final work submitted for assessment may be affected by malpractice.
- The IBDP Coordinator informs IBO that malpractice may have taken place during an Examination.
- An examiner suspects malpractice and provides

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

evidence to justify his/ her suspicion to the IBO.

- An IBO member of staff identifies examination material that may not be the authentic work of a candidate and provides evidence to justify his/ her suspicion.
- Diploma or Certificate may be revoked at any time if malpractice is established.
- A detailed list of procedures for IBO investigations can be found at the website at this link: p_0707_1_e.pdf

Sanctions in IBMYP and IBDP

Sanctions against academic dishonesty may range from warning to dismissal depending on the seriousness of the offence. The penalties may include one or more of the following:

- The offence is recorded and a copy is placed in the student's file.
- A warning letter is issued, a copy of which is placed in the

student's file.

- Receiving a zero in the piece of work or examination for malpractice.
- Suspension from regular lessons.
- Being placed on academic probation till such time that improvement is evidenced.

Acknowledgement

- *IB Publications*
- *Guangdong Shunde Desheng School Academic,*
- *Beijing City International School, Beijing, China.*
- *Osaka International School of Kwansei Gakuin*

Academic Honesty Contract to be submitted by IBMYP and IBDP students

I have read and fully understood the Academic Honesty Policy; and I agree to abide by the same. I understand what constitutes academic malpractice and

what I must do to remain academically honest and accountable. I understand the consequences of indulging in any malpractice, which could result in stringent disciplinary action.

Student name

Parent/ Guardian name

Student Signature

Parent/ Guardian Signature

Date

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

SEN POLICY

Special Educational Needs/ Inclusive Education Policy at NISV

Steering Committee- Members of the Governing body, the Principal, Coordinators, Counselor, Senior Student Representatives, a Parent Representative and HODs.

Philosophy

Navrachana International School, Vadodara, is committed to providing an inclusive education, facilitated in a culture of collaboration, mutual respect, support and problem solving, which involves the whole school community.

Inclusion is recognized as an organizational paradigm which is continual and involves change. This is intended to increase learning and participation for all students which, broadly

speaking, embraces the diversity of all learners and all minority groups.

These students, “with their own learning styles and challenges... come to school with combinations of unique and shared patterns and values, knowledge and experience of the world and their place in it.” (IBO 2013:3)

Salient features of the Inclusion Policy

Navrachana International School-

- Supports education for all
- Creates proactive and responsive environment that promotes sense of belonging
- Considers learning from an 'aptitude based' perspective
- Values learning diversity to build inclusive community
- Provides equal opportunities to all learners
- Promotes equal access to

the curriculum for all learners

- Resources prior knowledge through connections
- Rewards and celebrates achievements of all learners
- Recognizes multilingualism as a current need, a right and a resource
- Encourages students and school community to have a voice and are given fair hearing
- Ensures that all students experience success as a key component of learning
- Scaffolds learning to support independence
- Ensures that students with special needs are identified and assessed as early as possible
- Forms an apt synergy which includes parents, counselor, coordinator and the grade leader and subject tutor

Barriers to Learning

The school overcomes the barriers to learning by-

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

- **School Organization and Resources**

The human and material resources support inclusion. Collaborative teaching and learning practices are a regular feature of the school organization.

- **Cultures and Policies**

Common understanding, policies and practices take into account human rights, diversity, quality and equity.

- **Approaches to Teaching and Learning**

Organizational knowledge in developing effective strategies to increase access and participation is maintained and sustained.

- **Buildings and Physical Obstacles**

Creativity and willingness to reorganize physical spaces, classroom orientation and structure is encouraged.

- **Relationships among the Community**

Interactions create proactive, responsive

environments that promote a sense of belonging, safety and self-worth for every member of the community.

Integrating Inclusiveness at School

- The senior leadership team and school governing body in consultation with tutors, counselor, parents and students have put in place the process to remove barriers to learning for every member of the school community.
- The teacher ensures that each student is exposed to teaching and learning that reaches the students, as individual learners.

Identification of Students with Specific Education Needs at the time of Admission

- During the time of admission, the medical history report of the

candidate is thoroughly studied.

- The school counselor interviews the parents and observes the candidate for-
 - § Students with ADD/ADHD
 - § Students with chronic illnesses
 - § Students with emotional and behavioral challenges
 - § Students with mental health challenges
 - § Students with speech and communication challenges
 - § Students with learning difficulties
- Admission is granted to those students whose special education needs can be met effectively by the school.

Identification of Students with Specific Education Needs after Admission

If a special educational need for a student has been previously

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

unidentified, or undisclosed by the parents, and the first instance is noticed by the teacher during the interaction with the student, in the classroom, the teacher consults the school counselor.

The teacher carefully fills the Referral form, based on which, the counselor makes the classroom observation for the student in the classroom setting. If necessary, the counselor may also interact with the student to ascertain the findings.

If a special need is identified, the counselor consults with the parents of the student to brief and frame an effective plan of action.

In severe or clinical cases, which are beyond the counselor's expertise, the student may be referred to external experts for the best support. (eg; intense testing and certification of any learning disabilities; special educators; occupational therapist; speech therapist etc.)

Why do students seek counseling?

Students who might require counseling within the scope of this document, fall under the categories below:

- Low self-confidence
- Finding, helping or losing a relationship
- Family concerns
- Getting better grades
- Self-defeating behaviors
- Depression
- Decision making
- Careers, life planning and development
- Educational needs
- Behavioral challenges

Record Keeping

The counselor maintains records of current and past clinical cases in accordance with the standards of the profession.

