



NISV

**Navrachana International
School, Vadodara**
Educating - Empowering - Enlightening



PARENT STUDENT HAND BOOK



**IB
2024-25**



Content

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

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Principal's Message

Dear Parents and Students,

As the new academic year commences with its varied challenges to meet the 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

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



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NAVRACHANA INTERNATIONAL SCHOOL, VADODARA (NISV)

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

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 greenery 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.



Navrachana Education Society (NES)	Institutions of NES
<p>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.</p> <p>Through its Schools, NES has imparted quality education for four and a half decades, predominantly to the children of the residents of Vadodara.</p> <p>The Society's Institutions are</p>	<ul style="list-style-type: none"> ● 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 Assessment International Education (CAIE), UK International Baccalaureate (IB) ● 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-

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 Assessment International Education (CAIE), UK, International Baccalaureate (IB), Geneva & Central Board of Secondary Education (CBSE), New Delhi, 1000 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.

NISV

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



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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 Assessment International Education (CAIE). The students take the the IGCSE(International General Certificate of Secondary Education) of CAIE 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.



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
- 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
- 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

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.

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

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.

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 prepares food which is wholesome and

beautiful venue for public functions.

SV PARENT STUDENT HAND BOOK - IB 2024-25

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nourishing. Tutors and students enjoy a varied menu everyday, in the very large, well-ventilated & clean dining hall.

8. Sports Centre: The school has Volley ball, Basket ball and Tennis courts, an Olympic sized Swimming Pool, as well as fields for Football, Cricket and a 400 mts Athletics track. The practice nets for cricket encourage students to achieve excellence. The Indoor sports area is equipped with Table Tennis tables and a ROBOTIC TABLE, for the students to play and practice on. Carom and Chess are the other indoor games which the students enjoy playing.

9. Performing Arts Centre: The Performing Arts center caters to both Western and Indian forms of music, dance and drama. This center, in more ways than one, is the nerve center of the school, since it facilitates the inter-disciplinary approach of the teaching learning process, adopted by the school.

10. Visual Art Centre: The school has an impressive Visual Arts Center for imparting training in various disciplines, enabling students to gain interest and basic skills, which they may choose to pursue later.

11. Infirmary: Qualified nurses have been appointed to look after the students. In case of any illness or accident, first aid is provided immediately to the child at this center. Medical Specialists are called and consulted on a regular basis.

12. Counseling Centre - Vivarta : Vivarta caters to the needs of students, parents and staff members. The literal meaning of the word Vivarta is transformation and with this, the centre plans to positively transform the lives of all the stakeholders. Vivarta provides services regarding Student Counseling and Career Counseling.

Students Counseling: A school is an institution which strives to nurture

a child into becoming a complete human being. A school-going child passes through different phases of development, both physical and mental. Recognizing the need to steer our children through their adolescence, the school contributes significantly to their emotional, intellectual and physical growth through its team of counselors, which is an important support system that helps the child to pass through the learning process with comparative ease.

The team as a whole deals with problems such as emotional and social maladjustment, arising out of various constraints, cultural disparity and the conduct of adults in his/her environment. Our counselors offer student guidance in the areas of physical and social growth by helping them to better understand themselves and the society they live in. They also aid students in planning their academic and social goals; and assist them in dealing with personal adjustment issues. These objectives are

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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

Staff List

Principal

Theophane D'Souza

B.A., B.Ed., B.Ph., B.Th., M.Ed. DHRM
principal@navrachana.ac.in

DP Co-ordinator

Jyoti Nagar

M.Sc., M.Ed., dpcoordinator@navrachana.ac.in

MYP Co-ordinator

Dr.Ritu Shukla

M.Sc.,B.Ed.,Phd., mypcoordinator@navrachana.ac.in

PYP Co-ordinator

Viraaj Jhaveri

B.Sc., PGDECCE, PGDCCP, pypcoordinator@navrachana.ac.in

Asst.DP Co-ordinator

Dr. Trushna Kapadia

M.Sc.,B.Ed.,Phd., trushnak@navrachana.ac.in

Asst. PYP Co-ordinator
(Grade: Nur.-1)

Purna Ganesh

B.Sc (F&N), B.Ed, purnag@navrachana.ac.in

Asst. PYP Co-ordinator
(Grade: 2 - 5)

Reema Narula

B.A, PGDFD, D.El.Ed., reeman@navrachana.ac.in

Sports Co-ordinator

Pawan Rai

B.P.Ed., M.P.Ed., sports@navrachana.ac.in

Manager Administration

Indravadan Joshi

M.A., Dip. In Electronics, adminmanager@navrachana.ac.in

PA Co-ordinator

Quentin McCluskie

B.A., M.A., pacoordinator@navrachana.ac.in

Staff at NISV

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PPYP (Nursery – Prep Senior)

Akita Patel	B.Sc.-HDFS, DSE, D.El.Ed.
Amrin Khan	M.Com., DECE
Anjana Pancholi	B.Com., M.Com., MBA, D.El.Ed.
Bela Dave	B.Sc., M.Sc., Child Dev., UGC-NET
Beroz Cooper	B.A., DECE
Brinda Desai	B.F.A., D.El.Ed.
Christina Jubin	M.A., B.Ed.
Hetshree Patel	B.Sc.-HDFS, PGD ECCE
Jahnvi Soni	B.V.A., M.F.A.
Juhi Soni	B.Com., M.Com., PGDGC
Karuna Bhansali	DECE, Dip. in Comp. Engg.
Kavya Bhatt	B.HDFS, M.S&EP
Kena Patel	M.A.(Vis. Com.), DECE
Kirti Birla	PGDBM, PGD-EECD
Kritika Patel	H.Sc.
Mugdha Bankapur	B.Com., PGDBM, NMM, B.Ed.
Navneet Huda	B.A., B.Ed., MBA
Nabanita M	B.A., DECCED
Neeta Somani	B.Com., DCM, DECE
Neha Sharma	B.Com., DPTT
Nirali Rana	BPA(Tabla), G.M.(Sitar, B.N.)
Nivedita Patel	M.Sc., PGDGC, B.Ed
Namita Kapur	Dip in H.M. DECE
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, ECCE
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
Swaroop Jhaveri	B.Com, ECCE
Tanvi Vinod	Dip. in Civil Engg., D.El.Ed.

Primary (Grades 1-5)

Anshuli Jagdale	B.Com, D.El.Ed, DECE
Charvi Kakwani	M.A., B.Ed
Catherine McCluskie	B.Com., DECE
Gloriyah Christian	B.Sc, B.Ed
Hiteshwari Gohil	BCT&CA, B.Ed.
Jinal Trivedi	B.Com., M.Com., B.Ed.
Kenny Suri	M.A., D.El.Ed.
Mansi Shah	BBA, MBA, B.Ed.
Mausumee B	B.Sc.(Zoo. Hons.), B.Ed.
Pawandeep Dang	B.FCS, D.El.Ed.
Reema Narula	B.A, PGDFD, D.El.Ed.
Roopali Shaktawat	B.Com, MBA, B.Ed.
Pruthvi Kothi	B.Sc., Dip Vocal, BEd.
Saswati Das	B.Sc, MSW, PGDHRD & IR, B.Ed.
Shampa Patra	B.Tech, D.El.Ed.
Shivani Kumar	M.Com., B.Ed., IRPM
Sweta Pandya	B.Com, M.Com, B.Ed., PGDE
Shivani Desai	B.Com., M.Com., B.Ed.
Yogita Prasad	B.Sc, B.Ed.
Vinita Rangwani	B.Sc., D.El.Ed.
Viraaj Jhaveri	B.Sc, PG-DECCE, DCCP

MYP - DP : First Language English

Kamini Mathur	M.A., B.Ed.
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Kanisha Chhaya	B.A., D.El.Ed.
Minal Shah	M.A.(Socio. & Eng.), B.Ed.
Smriti Rekha Sinha	B.A., M.A., B.Ed.
Sherin Varghese	B.A., M.A., B.Ed.

ICT

Amanpreet Kaur	B.C.A, M.C.A.
Almas Fatima	B.Tech., B.Ed.
Rudhra Trivedi	B.E. Comp Sc.

Humanities/Social Sciences

Akansha Bhatt	B.A., M.A., B.Ed.
Dipannita Sarkar	M.Com, B.Ed.
Dr. Kanan Modi	B.B.A., M.B.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

Ashwini Patange	B.E., MDBA
Ankush Wadhwa	B.Sc., MCA, B.Ed.
Bijal Patel	M.Sc., B.Ed.
Jyoti Nagar	M.Sc, M.Ed.
Pooja Paliwal	M.Sc, B.Ed.
Sampada Bhugra	M.Sc, B.Ed.

Second/Modern Languages

Hindi, Gujarati, Sanskrit, French, German

Archana Pandya	B.A., M.A., B.Ed.
Dilip Sharma	B.Sc., PGDBM, M.A.(Germ.)
Monali Soni	B.A. (Germ), Germ B1
Priyanka Chauhan	B.A., B.Ed.



Rohini Pitre	D.T.T., PGD (Germ), A1, A2, B1, Germ.	Pawan Rai	B.P.Ed., M. P. Ed.	Nupur Masih	M.Com, M.Lib.Sc, DCA
Shilpa Majumdar	B.A., BFA, B.Ed.,M.A	Rajat Sapaiya	M.Com., B. P. Ed, M. P. Ed	House Parents	
Snehlata Sharma	M.A, B.Ed	Vijay Bukke	B.A., M.P.Ed	Krunal Oza	B.A.
Vaibhavi Trivedi	M.Sc., French B1			Louisa Rajput	B.A.
Sciences		Performing Arts		Minal Vaghela	B.A.
Bhavna Bhonde	M.Sc., B.Ed.	Bhojraj Bhatt	Sang. Vish. (Vocal)	Estate, House Keeping, Maintenance	
Dr. Bhavna Bharucha	B.Sc., M.Sc., B.Ed, Phd.	Chandani Ratanpara	B.A.(Vocal), M.P.A.	Hitesh Bhatt	I.T.I.
Dr. Ritu Shukla	M.Sc., Phd.	Hitesh Prajapati	D.P.A.(Tabla)	Trushit Vaidya	I.T.I.
Dr. Trushna Kapadia	M.Sc., Phd.	Milhaj Vora	B.Com		
Preetha Sajan	B.Sc., M.Sc., B.Ed	Nidhi Khanvikar	B.Com, B.P.A., M.P.A.	Catering Services	
Sampada Bhugra	M.Sc., B.Ed.	Nirali Rana	B.P.A.(Tabla)	Hiteshwari Yadav	H.S.C. F&B Certi.
Dr. Veena Pandit	M.Sc., P.hd.	Priyank Prajapati	M.P.A.	Seema Gupta	B.A.
		Rohan Sant	M.P.A.(Tabla), Sang. Vish.(Tabla)		
		Quentin McCluskie	B.A., M.A.	Nurse	
Counselors/Psychology				Rashmika Parmar	Dip. in Nursing
Shraddha Sata	M.A., Dip. in CAH	CREYA		Sahana Anchan	Dip. in Nursing

Academics - IB/IGCSE Curriculum

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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, Language Acquisition, Sciences, 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 (Grd 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 (IB-DP), and equips them with skills for immediate employment, but more importantly, for

Academics - IB/IGCSE Curriculum

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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.

Academics - IB/IGCSE Curriculum

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The six groups and the subject choices in each group available at NISV are as follows:

Group 1: Studies in Language & Literature

English A Literature Higher Level
English A Literature Standard Level
English A Language and Literature Standard level

Group 2: Language Acquisition

Hindi B Higher Level
Hindi B Standard Level
French B Higher Level
French B Standard Level
French Ab-Initio Standard Level
German B Higher Level
German B Standard Level
German Ab-Initio Standard Level

Group 3: Individuals & Societies

Economics Higher Level
Economics Standard Level
Business Management Higher Level
Business Management Standard Level
Psychology Higher Level
Psychology Standard Level
Digital Society - HL and SL
Environmental Systems & Societies Standard Level

Group 4: Experimental Sciences

Physics Higher Level
Physics Standard Level
Chemistry Higher Level
Chemistry Standard Level
Biology Higher Level
Biology Standard Level
Environmental Systems & Societies Standard Level
Computer Science Higher Level
Computer Science Standard Level

Group 5: Mathematics

Mathematics - Analysis and Approaches - Higher Level and Standard Level (first examination 2021)
Mathematics - Application and Interpretation - Higher Level and Standard Level (first examination 2021)

Group 6: The Arts

Visual Arts Higher Level
Visual Arts Standard Level

Core Requirements

Theory of Knowledge, Extended Essay and Creativity, Activity, Service

Note - You must choose one subject from each of the groups 1,2,3,4 and 5. You need to choose another subject from the group 6 OR groups 3-4. Only courses with sufficient demand will be offered. Other subjects can be added to the list depending upon student's requirement. The core elements of IB DP TOK/EE/CAS are now available to IB World Schools as individually recognized stand alone courses.