Responsibilities of the Coordinator

- The Coordinator ensures that the needs and

requirements of the student with special education need, are met well by the counselor and the subject tutors

- The Coordinator will apply to the IB for special consideration to accommodate the student in assessment and examination circumstances
- The Coordinator will provide the requisite 'accommodations' for examinations, as needed and approved by the IB
- The Coordinator will maintain discretion and confidentiality in providing special education needs / services

Responsibilities of the Faculty

- The tutor will identify struggling learners and will refer the student to the counselor or coordinator as needed.
- The tutor will implement the appropriate interventions as

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

- Cognitive Capabilities test for transition period
- Emotional Intelligence test
- Adjustment Inventory for Students (AISS)
- ADHD School Observation Code Kit (ADHD-SOC)
- Five Factor Personality Inventory
- Rosenberg Self-Esteem Scale (RSES)
- Aptitude Testing (By External Agency)
- Candidates with assessment access requirements, (July, 2014)
- Candidates with assessment access requirements (Middle Years Program), (March,2015)
- Academic honesty in the IB educational context, (November,2016)

References

- https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g_x_senxx_tsm_1501_1_e&part=1&chapter=1&CFID=1688194&CFTOKEN=88930319&jsessionId=bc309f10cec419505311771056777d766c76
- Learning diversity and inclusion in IB programs, (January, 2016)
- Meeting student learning diversity in the classroom, (May, 2013)



School Policies

PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

admission requirements are met.

Overseas Candidates

Overseas applicants, who are unable to be physically present at the admission office for the completion of admission procedure, are required to courier/email all the required documents to the school office and fulfil the admission requirements. In addition they are required to provide a confidential recommendation from their current school along with their last transcript. Such information should come directly from the candidate's current school in a sealed envelope. Interviews, via teleconferencing are conducted for overseas candidates.

Parents should note that the status of admission will remain provisional till the original Transfer Certificate and other relevant documents are submitted to the school office at the beginning of the academic session.

Policy for Foreign Nationals

Documents required (According to Immigration by-laws, Government of India)

- The immigration bye-laws of the Government of India states that a foreign national staying in India for a period of more than six months registers his/her name in the local immigration bureau within 14 days of their arrival in India and acquire residency permit.
- The school will assist the parent/local guardian by providing a bonafide certificate for day scholars. For the residential boarders, the school will provide a letter signed by the Talati of Bhayali village. The local guardian/parents would require to follow the process of registration. In case of expatriates staying in the hostel, designated members from NISV staff will be the local guardians.

The documents required for the process are mentioned below-

1. The student should hold a student visa. On getting provisional admission in the school, the school will issue a bonafide letter for visa. The same can be collected from the office or a scanned copy will be mailed on request from the parent.
2. Passport size photographs of the student- 15 copies (Size 3.5cm x 3.5cm)
3. Passport size photographs of both the parents- 2 copies each (Size 3.5cm x 3.5cm).
4. Photo copy of passport of student and both the parents - 2 copies each.
5. ID Proof/address Proof of the local guardian of the student.
6. Authority letter from both the parents on Rs.100/- stamp paper nominating the local guardian. In case of expatriates staying in the hostel, designated members from NISV staff will be the

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

local guardian.

7. ID Proof and Address proof of the parents/guardians from the respective country.
8. If student shifts from any residential school of India to NISV, the Resident permit from Foreigner Regional Registration Office (FRRO) needs to be transferred to NISV.

Note - Provisional admission granted to a student will not be confirmed without a Resident permit. A copy of the permit is required to be submitted to the school in 15-days' time.

Conditions for entry at IBDP Level:

1. Academic achievement

a. Internal MYP students

- A minimum final grade achievement of **3** in each of the following subject groups:
- Language & literature

- Language acquisition
- Individuals & societies
- Sciences
- Mathematics
- Design/Art/PHE

(an average score will apply if a student is enrolled in multiple subjects within a subject group)

- Completion of personal project

b. External MYP students

A minimum final grade achievement of **4** in each of the following subject groups:

- Language & literature,
- Language acquisition,
- Individuals & societies,
- Sciences
- Mathematics
- Design/Art/PHE

(an average score will apply if a student is enrolled in multiple subjects within a subject group)

- Completion of personal project

- Recommendation of one teacher which addresses behaviour, attendance, motivation and self-discipline of the candidate.

c. External non-MYP students

The expectation for students to be enrolled for IBDP is a proven academic record and the demonstration of commitment to make a positive contribution to the NISV. The minimum academic attainment for entry to Grade 11 is 75% for ICSE/CBSE/ SSC or equivalent for IGCSE or any other international boards.

Requirements:

1. In the admission process the school shall consider each applicant individually. To enter the IB programme, applicants are expected to have a high proficiency in English and a sound

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

the interests of the School as a whole, changes may be made from time to time to these terms and conditions, to the size and location of the School, to its premises and facilities, to the academic and games curriculum and the structure and composition of classes and the way the School is run, to the length of school terms and the school day and to any other aspect of the School. Fee levels will be reviewed from time to time and there will be such reasonable increases as the Executive Committee of Navrachana Education Society may determine.

(i) **Terms and Conditions:** Decisions taken about all aspects of the School affect the school community as a whole. The School believes that these terms and conditions reflect the traditions and customs which have existed at independent schools and at this School in

particular, over the duration of its existence. The rules given about change, para 1.(h), are provided in good faith. They are intended to encourage stability, forward planning and the proper resourcing and development of the School for the benefit of all. Parents will be given reasonable notice, when practicable, of changes that may significantly affect the School Community. Any waiver of the Terms is effective only if stated in writing by the Principal or by a person to whom the duties of the Principal have been responsibly delegated by the Executive Committee. The ethos and principles on which the School is run are reflected in the policies concerning admission, equal opportunities, behavior and discipline, drugs and substances, expulsion and review.

(j) **Adherence to the Students**

Code of Conduct published in the School link book, Parent- Student Hand book and boarding manual and uploaded on the school website, is obligatory.

2. CARE AND GOOD DISCIPLINE

(a) **Parents' Authority:** Parents authorize the Principal and staff to whom the supervision of students has been delegated while in loco parentis to take and/or authorize in good faith all decisions that safeguard and promote the welfare and proper education of the Student. Parents consent to such physical contact as may be lawful, appropriate and proper for teaching and appropriate to provide comfort to a student in distress or to maintain safety and good order of their child/ward and other students. (Corporal

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School Policies

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students while they are in the charge of the School, for the day to day running of the School and teaching of the curriculum. Students reprimanded for indiscipline are required to serve the sanctions listed in the Parent-Student Hand book.

(h) **Campus:** The NISV campus is a large space with a number of shade-giving trees, and open playing fields. This was once agricultural land and so the natural habitat of snakes, bees, monkeys, stray dogs and so on. In spite of all efforts and preventive actions taken by the NISV authorities, there are days, especially in the monsoon, when a snake or two may appear on the campus. Similarly, all the year round, there are monkeys that enter the campus as do stray dogs; and bee hives high up in the trees (those on the school building walls are immediately taken down).

While, most of the time, these animals, reptiles and insects stay away from humans, and the NISV personnel are quite vigilant on this account, there could be a rare incident where a student or employee may be attacked by any of these. In such a situation, while the NISV will take every step to get the correct and the best medical attention to the victim/s, the NISV cannot be held legally or morally responsible for the incident and the effects caused by the same. We would also like to take this opportunity to inform parents, students and employees that snakes, monkeys, bees are protected by the Wildlife Protection Act and stray dogs by a Supreme Court order. Both these legal acts forbid everyone from harming them in any way and NISV would be liable for legal action if this can be

proven in a court of law.
(i) **Liability:** The Principal, Staff, and all engaged by the School to conduct various School activities, during and after school hours, including out of School activities will take all reasonable steps to provide a safe and a secure environment for all students who participate in its activities. However, the School shall not be responsible for loss, damages for personal injury, sickness, death, or property damage which the student may sustain or which may occur accidentally as a result of his/her participation in School activities or as a result of student behavior towards each other. The School is not responsible in any way for any mishaps or undesirable acts of the Student outside of the School campus. Parents acknowledge that the School and its

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

Principal/Teachers/Staff shall not be held responsible for any event that may occur within the School campus which is beyond the reasonable control of the School.

3. ADMISSION TO THE SCHOOL

(a) Admissions: Subject to vacancy, the School will give to a student as per its norms; a time bound Admission to its Pre Primary Section as also following verification of age and physical fitness as per the School's standards. Grant of Admission to Std. I - XII will be, in addition, subject to acceptable previous school report and other admission procedures. Grant of Admission in the Pre Primary Section is also a grant of admission to the respective Senior School's of the Pre Primary Section of that School. To avail of the

admission Parents must return the School's Application Form for Admission, completed and signed, along with supporting documents and pay the fees /deposits on or before the date declared by the School, after which the admission shall be deemed withdrawn. Admission is confirmed only when the School receives the duly completed and signed Admission Form, along with supporting documents and the fees/deposits have been paid.

(b) Registration: A student granted admission will be registered on completion of the students Registration Form which entails payment of admission and other fees, verification of submitted documents, submission of photographs, certified physical fitness certificate, certified copy of the student's annual evaluation

of the last class attended and examination passed and acceptance of these Terms.

(c) Fees & Deposit: Admission Fees are not refundable once paid. Refund of Tuition, Allied activity and other Fees, as paid, on grant of Admission and/or Registration of the Student for studies at the School is subject to Schools Refund of Fees Policy. Deposits, if taken, are refunded by cheque without interest less any sundry outstanding charges or balances due to the School after the Student has left the School.

(d) Litigation: The personal details and contact information of the student will remain the same as given by the Parent/Guardian at the time of admission to the School till the School is intimated in writing of any change therein. The School shall not be made a party to any



School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED

litigation including any litigation of personal nature pertaining to the family of the child. In the event of the School getting involved in any litigation, the costs of defending the same shall be deducted from the deposits of the Student or reimbursed by the Parent/Guardian. In the event of any conflicting and / or contradictory claims made by / or between the parents and / or guardians of the child, the School shall follow only the instructions given by the Parent/Guardian at the time of admission, unless there is an order from a court of competent jurisdiction."

4. TUITION FEES, ALLIED ACTIVITY & OTHER FEES

(a) Items covered: "Tuition Fees" cover the cost of providing instructions for normal curriculum including most games, meals, internal school examinations use of

the libraries, medical inspection, and certain school publications. Other fees are charged separately which cover cost of additional academic and co curricular activities; value added programs, costumes, stationery etc. Other expenses incurred by the student during the year, such as external exam fees, career aptitude tests, use of photocopiers, school outings, and textbooks / journals shall be paid as extra by the concerned student. Damage or loss of School Property by the Student also shall be paid as an extra.

(b) Payment: School Fees are payable on or before the dates specified in the School Diary or as announced from time to time. A student may be excluded from School or from public examinations at any time when fees are unpaid and will be deemed

withdrawn without notice 30 days after exclusion. If a Student is excluded, thereafter should the Student reapply to join the School, he/she will be considered as a new admission and all formalities of admission will have to be completed. The School is the agent only in respect of any goods and services which are supplied by a third party via the School to parents or students. Fees will not be refunded or waived for absence through sickness; nor if a term is shortened or a vacation extended; nor if a student is released home before the normal end of term; nor if food has not been consumed; nor for any other cause.

(c) Responsibility for payment: Fees are the joint and several responsibility of each person who has signed the Admission Form. The

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

School may withhold information; property or examination certificates while fees are unpaid.

- (d) Late fees: Fees paid after the Fee collection period will be considered as late fee payments and a penalty will be charged as per the prevailing rules as mentioned in the Parent Student Handbook uploaded on the website.

5. NOTICE OF CANCELLATION OR WITHDRAWAL; REMOVAL; FEES IN LIEU OF NOTICE

- (a) Notice means (unless the contrary is stated in these terms and conditions or the Fees Sheet) a calendar month's written notice delivered by hand to the Principal or sent by recorded delivery to the postal address of the School. No other notice will suffice. Notice given by

one Parent will be deemed to be given on behalf of both Parents.

Provisional Notice for any purpose is valid only for the term in which it is given and only when written and accepted in writing by the Principal.

Quarter means a period of three months, basis on which fees are collected

Term means the period between and including the first and last day of each School term.

Fees in lieu means fees in full for the term of notice at the rate that would have applied had the student attended and not limited to any contribution in the case of a scholarship, free-ship.

- (b) Withdrawal: In all cases, except at the end of the 10th & 12th Std., a calendar month's notice in case of a day scholar and three months' notice in case of a boarder must be given

before a student is withdrawn. Failure to provide the requisite notice will result in payment (or become adjustable against any balance with the School) of fees for the full succeeding Quarter in lieu becoming due and payable as a debt and may be charged at any time after withdrawal, whether or not the place can be filled.