What are these?

Theory of Knowledge (TOK): This subject helps students find answers to questions such as, What is knowledge, and what is not? How is it used, and by whom, and with what purpose? Students learn how to think and express themselves in a logical and clear way.

Extended Essay (EE): This subject requires students to write a 4,000-word research essay of high academic standard, whereby they learn to apply effectively, university level academic methodologies. It not only strengthens students abilities to ask the right questions and look for the right answers, it also prepares them to think 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

formulate the conclusions they have 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 proximate 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 coordinator. 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 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.		3. The report card (Grades 1-5) will be descriptive in nature based on specific rubrics as per the IB PYP requirements.		<table> <tr><td>E</td><td>40% to 49%</td></tr> <tr><td>F</td><td>30% to 39%</td></tr> <tr><td>G</td><td>20% to 29%</td></tr> <tr><td>U</td><td>Ungraded</td></tr> <tr><td colspan="2">Or not offered</td></tr> </table>	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.
E	40% to 49%														
F	30% to 39%														
G	20% to 29%														
U	Ungraded														
Or not offered															
Grades 6-9, 11 have two semester examinations per year. Internal assessment through a formative and summative approach is done throughout the year.		4. The report card (Grades 6-) 10 IBMYP will indicate the following features:													
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.		(A) Approaches to learning skills													
There will be External Public		(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.		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.											
		(D) Grade point(1-7) of a subject determined by level total of a subject.		Promotion Policy											
		(E) Descriptor of the grade as per IB MYP specifications													

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

Academics - IB/IGCSE Curriculum

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2. Grade 6-10(IBMYP)

A student must ensure a minimum of Grade Point 3 in each subject to 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 in both the semesters	Minimum requirement
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.

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

Beyond Academics

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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.

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 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.



Beyond Academics

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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 & Vocabulary Building
Dramatics
Debate
Dance

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, Innovation Representative Jr. Sports Captains, Jr. Cultural Affairs Captains, Jr.

Beyond Academics

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Head Prefects and section Representative.

2. The student council nominations and elections take place in July-August.
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 Policy

MORNING PHYSICAL EDUCATION AND REGULAR PE PERIODS

Students are encouraged to choose from the following game / sport mention : Athletics, Basketball, Cricket, Football, Gymnastics, Skating, Swimming, Table Tennis, and Tennis. Professional Sports training is imparted to all students of the school under the guidance of qualified National, International coaches and trainers.

It is recommended that students must play ONE game / sport throughout the year which in turn will help them to excel in their choice of game.

Swimming is an essential & compulsory activity for all students. They should learn four strokes by the end of the schooling years.

During the compulsory Game / Sport Activity timings it is expected by all students to wear the school sports attire and bring their personal Table Tennis racket & ball, Tennis racket, Skates & helmet, Football shoes, Swimming attires.

In-case the student is sick / under medical observation, he / she must show the medical certificate to the tutor / Instructor concern.

During the Game / Sport Activity if some injury / accident happen, the parents shall bear the cost of treatment. (Filling of the Indemnity Form by Parents is a **must** at the time of child's admission).

NISV sports team would be participating in most of the district, state, national & International events for exposure & attaining excellence.

Expenses (Travel / Food / Stay / Entry Fee) of Students representing NISV shall be borne by the student as per school policy at that point of time / for that event. The cost of the school team attire shall be borne by the student.

Though it is an optional activity for NISV students, Activities before and after School, during the mid term / vacations school will be organizing sports coaching camps / workshops for promoting games / sport and improving the performance level of students. If

they wish to join such camps then their charges will be borne by students separately.

INTER HOUSE SPORTS COMPETITIONS

Inter House competitions would be conducted as per the school calendar. The groups are as follows Grades 2 & 3, Grades 4 & 5, Grades 6 to 8 and Grades 9 to 12.

Inter House Trophy / Certificate / Individual Award shall be given to the winner & runner up of the competition conducted.

There will be House point system, which will define the house positions of the Inter House Competition conducted. These house points will be carried forward in deciding the Best House at the end of term.

PE Department is a neutral body. Since they are not member of any NISV Houses, they are expected to help the House In charges at the time of practice / selection of the house teams.



TRACK AND FIELD EVENTS & TEAM EVENTS FOR INTER HOUSE EVENTS FOR GRADE 2&3				
TRACK EVENTS	THROW EVENTS	JUMP EVENTS	OPEN EVENTS	TEAM EVENTS
50M	Over- head ball Throw	Standing Broad Jump	200M	BASKETBALL
100 M			4X100M Relay	CRICKET
				SWIMMING
				FOOTBALL
				SKATING
				TUG OF WAR

EVENTS FOR GRADE 4&5				
TRACK EVENTS	THROW EVENTS	JUMP EVENTS	OPEN EVENTS	TEAM EVENTS
100M	Over- head ball Throw	Long Jump	400M (G)	BASKETBALL
200 M		High Jump	600M (B)	FOOTBALL
			4X100M Relay	CRICKET
				SWIMMING
				TABLE TENNIS
				LAWN TENNIS
				SKATING
				HANDBALL

EVENTS FOR GRADE 6&8				
TRACK EVENTS	THROW EVENTS	JUMP EVENTS	OPEN EVENTS	TEAM EVENTS

TRACK EVENTS	THROW EVENTS	JUMP EVENTS	OPEN EVENTS	TEAM EVENTS
100M	Shot-Put	Long Jump	800M(G)	BASKETBALL
200M	Discuss	High Jump	1500M (B)	FOOTBALL
400M	Javelin		1500M Cycle	CRICKET
			4X100M Relay	SWIMMING
				TABLE TENNIS
				LAWN TENNIS
				SKATING
				HANDBALL

1. FOUR best participants are required from one house in each grade category for an applicable event for qualifying rounds.
- 2) Final merit list for track events will be based on time trail. Throw and Jump event based on distance and height.
- 3) Entries once given will not be changed.
- 4) Participants can choose only three events either two track and one field OR one track and two field events.
- 5) Participant is allowed to participate only in one grade category. House In charges should make sure that the participant is put in the right Grade category. In case of default the participant will be disqualified.
- 6) Open events are optional.
- 7) Direct finals will be there for all relays and open events.
- 8) Only two trials in preliminary rounds and three trials in final round of field events Will be given to an Athlete; however in High Jump three trials will be given to an athlete for every height.