- (c) Cancellation: If the student is withdrawn before the commencement of the academic year 75% of the School fee will be refunded.
- (d) Removal: Parents may be required, following one calendar month's notice in writing from the School, to remove a student permanently, after consultation with the Parents, the Principal is of the opinion that the student is not making sufficient progress to warrant his remaining at the School or

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

School Policies

PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

his conduct is unsatisfactory or the conduct of the Parents is or has been such that the relationship of trust and confidence which should exist between the School and the Parents has broken down. Under these circumstances all outstanding fees and charges must be paid. Refund of fees if any, will be as per prevailing rules for “Refund of Fees”. The School will not be liable to refund any fees to the Parents unless all outstanding dues have been paid in full

(e) **Expulsion:** The student may be expelled at any time if, because of the conduct of a parent or the student (whether on or off school premises or in or out of term time), the Principal is reasonably satisfied that such conduct has been prejudicial to good order or school discipline or to the reputation of the School or if

for some other reason the continued presence of the student is incompatible with the interests of the School. The Principal will act fairly in accordance with the procedures of natural justice and would not expel a student other than in grave circumstances. There would be no refund of fees in these circumstances and all outstanding fees and charges for the Quarter must be paid but fees in lieu of notice would not be charged.

- (f) **Other Events Requiring Notice.** To discontinue any extra activity, if any, a calendar month's written notice is required: failure to give such advance warning will result in payment of full charges becoming payable in lieu. The School may terminate this agreement on one term's written notice and otherwise under clauses 5 (d) and 5 (e) above.
- (g) **Withdrawal from an**

educational outstation tour arranged by the school will require a minimum notice period of 7 days and will entail a forfeiture of 75% of the amount payable for the tour or as per the prevailing policy at that time.

6. GENERAL CONDITIONS

- (a) **Special Precautions:** The Principal must be notified in writing immediately of any court orders or situations of risk in relation to a student for whom any special safety precautions may be needed. A parent may be excluded from school premises if the Principal, acting properly, considers such exclusion to be in the best interests of the students or of the School.
- (b) **Absence of Parents:** (Applicable to Local Students only) When both parents will be temporarily away from their home overnight during term time,

INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

half-term or occasional holidays the Principal, must be informed in writing of the name, address and telephone number/s for 24-hour contact of a suitable legal guardian or other adult with whom the student will reside when not at School and who is willing and authorized by the parents to accept full responsibility for the student in all circumstances. These matters are the responsibility of the parents.

- (c) Insurances: The School has insured all students under a 'Students Safety Insurance Policy. The School's liability is restricted to the limit and the interpretation of coverage by the Insurers. All other insurances are the responsibility of parents. The School is not the agent of the parents for any purpose related to insurance.
- (d) Concerns/Complaints: Parents who have cause for

concern as to any matter including matters of safety, care or quality of education must inform The Principal in writing without delay. The Parents and the School will be expected to resolve any dispute between them in co-operation with each other and in good faith.

- (e) Special Learning Difficulties: The School shall notify parents if it is felt by the school that a student may need extra support or should be referred to an educational psychologist for a formal diagnosis. The School has Counselors and is able to advise parents as to how they may, at their own expense, obtain specialist advice or specialist support; but the School staff are not qualified to make a medical diagnosis of conditions such as those commonly referred to as dyslexia or other learning difficulties. Parents will be asked to withdraw a

student if, in the opinion of the Principal, the School cannot provide adequately for a student's special educational needs. Parents / guardians are made aware that the School imparts the highest level of education and co-curricular activities to children from diverse backgrounds. Consequently, a Parent/Guardian shall hold the teachers and the School totally harmless for any difference in the method of teaching adopted in the best interest of their child / ward. Parents are also informed that children have different learning abilities, Dyslexia, ADHD and other developmental and behavioral challenges and hence agree to have utmost trust and faith in the methodology adopted by the School to impart education as per the individual needs of the child / ward. This may

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

involve, the child undergoing various levels of counseling, additional coaching, external aids and resources and abide by the provisions and concessions (Accommodations) as per Governmental Guidelines for Inclusive Practices (Person's Disability Act). Parents further confirm that in the event of the School wanting to teach a child / ward at a different pace and method as mentioned above, the said decision shall be always in the best interest of the child and hence they will have no objection to the same, at any point of time. The Parents shall support the school in helping the child / ward attain a level of proficiency that the child / ward should attain, in whatsoever means as suggested by the School.

- (f) Medical Supervision: Before entering the School the student must be immunized against DPT (Diphtheria,

Pertusis (Whooping Cough), Tetanus) Poliomyelitis, Hepatitis A & B, TB, and MMR (Mumps, Measles, Rubella), or any other immunization as required at that time. The School requires a medical certificate of a certified Allopathic doctor having a recognized degree in Medicine, as to the general health of the student or (where grounds for suspicion exist) make arrangements to test for illegal substances; parents would always be informed. The School Counselor, member of the staff or a medical practitioner acting conscientiously and in accordance with their code of professional ethics, may inform the Principal or a parent in confidence of any matter which in their opinion is material to the safety and well-being of the student

- and/or others.
- (g) Sexual Abuse, Harassment & Ragging: The School takes every issue of sexual abuse, harassment and ragging with complete seriousness. Sexual Abuse, Harassment and Ragging are offences under the Indian Penal Code, POCSO Act 2012 and under specific laws passed by the Central and State Governments. The School shall, on being notified of any instance allegation of such activity, take strict action including but not limited to criminal proceeding and/or cancellation of admission against those found guilty of sexual abuse, harassment and /or ragging. Parents/Guardians are informed that the POCSO Act has been uploaded on the school website and the Anti Ragging Policy is published in the parent-student handbook/s and

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR



School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

website and it is obligatory for them to ensure compliance of the applicable rules by their wards.

(h) Confidentiality: The School will take care to preserve the confidentiality of information concerning the student and parents. The parents, however, consent on behalf of themselves and the student to the School (through The Principal as the person responsible), obtaining, holding, using and communicating on a "need-to-know" basis, confidential information which, in the opinion of the Principal is material to the safety and welfare of the student and others, The parents consent to the School's communicating with any other school or college which the student attends or which a parent proposes the student should attend about any matter concerning the student or payment of fees,

whether or not the information passing is also held in machine-readable form.

(i) Examinations, Reports and References: The School will enter a student for an examination only if the Principal is satisfied that such is in the best interests of the student. Information supplied to parents and others concerning the progress of a student and the character, examination, further education and career prospects of the student and any references will be given conscientiously and with all due care but otherwise without liability on the part of the School.

(j) Intellectual Property: The School reserves all rights and interests in any intellectual property rights arising as a result of the actions of a student in conjunction with any

member of staff of the School and/or other students at the School for a purpose associated with the School. Any use of such intellectual property rights by a student is subject to the terms of a license to be agreed prior to the use between the student, the student's parents and the School. The School will allow the student's role in creation/development of intellectual property to be acknowledged.

(k) Photographs, Video Clips: Photographs of student/s will be used in maintaining School records, and/or in the promotion of the School programs in newspapers, slide shows, or other media. The parents are aware that the school is under 24 hour CCTV coverage for the safety of the children and staff.

(l) Safety Drills: It is obligatory for

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

all students to participate in Safety Drills which the School considers necessary or as required by law or as expedient to safety and well being of all students.

- (m) Prospectus: The prospectus describes the broad principles on which the School is currently run and gives some details of its history and ethos. The prospectus is not part of any agreement between the parents and the School and documents supplied in the pocket inside the back cover are not part of the prospectus. Although believed correct at the time of printing, certain statements may be out of date from time to time. Parents wishing to place specific reliance on a statement in the prospectus should seek written confirmation of that statement before accepting Admission to the School.
- (n) Interpretation: These terms

and conditions supersede those in the prospectus and elsewhere and will be construed as a whole. Headings are for ease of reading only and are not otherwise part of the terms and conditions. Any waiver is effective only if given in writing by the Principal personally.

- (o) Jurisdiction: This contract is executed at the School and is governed exclusively by the laws of India and jurisdiction of Courts in Vadodara, Gujarat, to the exclusion of all others.

7. I agree -

- (a) To having read, understood and agreed to abide and support the school policies, procedures and code of conduct as stated herein in the Terms and Conditions For Admission and Studies at NISV and in the PSHB

uploaded on the school website.

- (b) To having understood that students participate in all activities in-house & out bound field trips for educational purposes, as a part of the regular school programme. All activities in-house & out bound (trips etc) would be supervised by staff or responsible adults who will exercise all reasonable caution. However, parents and guardians agree that the school or school board cannot accept responsibility for accidents either at the place of activity or en route.
- (c) To meeting all financial responsibilities with respect to education of the child in the school.
- (d) To meeting eligibility requirements for admission to the grade applied for, as stated in the application pack of NISV.
- (e) That I have read the

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE



School Policies

PRINCIPLED - BALANCED - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

Protection of Children from Sexual Offences(POCSO) Act 2012(uploaded on the school website) understand and accept the said Act in totality.

- (e) To giving their consent to Principal or Tutor in charge to act on their behalf, should the need arise for their signature during a medical emergency.
- (f) To adhering to changes, if any, in the standard terms and conditions of the school from time to time, as circumstances may require.
- (g) To accepting that the decision of the school management shall be final and irrevocable.
- (h) To accepting and agreeing that school reserves the right to revoke the admission / strike the name off the register of a student, on the grounds of a questionable sense of propriety and decorum on the parent's part or the conduct of the parent is or has been such that the relationship of trust and

confidence which should exist between the school and parents has broken down.

- (l) That the information given/filled in the application form is true to the best of our knowledge. In case of any change in the information provided the application will be supported with the required legal document.
- (j) That the school reserves the right to vary or reverse any decision regarding admission made on the basis of incorrect information.
- (k) That we have no objection to our child's/ parents' photograph being displayed in school hoardings and publications.
- (l) That the child can visit or be sent to the school counselor as and when required.
- (m) To having read the school policy & the circulars as and when given and abide by

them and follow the communication channel laid down by the school.

- (n) That in an emergency, authorize the school to provide consent for medical attention for my child and agree to my child receiving such medical or surgical treatment as deemed necessary and understand that critical health information which will impact my child's education or well being will be given to the school.

Father's Name

Signature (for school records)

Date - _____



School Policies

PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

Mother's Name

Signature (for school records)

Date - _____

Guardian's Name

Signature (for school records)

Date - _____

Student's Name

Signature (for school records)

Date - _____

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

- online that ask for personal information.
 - know not to post three or more pieces of identifiable information.
- 3) When using digital technologies and the internet one should respect oneself and others . This means one:
- stops to think about what to post or share online.
 - uses spaces or sites that are appropriate for ones age and, if not sure, ask a trusted adult for help.
 - protects friends' full names, birthdays, school names, addresses and phone numbers because this is their personal information.
 - speaks to a trusted adult if one sees something that makes one feel upset or if one needs help.
 - speak to a trusted adult if someone is unkind or if someone else is upset or scared
 - does not deliberately search

- for something rude or violent.
- turns off or closes the screen if one sees something one doesn't like and tell a trusted adult.
- needs to be careful with the equipment in use.

Use of Equipment

- Do not damage, disable, modify or otherwise harm the operation of computers, deliberately install and use software illegally, or install any malicious code on school ICT resources.
- All software and hardware that needs to be installed and used must be approved by the Principal and IT Co-ordinator.
- Report damaged or bad working hardware or software to the teacher or systems IT Co-ordinator.
- Being aware that all used hardware and installed

software is also registered in a central database maintained by the IT Co-ordinator.

Use of Internet

- Respect the work and ownership rights of people outside the school as well as other students or staff. This includes abiding by copyright laws.
- Use of the Internet is for study or for school authorized/supervised activities only.
- Games/ music may not be downloaded or played on any School ICT equipment.
- “Chat” activities are banned.
- Parents must understand that their child may encounter material that they consider inappropriate (i.e. Vulgar Jokes, statements of belief that some may consider immoral, pornography, etc.,). The

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

student is responsible for not pursuing material that could be considered offensive and illegitimate.

Data Security & Privacy

- To protect the ICT network, security on the computers must not be breached or settings on computers altered in any way.
- Network/Computer storage areas and USB keys may be reviewed by staff.
- Students may not examine copy, alter, rename, or delete the files or programs of another student. The School Administrators may, as a requirement of system maintenance, delete files that are determined to be non-essential.