9) **Points system for individual events and Relay 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 Team event and Relay run(4X100m) will be as follows.

1 st position	10 points
2 nd position	7 points
3 rd position	5 points
4 th position	3 points

Senior school Grade – 9 to 12

14) If there are less than **FOUR** entries in any event, the event will be cancelled.

15) An athlete who causes an obstruction in the play of the other athlete will be Disqualified. The athlete who leaves the track on his own cannot continue his Race again.

16) In case of any dispute please report the matter in **writing by the House Teacher and House Captain** to the Sports Coordinator within an hour of the event. The final decision will be taken by the Jury. If protest found baseless or wrong, 50 points will be

- **INDIVIDUAL EVENTS:**

GOLD	: 7 POINTS
SILVER	: 5 POINTS
BRONZE	: 4 POINTS
- **REPRESENTATION AT VARIOUS LEVELS:**

INTERNATIONAL	: 20 POINTS
NATIONAL	: 15 POINTS
STATE/ZONAL	: 12 POINTS
INTER SCHOOL	: 10 POINTS

BEST PLAYER SPORTS RULES FOR SELECTION

- Best Player for the sports will be given on the basis of participation of Team events in inter-house

- INTERNATIONAL : 20 POINTS
NATIONAL : 15 POINTS
STATE/ZONAL : 12 POINTS
INTER SCHOOL : 10 POINTS
INTER HOUSE : 7 POINTS



<p>NAVRACHANA SPORTS ACADEMY (NSA)</p> <p>The Beginning.....</p> <p>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"?</p> <p>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</p>	<p>Vision Statement</p> <p>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.</p> <p>Mission Statement</p> <p>To promote mass participation of young persons in sports, to develop their skills</p>	<p>Sports Facilities at both our NSA Centre's</p> <p>(Navrachana School & Vidyani Vidyalaya Sama & Navrachana International School, Bhayali)</p> <ul style="list-style-type: none"> v Athletics ❖ Basketball ❖ Cricket ❖ Football ❖ Kho-Kho ❖ Tennis ❖ Skating ❖ Volleyball ❖ Handball
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- v Athletics
- ❖ Basketball
- ❖ Cricket
- ❖ Football
- ❖ Kho-Kho
- ❖ Tennis
- ❖ Skating
- ❖ Volleyball
- ❖ Handball
- ❖ Swimming (Olympic Size 50mt.)



Beyond Academics

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Activities at NHSS & NVV Sama centre					
Age category	Game/ Sports offered	Timings			
10 years and above	Athletics/Basketball/ Football/Tennis/Handball	6.15-7.15 am	Rs.1800/- (5 days in a week)	Rs.4500/- (5days a week)	Sat & Sunday off
3.5 years to 8yrs	Football/Skating/Fun-krida	5.00pm to 6.00 pm			
5 years above	Cricket/Basketball/Football/Tennis/ Kho-Kho/Volley ball/Zumba/Gymnastics	5.00pm to 6.00 pm			
Parents/Adult	Tennis/Zumba/Basketball	6.15 to 7.30pm	Rs 2200/-	Rs 6000/-	

Activities at NISV BHAYALI centre					
Age category	Game/ Sports offered	Timings			
10 years and above	Athletics/Basketball/ Football/Tennis/Handball/Swimming	6.15-7.15 am	Rs.1800/- (5 days in a week)	Rs.4500/- (5days a week)	Sat & Sunday off
3.5 years to 8yrs	Football/Skating/Swimming/ Fun Krida/Gymnastics/Zumba	5.00pm to 6.00 pm			
5 years above	Cricket/Basketball/Football/Tennis/Zumba	5.00pm to 6.00 pm			
Parents/Adult	Tennis/Zumba/Basketball	6.15 to 7.30pm	Rs 2200/-	Rs 6000/-	

Holidays as per the respective Navrachana Education Society Institutions

We recommend: -

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

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

For NSA membership Registration Contact:

Mr. Narendra D (8849109957) NVV & NSS SAMA
 Mr Binesh N (9974627490) NSS & 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



<p>Admissions at NISV</p> <p>Before applying for their ward's admission to NISV, parents and guardians are advised to consider the following:</p> <p>(1) Admission Criteria</p> <p>Subject to availability of places, NISV offers education to all children.</p> <p>Normal minimum age on 1st June in the year of entry are as follows:</p>	<p>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.</p> <p>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.</p> <p>(2) Admission Procedure</p> <p>NISV is an independent school and admission is entirely based on the</p>	<p>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.</p> <p>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</p>
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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.nisvijb.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

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

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.

INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

Admissions, Withdrawal, Fee & Refunds

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

Guide to payment of fees. Navrachana International School- Vadodara. IB Students 2023-24

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

Last Date: 30 April 2023

For : April. '23 to June '23

2nd Installment

Last Date: 15 July 2023

For : Jul. '23 to Sept. '23

3rd Installment

Last Date : 15 Oct. 2023

For : Oct '23 to Dec. '23

4th Installment

Last Date : 15 Jan. 2024

For Jan. '24 to Mar. '24

1. Fees must be paid on time. Late fee will be charged for delayed payments.
2. If fees remain unpaid beyond a stipulated period, the students name will be struck off the role.
3. For payments made by cheque
 - a) 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.
 - b) Post dated cheques will not be accepted.
 - c) Out station cheques will not be accepted
 - d) Cheques may be deposited at any branch of Union Bank of India in Vadodara (cheque must be Account Payee CTS 2010 only).
 - e) Do not use drop boxes at ATM Kiosks
4. Charges towards delayed payments : As applicable from time to time.
5. IN CASE FEES REMAIN UNPAID BEYOND 20 DAYS FROM LAST RELEVANT DATE FOR PAYMENT OF FEES:
 - a) The Parent/Guardian should not send the student to school till fees are paid with additional charge of Rs. 5,000/-
 - b) 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.
 - c) 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

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

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, along with the admission fees, 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.