Ownership

- Parents/students should be aware that the e-content and the related apps stored on the

device are leased out to the student for a specific period only.

- Parents/students should be aware that files stored on the device, or on the school's server, are not private.
- If the student leaves the school prior to completing the course or moves to another school, interstate or overseas, the e-content and related apps would be blocked on the device.

Damage or loss of equipment

- Parents are responsible for making sure the device is covered under their insurance and under the manufacturer's warranty, so that it can be replaced if lost or damaged and student learning is not interrupted.
- The school must be notified if the device is damaged or lost.

- Any problems, vandalism, damage, loss or theft of the device must be reported immediately to the school.
- In the case of suspected theft, a police report must be made by the family and a copy of the report provided to the school.
- The parent has to ensure that the student comes to school with a working device.

Tablet/Laptop Use, Care, and Classroom Routines

Lockers

Tablet/Laptop must be stored in the assigned locker when not in use.
 Tablet/Laptop MUST be encased when not in use
 Tablet/Laptop should be stored in the bag or on its side standing up.
 Never pile things on top of it.
 Never leave it on the bottom

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

- set up and management of school, student email accounts
- all school-based software and associated issues with school applications.

- I understand that appropriate action will be taken by the school authorities if the policy is not adhered to.

Support **will not** be provided for:

- connecting to home networks, the internet, printers, or other devices
- personal email accounts and settings
- software issues
- Hardware issues.

Students Name: _____

Grade: _____

Signature: _____

Agreement

- I understand that using the computer network is a privilege, which could be taken away from my student. Therefore he/she must follow the code of practice stated above.
- I will ensure the use of the device with a cover which has a label of my name and grade.

Parents Name: _____

Date: _____

Signature: _____

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

Home Assignment would be.....

1. Challenging and relevant to the student's learning at school.
2. Required to be completed independently.
3. Allotted a definite time to complete the task.
4. Monitored by the teacher
5. Assessed
6. Aiding development/enhancement of academic practices.
7. Grooming the Learner Profile

Assignments shall be communicated through Link Book / Flinnt / email / Managebac

Teachers and parents need to work together as stakeholders to ensure that the children meet the objectives of the Assignments.

Policy on Academics

1. The school prescribes relevant books, notebooks and literature in each subject for student use.

2. Students are required to bring all relevant material for conducting a Science Practical, as instructed by the tutor. Failure to comply shall debar entry into the laboratory.
3. It is compulsory to participate in co-curricular / extra curricular activities / games and sports.
4. During non-instructional lessons, senior students(Grades 9 - 12) are required to study quietly in the assigned area.
5. Tutors assess a student's academic strengths and weaknesses. It is obligatory for the students and parents to adhere recommendations and suggestions provided, to ensure academic progress of their child / ward.

Policy on Corporate Social Responsibility (CSR)

Various Community Service projects shall be taken up during the term for all Grades.

Policy on Morning Assembly

NISV begins a school day with morning assembly to bring the student and teacher community together. Commencing with meditation followed by a prayer song, it could include a presentation, and concludes with the school song. The presentation encapsulate the IB mission.

Assemblies are scheduled section wise to be conducted on Monday, Tuesday and Thursday from 8.30 to 8.50 am.

All the sections meet for a common assembly on Wednesdays from 8.30 to 9.00 am. In addition to daily assemblies, achievements in sports and co-



School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

available on a chargeable basis.

6. **Confidentiality:** The school will take care to preserve the confidentiality of information concerning the student and parents.
7. **Photographs, Video Clips:** Photographs of student/s will be used in maintaining school records, and/or in the promotion of the school programs in newspapers, slide shows, or other media.
8. **Examinations, Reports and References:** The school will enter a student for an examination only if the Principal is satisfied, that it is in the best interests of the student. Information supplied to parents and others concerning the progress of a student, student character, examination, further education career prospects and any other references, would be given conscientiously and with all due care, but otherwise, without liability on the part of the school.
9. **Special Precautions:** The Principal

must be notified in writing immediately of any court orders or situations of risk in relation to a student for whom any special safety precautions may be needed.

A parent may be prohibited to enter school premises if the principal, acting on his discretion, considers such prohibition to be in the best interests of the student or of the School.

Policy on Changes at the NISV

A progressive and forward looking school must initiate and respond to change. It is likely that there will be certain changes at the school during the years when the student is a pupil. The admission is granted on the basis that, in the interests of the school as a whole, changes may be made from time to time to these terms and conditions, to the size and location of the school, to its premises and facilities, to the academic and games curriculum, to the structure and composition of classes, to the way

the school is run, to the length of school terms and to any other aspect of the School. Fee levels will be reviewed from time to time and there will be such reasonable increases as the Executive Committee of Navrachana Education Society may determine. The policies on change are provided in good faith. They are intended to encourage stability, forward planning, and the proper resourcing and development of the school for the benefit of all. Parents shall be given reasonable notice, when feasible, of any changes that may significantly affect the School Community. Any waiver of the terms is effective only if stated in writing by the Principal.

Medical Supervision

Before entering the school the student must be immunized against DPT (Diphtheria, Pertusis or Whooping Cough), Tetanus) Poliomyelitis, Hepatitis A & B, TB, and MMR (Mumps, Measles, Rubella). The school requires a medical certificate on the general health of the student or,



School Policies

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PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

where grounds for suspicion exist, make arrangements to test for illegal substances. Parents would always be informed of such action. The school counselor, member of the staff or a medical practitioner acting conscientiously and in accordance with their code of professional ethics, may inform the principal or a parent in confidence of any matter which in their opinion is material to the safety and well-being of the student and/or others.

Policy on Tuition beyond school times

We do not want children to unlearn in school and then learn. The school does not encourage private tuitions at all. Parents are requested not to pressurize their wards for depending on outside help for the academic support. The subject tutors in school will put in enough emphasis on learning and each child will achieve according to his / her potentials/level of application.

REFLECTIVE - THINKER - KNOWLEDGEABLE

Regulations - Student Conduct

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

Discipline, Support Measures and Sanctions

The School aims to support parents in the task of inculcating sound values and self-discipline and of practicing acceptable norms of behaviour. The aim of pastoral care is to ensure that students are equipped with the values that enable them to deal with life after they leave the secure environs of the school and home. We therefore lay emphasis on good behaviour firmly and consistently. The school recognizes the importance of moral intelligence and strives constantly to educate its wards on the propriety of behaviour.