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.

Students from Grade 8 upwards are counselled by MYP/IGCSE & DP co ordinators 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

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/-

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.

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

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: Tata AIG General Insurance Company Limited.



Liability & Indemnity

The Principal, Staff, and all engaged by the school to conduct various school activities, including out of school excursions will take all reasonable steps to provide a safe and secure environment for all students who participate in school activities. However, the school shall not be responsible for loss, damages, personal injury, sickness, death, or property damage/loss which the student may sustain or which may occur accidentally as a result of his/her participation in school activities. The school is not

Parents are requested to enable the school to make informed decisions on behalf of the student during trekking, camping, sports or cultural visits to other schools. Students will always be chaperoned by members of the teaching or boarding staff.

As part of the admission package parents are required to sign forms accepting school rules, policies (including fee policies) permitting students to take part in all activities arranged by the school. This includes all mandatory trips, excursions, trekking, swimming, activities arranged for

approach to School Uniform. As per the school's philosophy, uniform is a necessity, but it has been adapted to the student's need and comfort.

Formal Uniform - This is worn on days specified in the time table and on all formal and ceremonial occasions, where students represent the school at inter school or other off campus occasions. The formal uniform consists of a school shirt, trousers / shorts / skirt, tie, belt, socks and shoes. In winter, the school blazer is worn by students from Grades 6-12 while students from Nur. to Gr.5 wear the school sweater. The skirt

The school authorities always take special care of your children and all precautions feasible to keep them safe. However, it is mandatory that parents sign the Agreement Form in the Link Book on Page no. 11 that is issued to students as a precautionary measure, and return the same the following day.

As part of the admission package parents are required to sign forms accepting school rules, policies (including fee policies) permitting students to take part in all activities arranged by the school. This includes all mandatory trips, excursions, trekking, swimming, activities arranged for boarders at weekends, all sports activities, and students accompanying school teams for competitions or tournaments or festivals. Students who wish to take up any other activity, as and when introduced by the school, have to sign a further indemnity bond for the said activity.

We believe in a practical and comfortable

Formal Uniform - This is worn on days specified in the time table and on all formal and ceremonial occasions, where students represent the school at inter school or other off campus occasions. The formal uniform consists of a school shirt, trousers / shorts / skirt, tie, belt, socks and shoes. In winter, the school blazer is worn by students from Grades 6-12 while students from Nur. to Gr.5 wear the school sweater. The skirt should be 2 inches above the knee and must be worn with blue tights underneath. Students are not permitted to wear leggings beneath the skirt.

Sports Uniform - This is worn for all sports sessions and events, as specified in the time table. The Sports Uniform consists of a T-shirt, track pants/shorts, a jacket and sports shoes. Uniforms are available at designated outlets in the city.



REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR		
<p>School Transport System</p> <p>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.</p>	<p>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.</p> <p>Health services</p>	<p>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.</p> <p>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</p>

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.

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.

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.

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.

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

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

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

A Doctor is called when required.

The school has an arrangement with one of the city's private hospitals "Nand Hospital". In cases of emergency, the patient can reach the hospital in a short while.

Regular medical checkups are undertaken for the students, and their records are maintained, including height/weight information and results of periodic eye, ear and dental checkups. Parents are expected to fill in and submit a comprehensive medical form before admission, and at the beginning of each academic year. These are mandatory, so as the school is able to maintain each student's medical record.

First Aid kits are provided on all school buses and for groups going out on trips.

Parents are required to send a set of detailed instructions to aid their child with specific medical problems such as diabetes, asthma or allergies. Parent of students receiving short or long term medical treatment are required to

discuss this with the school doctor or House Parent (for boarders) prior to the commencement of school so that such information is documented on the medical form.

Students resuming school after a period of absence, including vacations, must provide details of any illness or accident encountered in the interim. In the event of a medical emergency we shall do our utmost to contact parents/ guardians immediately.

Security

The security of the school is in the hands of a security service which runs a 24-hour shift system.

The boundaries are patrolled regularly and all the external gates manned.

Each building inside the campus has its own security guard who regulates exit and entry.

Entry and exit of students is governed

by the School's Exeat Policy. All visitors first need to register at the entry gate and obtain a visitor's pass before proceeding further.

As a security measure all vehicles entering the school campus must have an NISV sticker on the wind-shield. Vehicles without such an identification will not be permitted beyond the gate. Parents are requested to co-operate in the interest of the safety & security of our students.

The school is also under a 24 hour electronic surveillance.

Disaster Management

1. Students will be regularly educated in Grade Rooms / Assemblies about various emergencies which they might encounter.
2. Protection / evacuation drills will be conducted twice a semester.
3. A fire or any other emergency (such

Student Welfare

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

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 as 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.

REFLECTIVE - THINKER - KNOWLEDGEABLE



Student Welfare

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

Communication

It will always be our aim to communicate clearly and effectively with parents. Communication is a two way process and needs to be emphasized. If parents do not receive the information they need, they may ask. Ideas that aid in the development of the school are always invited/encouraged.

The school authorities should be informed in writing of changes in email/postal address, telephone or mobile numbers.

As a general rule the first point of contact for information regarding a student should be the Grade Tutor.

If the information required relates to boarding, the House Parent may be contacted. The Section Coordinator and the Principal can also be contacted.

Arrangements for appointments should be made with the Receptionist.

The Principal should be contacted

regarding requests for leave and confidential or grave problems.

Absence of Parents : If both parents are temporarily away from their home overnight during term time, half term or occasional holidays the Principal, must be informed in writing of the name, address and telephone number/s 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.

Concerns/Complaints : Parents who have cause for concern on any matter including matters of safety, care or quality of education must inform the Principal in writing immediately. The Parents and the School will be expected to resolve any dispute between them collaboratively and in good faith.

Email

In an E-enabled world, the most efficient way to communicate from outside to within the campus or vice versa, is to use email. You are encouraged to make use of this powerful medium for almost every communication. Email IDs of Coordinators are available in the "Staff at NISV" section of PARENT STUDENT HANDBOOK.

Telephone

Tel. : 9737196245, 9427506581

Link Book

The Link Book must be brought to school daily. The Link Book is a handy tool for all communication between the school and the parent. Parents are required to refer to it on a daily basis and respond accordingly.