Regular formative guidance is given in class and assembly on such matters as tobacco, alcohol and drug abuse.

The essential rule for conduct at NISV is **Behave Sensibly**. Any matter not dealt within this list falls under this rule. If any student finds it difficult to judge what is sensible, any faculty member will be pleased to help.

Positive reinforcement forms the core of our discipline plan. The school commends scholastic ability as well as exemplary behaviour.

Grade tutors take due care to ensure that their wards understand, appreciate and develop a sense of responsibility to themselves, the school and finally to society.

Unsatisfactory Conduct

Chronic misconduct necessitates remedial action. A non-satis (abbreviation for non-satisfactory) note is issued to a student by a staff member to record the instance. This may be academic in nature (e.g. Incomplete work, late handing in of assignments etc) or socially disruptive (e.g. bullying, using abusive language, non-adherence to the dress code, unexplained absence, poor attitude, etc).

The issue of an 'unsatisfactory' note may lead to disciplinary action such as additional subject related work, service-

oriented tasks or detention. The gravity of the offence determines the nature of the remedial measures adopted. Punishment is not necessarily a first resort if the offence is of a less serious nature. Where it is used it should, if possible be constructive. If a student ends up enjoying a punishment such as community service this is not at all counter productive. Extra work or repetition of inadequate work may often be an appropriate corrective measure. Tutors will report unsatisfactory work or behaviour on "Non Satis" slips.

The Principal, after consultation with the Student Welfare Committee, Grade Tutors and subject tutors determines the corrective measures to be adopted. All records of student conduct are kept in the student files.

Detention may be arranged by departments or individual tutors. Students may do academic work towards improving their competence in the subject concerned and or Community Service.

Regular School Detention, supervised on a rota basis by tutors, could be instituted if a majority of faculty find them helpful.

Regulations - Student Conduct

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Sanction

Failure to comply with dress regulation, may result in the student being sent home after two warnings (in terms of a remark given in the Link Book). He/she will then be marked absent.

Conduct / Deportment

- (1) Good manners, courtesy and cordiality are the hallmark of a good student. Students are expected to greet all staff members, visitors and elders with due respect at all times. Visitors must be approached welcomed and assisted.

Sanction

Negligence/Disrespect will be reprimanded in person and in public.

- (2) Physical & verbal abuse will be sanctioned severely, use of vulgar and objectionable language, display of violent behavior etc will not be allowed. Students must follow instructions of faculty members.

Students must show due consideration to all members of society. His/her speech should not hurt or offend anyone. **PDA** (public display of affection or anger) is not permitted on campus. Students are required to be circumspect in their conduct. A public display of anger or any other inappropriate public behaviour that infringes the school's reputation will be severely dealt with.

Sanction

1. Acknowledgment of the offence in public and in writing.
2. Suspension
3. Termination

- (3) The school premises must be kept neat and clean. Litter of any kind must be thrown in dustbins/waste paper baskets and picked up when requested by member of faculty or otherwise.

Sanction

Repeated negligence will lead to written apology / public apology / physical clearance of the place

- (4) Misuse of school property, scribbling on walls, furniture, bulletin boards, toilet walls, etc. will be severely dealt with. Library books, laboratory and classroom equipment must be handled carefully.

Sanction

1. Written apology
2. Any loss or damage will have to be fully compensated.
3. If an individual is not identified, then the repair cost will be charged to the entire group of the pupils involved. The fine shall comprise replacement cost plus a fine of 50% of the replacement cost. However, in cases of accidental breakages, only the replacement cost of the article will be charged. The House Parents will arbitrate cases of breakage within the boarding / dining hall whereas the respective coordinators will be the arbiters in case of breakage in the academic blocks.

Regulations - Student Conduct

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Policy on Bullying / Ragging / Hazing

Policy statement

NISV is committed to providing a caring, friendly school environment for all its school students, so that they can learn in a safe and secure atmosphere. All individuals, regardless of their age, culture, challenges, gender, racial/ethnic origin, religious belief and regions have the right to protection from abuse. Therefore, bullying of any kind is an unacceptable behavior at our school. Any form of bullying / ragging is expected to be reported to the staff for prompt and effective action to be taken against it.

Definition

Bullying / Ragging is the use of aggression with the intention of hurting another person and causing distress, either physical or psychological.

Bullying / Ragging may involve, but is not limited to:

1. Unwanted teasing

2. Threatening
3. Intimidating
4. Stalking
5. Cyberstalking
6. Cyber bullying
7. Physical violence
8. Theft
9. Sexual, religious, or racial harassment
10. Public humiliation
11. Destruction of school or personal property
12. Social exclusion, including incitement and coercion
13. Spreading false rumours

Disciplinary actions/consequences

Once the case has been investigated, the following disciplinary measures will be enforced depending on the severity of the offense:

1. Admonishment
2. Temporary removal from classroom
3. Loss of privileges
4. Classroom or administrative detention

5. Referral to the Student Welfare Committee
6. In-school suspension during the school week
7. Out-of-school suspension
8. Expulsion or termination

Attendance / Leave / Absence / Punctuality

- (1) Students must reach the school five minutes before the bell rings.

Sanction

1. Recorded in Link Book
2. Late comers will be marked in Attendance Register PL (Present but Late)
3. On 3rd late coming in a month the child will be sent back home under the intimation to the parent.

- (2) **Attendance on the opening and the closing day of the school term is compulsory.**

Regulations - Student Conduct

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Sanction
If students do not attend school within three days of the school reopening, they are liable to face disciplinary action / suspension / termination.

(3) It is mandatory to attend all classes and activities allotted in each student's daily timetable.

Sanction
Late coming to be dealt by the concerned subject tutor with a note to the co-ordinator. Students reporting late more than two times will be placed on detention through the co-ordinator. Regular offenders will be reported to the principal via the co-ordinator. All incidences will be recorded by the tutor, to be forwarded or discussed with the parents and may lead to

(4) Students are expected to be present in school on all working days as per the dates given in each calendar.

(5) NISV calendar offers generous school holidays and parents are

requested not to ask for additional leave for their children.