Student Welfare

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

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 the grade tutors.

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

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

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.





<p>ASSESSMENT POLICY</p> <p>1. Assessment Policy at NISV</p> <p>THE PURPOSE</p> <p>NISV believes the goal of assessment is to support and enrich understanding. Assessment is an integral part of teaching and learning. Through varied and rigorous assessment techniques, we hope to support and challenge children in their learning. We aim to provide regular feedback on the learning process. The learning community (children, parents and teachers) will work together to ensure the right direction.</p> <p>- Stephen R. Covey, The Seven Habits of Highly Effective People</p> <p>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 educational goals. It considers timelines and the demands that the assessment places on students and teachers to understand the purpose of assessment and its practical application in the IB Programme.</p> <p>Assessment is integral to all teaching</p>		<p>feedback, and this enables them to work effectively to benefit the entire learning community. Thus, it is imperative to establish clear communication between students, parents, and educators concerning the expectations and outcomes of all forms of assessments</p> <p>PURPOSE OF ASSESSMENT</p> <p>Assessments will:</p> <ul style="list-style-type: none"> • Bring out the strengths of the students. • Be fair, just, and open-minded. • Display the process of ongoing learning.
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1. Assessment Policy at NISV

THE PURPOSE

NISV believes the goal of assessment is to support and enrich understanding. Assessment is an integral part of teaching and learning. Through varied and rigorous assessment techniques, we hope to support and challenge children in their learning. We aim to provide regular feedback on the learning process. The learning community (children, parents and teachers) are kept informed and involved about the learning process. Through our assessment procedure, we encourage children to be independent learners.

ASSESSMENT PHILOSOPHY

To begin with, the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now and so that the steps you take are always in the

right direction.

- Stephen R. Covey, The Seven Habits of Highly Effective People

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 educational goals. It considers timelines and the demands that the assessment places on students and teachers to understand the purpose of assessment and its practical application in the IB Programme.

Assessment is integral to all teaching and learning. Students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical-thinking and selfassessment skills. The PYP approach to assessment recognizes the importance of assessing the process of inquiry as well as the product of inquiry and aims to integrate and support both. (Making the PYP Happen, 2009).

Analysing students' performance provides educators with valuable

feedback, and this enables them to work effectively to benefit the entire learning community. Thus, it is imperative to establish clear communication between students, parents, and educators concerning the expectations and outcomes of all forms of assessments

PURPOSE OF ASSESSMENT

Assessments will:

- Bring out the strengths of the students.
- Be fair, just, and open-minded.
- Display the process of ongoing learning.
- Determine an overall outcome of learning
- Encompass the views and perspectives of individual stakeholders of the community.
- Cater to differentiated teaching methodologies and different learning styles and capacities.
- Motivate students to grow and improve their performance
- Allow parents to see evidence of student learning and development.
- Allow parents to support and enhance student learning.



<ul style="list-style-type: none"> • To gather & analyse information about student learning. • To help students reflect on the progress & set goals for the learning • To help teachers reflect upon their teaching practices through feedback that can be used to plan for future learning. • To inform learning & teaching based upon evidence. <p>ASSESSMENT IN THE IBPYP</p> <p>Assessment in the PYP is continuous and is a necessary and important part of the learning process. By assessing students, teachers identify student</p>	<p>assessment of the pupil's performance.</p> <p>2. Assessment of Learning (Summative): Summative assessment provides evidence of student achievement to make a judgment about student competence or the program's effectiveness. Student achievement is evaluated through a culminating activity generally at the end of a unit of study or the end of a semester. It is represented in a bi-annual report to parents</p> <p>3. Assessment as Learning (Peer</p>	<p>each of which has its functions but all aim to provide evidence to inform teaching & learning.</p> <p>The Four Dimensions are</p> <ol style="list-style-type: none"> 1. Monitoring Learning 2. Documenting Learning 3. Measuring Learning 4. Reporting on Learning <p>1. Monitoring Learning: It aims to check the progress of learning against personal goals & success. It occurs through the</p> <ul style="list-style-type: none"> • Observations • Discussions & questioning • Reflections
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<p>capture what students have learned at a particular time. It is done through the use of</p> <ul style="list-style-type: none"> • Daily observations • Assessing prior knowledge • Formative assessments • Self-assessment • Group & Peer Assessment • Summative tasks. <p>At NISV a range of pre-assessments, Formative assessments, self-assessments, Group & Peer assessments, and Summative assessments are incorporated in the homeroom, demonstrating student achievements.</p>	<p>to the teacher and the student. This process helps learners to improve knowledge and understanding, fosters self-motivation and enthusiasm for learning, engages in thoughtful reflection, develops the capacity for self-assessment, and recognizes the criteria for success.</p> <p>Self-assessment: These are tasks in which students actively reflect on their performance on assignments.</p> <p>Group & Peer Assessments: Tasks in which students actively evaluate each other's learning by providing feedback.</p>	<p>Assessment in the classroom includes:</p> <ul style="list-style-type: none"> • collecting evidence of student's understanding and thinking • documenting learning processes of groups and individuals • engaging students in reflecting on their learning • developing clear rubrics that address the essential elements of the PYP • identifying exemplary student work • keeping records of tests/tasks • maintaining anecdotal records of student performance
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Observations: All students are observed often and repeatedly with teachers noting the growth and progress of individuals, the group, and the whole class. Observations include how groups work and the role of participants within the group.



<p>Performance Assessments: The assessment of goal-directed tasks with established criteria that are authentic challenges and problems. Students apply what they have learned by completing authentic tasks that have more than one acceptable solution.</p> <p>Selected Response: Tests and quizzes are the most familiar examples of this form of assessment.</p> <p>Open-ended tasks: Students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram, or a solution.</p>	<p>could be developed by the teachers and also by involving the students.</p> <p>Exemplars: Samples of students' work that serve as concrete standards against which other samples are judged.</p> <p>Anecdotal records: These are visual representations of the development stages of learning. They show a progression of achievement or identify where a student is in a process.</p> <p>Continuum: These are visual representations of the development stages of learning. They show a</p>	<ul style="list-style-type: none"> • Roll on & Roll off of units • Twice yearly written Reports • The Portfolio • Grade 5 PYP Exhibition <p>a) Conferences</p> <p>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.</p> <p>Student-Led Conference (SLC): This is held twice a year. Some of the</p>
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Teacher-Student Conference: These are informal and designed to give students 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, Vidyalaya app, and the class blog.

b) 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 sessions.

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

showcase the five essential elements of the PYP (Knowledge, Concepts, Attitudes, Skills, and Action). The exhibition provides an opportunity for the students to exhibit the attributes of the learner profile which they have been developing throughout the Primary Years Programme.

IBMYPASSESSMENT

MYP assessment requires teachers to assess the prescribed subject group objectives using the assessment criteria of each subject group in each year of the program. The Criterion-related approach represents a philosophy of

- Support and encourage student learning by providing feedback on the learning process.
- Inform, enhance and improve the teaching process



- Provide an opportunity for students to exhibit transfer of skills across discipline, such as in the personal project and interdisciplinary unit assessments
- Promote positive student attitude towards learning
- Promote a deep understanding of subject content by supporting students in their inquiries set in the real-world contexts
- Promote the development of critical and creative thinking skills
- Reflect the international mindedness of the program by allowing assessments to be set in a variety of cultural and linguistic context

- Development of ATL skills which are closely related to Subject Group Objectives
- Assessing not only the end product but also the process of learning
- The professional judgment of teachers in deciding the achievement levels of individual students
- A variety of evidence to improve student learning and to help students achieve their potential
- The reflection shows the development of students within the subject

some behaviours and skills.

- **Selected Response-** Tests and quizzes are the most familiar examples of this form of assessment, however, they are not restricted to just these two. This strategy is a useful informative assessment as it is quick and straightforward to administer and also provides instant feedback for the students and teachers.
- **Open-ended tasks-** Presentations, essays, or a diagram as a solution to a problem are some examples of this assessment. This strategy

- context

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- The reflection shows the development of students within the subject

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

- The distinction between internal summative assessment and the supporting formative processes
- Assessments must allow students to recall, adapt and apply knowledge and skills to new questions and

- **Observation-** Teachers may choose to observe all students regularly and often, taking a wide angle view (focusing on the whole class) or a close-up view (focusing on one student or one activity). This strategy is useful when assessing

some behaviours and skills.

- **Selected Response-** Tests and quizzes are the most familiar examples of this form of assessment, however, they are not restricted to just these two. This strategy is a useful informative assessment as it is quick and straightforward to administer and also provides instant feedback for the students and teachers.
- **Open-ended tasks-** Presentations, essays, or a diagram as a solution to a problem are some 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 some 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

School Policies

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learning objectives in and across subjects.

- **Process journals-** Student reflection and metacognition are essential aspects of this process. Regular recording of student reflections leads to enhanced understanding of the concept. Process journal allows students to detail their service and action. It also helps in reflecting on their learning and its impact on them and others.

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 tasks should take into account the requirements of students with special educational needs. Tasks could be simplified in parts to enable students to meet the necessary MYP objectives, but parents and students need to be informed where necessary.
- **Creating sufficiently rigorous**

tasks- Teachers ensure that the tasks not only address the requirements of the objective but allow students to access all the achievement levels to the best of their abilities.

- **Developing task-specific clarification-** Task-specific clarification is based on IB specified assessment criteria. 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 to teachers' reflections in the MYP unit
 - f. Helping in curriculum review by reflecting the specific content taught
 - g. Simplifying the command terms used in the task.
 - h. Meeting the expectation of the task through prior discussion and clear instructions.

When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all of them, teachers adopt a "best-fit" model. If most of the performance was, for example, at the 5–6 level, and yet student work on a particular strand was missing, teachers might consider reducing the overall performance to a lower band. If a piece of work seems to fall between two-level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers will re-read both of the descriptors in question and choose the descriptor which is a 'best fit' description of the candidate's work.

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

INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

School Policies

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

- achievement levels using technology.
- Continuums/ rubrics** 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)
- Exemplars** are students' work that serves as concrete standards against which other samples are judged. These serve as examples for the particular task.
- Checklists** are lists of attributes or elements that should be present in particular response to a task. This is useful for formative assessments.

Reporting Student Achievement

Report Cards- The final reporting is done only on summative assessments Managebac.

The school reports the achievement of the students twice in a session (once in a term) through report cards.

- All teachers contribute to the assessment data for their subjects
- The 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 level for the subject together with its grade descriptor
- The level of ATL skills in each subject group is also reported
- The learner profile developed for each unit under different subject groups is also mentioned.

Teacher-Parent Conferences- All teachers communicate assessment data, both formative and summative, and the overall development of the student to the parents. The communication is open, transparent, and supported by the student's work. The process is in favor of the student's

holistic development.

Student-led Conferences- Students set targets for themselves to be achieved during the academic year and explain their strengths and weaknesses. Through the subsequent SLCs, they review and reflect on ways to improve and achieve the set target.

In MYP year 5, the school ensures that students submit the personal project which is periodically reviewed and assessed by the assigned supervisors for monitoring/internal assessment within the stipulated period. All students are registered with IB for the moderation



School Policies

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

of their projects.

Personal Project Moderation Procedure

The project report reflects the process and the product of the personal project. Hence assessing the report as an essential and participatory process for the supervisors.

- To provide appropriate feedback to the students while they are writing the project report, an activity based on the recall of criteria and their strands is carried out. The supervisors are grouped and each group is given a folder with strips of old and new criteria and strands. The group has to arrange the relevant strands under the relevant criteria for the current academic year.
- A practice marking session with marking the IB samples individually, is also conducted to give the supervisors a clear idea concerning grading their assigned student's report.
- A google form is shared with them to

mark their levels and write comments for the same.

- Later, the annotated report along with the comments is discussed and shared with the supervisors through the drive.
- Once the final report from the student end is submitted, supervisors mark the report of their students using the assessment sheet and other resources shared through the mail and drive respectively.
- The total score and the final level marked by the supervisor are then compiled in an excel sheet for planning the standardization process.
- Supervisors are randomly assigned student reports for standardization as an anonymous report. This activity is conducted in the school IT lab as the report is assigned through drive with only viewing rights and the submission of the standardization assessment sheet is also on drive.