(6) Leave may be taken only after obtaining the co-ordinator's / principal's sanction in writing.

(7) Absence on medical grounds needs to be supported by a Medical Certificate from a Registered Medical Practitioner from Vadodara.

Sanction
Absence, without prior information and sanction from the Principal, for 30 days continuously will result in the name of the student being struck off the school register.

(8) Students must not attend school in case they have any contagious disease.

(9) Attendance in semester assessments (Grade 6-12) examinations and class assessments are compulsory. However, a student may be exempted on medical grounds on presentation of a registered physician's certificate.

Nevertheless, the school authorities reserve the right to have the medical certificate countersigned by a Civil Surgeon or a physician nominated by the school.

(10) Students are required to be present for at least 80 % of the working days in an academic year for the grant of terms and to be eligible to appear for the Annual Examination (even Board exams).

Sanction
In case the attendance is inadequate, the student's promotion to the next grade may be withheld.

(11) Students must take permission for:

- A. Leaving the grade room, from the Grade Tutor / subject tutor.
- B. Leaving the school, from the Principal / Coordinator / Admin Manager.
- C. Receiving visitors, from the Principal / Coordinator / Admin Manager.

Regulations - Student Conduct

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D. Making any phone calls, from the Coordinator.

(12) For reasons of their own security, students must never leave campus / sports venue / CAS venue without the permission of the co-ordinator or the tutor in charge.

(13) The Principal reserves the right to grant & reject the leave.

General Policies

(1) Students must not conduct any meeting, activity, celebrations or print circulars / magazines without the written permission of the Principal.

(2) Students **must report** the following to the Coordinators/ Grade Tutor **immediately**:

- A. Any breakage
- B. Any errant behaviour by other students
- C. Things or money stolen from bags from the classrooms.

D. Any sickness / injury / contagious disease of self or any other students.

(3) **Out of Bounds** : In the interest of students, certain areas of the campus are out of bounds to students, unless accompanied by a tutor:

- A. The swimming pool, the PE store, Laboratories when a tutor is not present.
- B. Teaching & other staff residences and gardens except by specific invitation.
- C. The Boarding Houses during school lesson hours except by special permission.
- D. Other boarding houses other than a student's own.
- E. The maintenance department, kitchens and store rooms.
- F. The school campus for day scholars on weekends and evenings when not involved in school activities.

G. The school campus for boarders & day boarders during vacations except with permission of the Administration Manager.

H. All service areas

I. Day Boarders are not permitted to visit the boarding house. In case of a pressing need they are required to seek the permission of the concerned House Parents.

Sanction

If any day boarder is found inside the hostel without proper authorization, he/she will be placed on 'Useful Labour' in the form of cleaning the school campus and/or suspended.

(4) Rules when off Campus

All rules applicable on campus are applicable when students are off campus. NISV students are expected to always behave in a manner that is appropriate and reflects the school's ethics and values.

Guidelines to Parents

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

The school endeavours to offer ample opportunities to each child to attain excellence in the chosen fields of study, sports, hobbies and co-curricular activities. It is equally important for parents to encourage their children in the pursuit of these aims. They should also stress the qualities of virtue, learning and manners in their day-to-day life. In the interest of imparting sound education, moulding the character and personality of your child and efficient management of the school, a meaningful rapport between the Parents and the school must exist. We, therefore, advise parents to do the following:

1. Please study the Parent Student Hand Book carefully and ensure that the stated rules and regulations are strictly observed by your child.
2. Listen to your child first before moralizing to him/her.
3. Inculcate discipline, good manners, habits of orderliness, neatness in person and dress, and above all, influence your child to become a law-abiding and worthy citizen of the country.
4. Ensure that your ward is punctual and regular.
5. Pay the fees regularly as per the schedule given.
6. NISV is an English Medium School and therefore your child will need to communicate in English. Please encourage your child to do so.
7. Intimate in writing if your child has to be absent from school with reason. Please do not send your child to the school if he/she is suffering from a contagious disease.
8. Send a proper note duly signed if your child is required to leave the school for any urgent work. Without this s/he will not be given permission to leave the school.
9. Ensure that you do not disturb your child during school working hours by making phone calls, visits, etc. In case of emergency, please approach the Principal / Coordinator, who will assist you in contacting the child.
10. The school does not allow parents to directly approach tutors and/or other staff members. On days other than SLC/TPC days, prior appointment must be taken.
11. While corresponding with the school, parents are requested to mention the G. R. No., Grade and Section in which their child is studying.
12. Kindly make it a point to glance through any "Communication / Circulars" in the **Link Book** and the Vidyalaya app as there may be a message / remark / notice / from the Tutor/ Coordinator for you. Please respond promptly to the same if required.
13. Promptly inform the Grade Tutor of any change in address, telephone number, email ID, etc.
14. Take pride in sending your child neatly dressed in the prescribed school uniform.
15. Encourage your child to participate in all school activities.

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE



Guidelines to Parents

PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

16. Be a regular at Teacher Parent Conference, Student Led Conferences, Parenting meetings, Graduation Day, Sports Day/Week, Funfair etc.
17. Feel free to approach the school counselors in terms of emotional help with respect to academic and personal counseling.
18. Make it a point to spend at least 20 minutes everyday with your child in order to know his day-to-day welfare activities.
19. In case of new admissions, parents are requested to see the school Counsellors, in order to be informed, if the child has any personality or adjustment related difficulty. The school will give full support and cooperation for the same.
20. Encourage self-help at work and study so that your child can become a resourceful and useful member of society.
21. If a parent wishes to engage a NISV teacher for tuition, prior permission from the Principal is required. However, the school does not encourage private tuitions.
22. The Management and the Principal welcome and appreciate constructive criticism and suggestions (preferably in writing) if made in the right manner and spirit. However, interference in the daily running of the school will not be appreciated.





IB World School
Geneva, Switzerland



CAMBRIDGE
International Examination, UK



INTERNATIONAL
BACCALAUREATE



WUOLME
FESTIVAL



LXL
TEACH



THE DUKE OF EDINBURGH'S
INTERNATIONAL AWARD



TRINITY
COLLEGE LONDON



ACT



CollegeBoard
PSAT - SAT



NIMUN

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