- The supervisor assessed score/ level and the standardized score/ level is then compared in the excel sheet. After a discussion between the MYPC and the PPC, a final agreed score/ level is finalized for each student to be entered on IBIS

INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE



Design Cycle

Inquiring and Analysing

- Analyse existing products
- Develop a Design Brief
- Identify and prioritize the research
- Explain and justify the need*

Developing Ideas

- Develop a Design Specification*
- Develop Design Ideas
- Present the Chosen Design
- Develop planning drawings or diagrams

Creating the Solution

- Construct a logical plan
- Demonstrate technical Skills
- Follow the plan to **make** the solution
- Justify changes made to the plan

Evaluating

- Design detailed & relevant testing methods
- Evaluate the success of the solution against the design specifications
- Explain how the solution could be improved
- Explain the impact of the solution on the client/target audience

IP Process Journal ATL

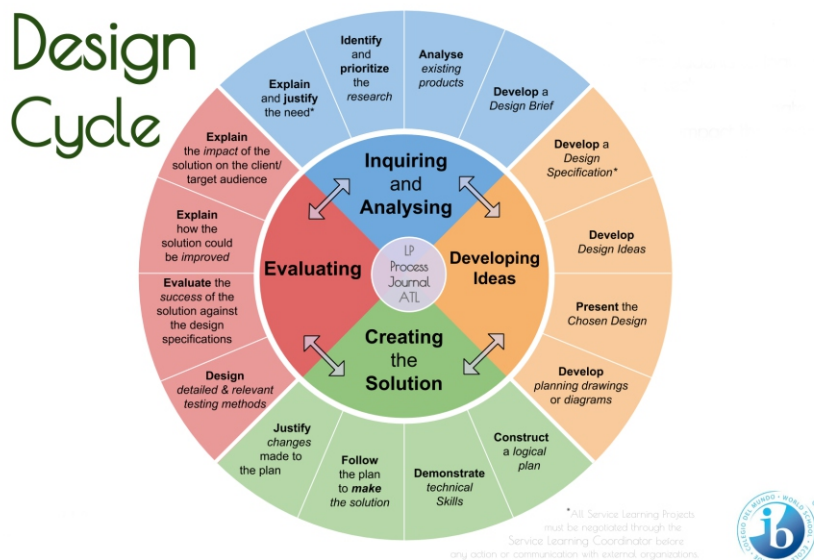
*All Service Learning Projects must be negotiated through the Service Learning Coordinator before any action or communication with external organizations.

Grade 9 And 10 (IGCSE) ASSESSMENT

In Grade 9 and 10, the whole school assessment policy of following the comprehensive continuous assessment systems is operative with the mix of formative and summative assessments undertaken in 2 semesters in every academic year. The grading system followed is from A* to U*

Descriptive Grading Criteria for Grade 9 and 10 IGCSE

Students receiving a grade demonstrate most of these



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Descriptive Grading Criteria for Grade 9 and 10 | GCSE

Students receiving a grade demonstrate most of these characteristics most of the time.

	Inquiring & Analysing	Developing Ideas	Creating the Solution	Evaluating
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. states the need for a solution to a problem for a specified client/target audience ii. develops a basic design which states the findings of relevant research 	<p>The student:</p> <ul style="list-style-type: none"> i. lists some basic design specifications for the design ii. creates one design, which can be interpreted by others iii. creates innovative planning drawing/diagrams. 	<p>The student:</p> <ul style="list-style-type: none"> i. demonstrates minimal technical skills when making the solution ii. creates one solution, which functions poorly and is presented in an incomplete form. 	<p>The student:</p> <ul style="list-style-type: none"> i. designs a testing method, which is used to measure the success of the solution ii. states the success of the solution
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. outlines the need for a solution to a problem for a specified client/target audience ii. outlines a research plan, which identifies primary and secondary research needed to develop a solution to the problem, with some guidance iii. analyses one existing product that inspires a solution to the problem iv. develops a design brief, which outlines the analysis of relevant research 	<p>The student:</p> <ul style="list-style-type: none"> i. lists some design specifications, which relate to the success criteria for the design of a solution ii. presents a few feasible designs, which use an innovative (medium) or an original idea which can be interpreted by others iii. justifies the selection of the chosen design and justifies its relevance to the design specification iv. creates planning drawing/diagrams or lists requirements for the creation of the chosen solution 	<p>The student:</p> <ul style="list-style-type: none"> i. constructs a plan that contains some production details, resulting in items which difficultly following the plan ii. creates the solution, which performs technical skills when making the solution iii. creates the solution, which partially functions and is adequately presented iv. outlines changes made to the chosen design and plan when making the solution 	<p>The student:</p> <ul style="list-style-type: none"> i. designs a relevant testing method, which generates data, to measure the success of the solution ii. outlines the success of the solution against the design specification based on relevant product tested iii. states how the solution could be improved iv. outlines the impact of the solution on the client/target audience.
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. explains the need for a solution to a problem for a specified client/target audience ii. constructs a research plan, which identifies and prioritises primary and secondary research needed to develop a solution to the problem, with some guidance iii. analyses a range of existing products that inspire a solution to the problem iv. develops a design brief, which explains the analysis of relevant research 	<p>The student:</p> <ul style="list-style-type: none"> i. develops design specifications, which outline the success criteria for the design of a solution ii. develops a range of feasible design ideas, using an original (medium) and an innovative idea, which can be interpreted by others iii. justifies the chosen design and justifies its selection with reference to the design specification iv. develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution 	<p>The student:</p> <ul style="list-style-type: none"> i. constructs a logical plan, which considers time and resources, sufficient for peers to be able to follow to create the solution ii. develops competent technical skills when making the solution iii. creates the solution, which functions as intended and is presented appropriately iv. describes changes made to the chosen design and plan when making the solution. 	<p>The student:</p> <ul style="list-style-type: none"> i. designs relevant testing methods, which generate data, to measure the success of the solution ii. explains the success of the solution against the design specification based on relevant product tested iii. describes how the solution could be improved iv. explains the impact of the solution on the client/target audience, with guidance.
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. explains and justifies the need for a solution to a problem for a client/target audience ii. constructs a detailed research plan, which identifies and prioritises the primary and secondary research needed to develop a solution to the problem independently iii. analyses a range of existing products that inspire a solution to the problem to develop a detailed design brief which summarises the analysis of relevant research 	<p>The student:</p> <ul style="list-style-type: none"> i. develops detailed design specifications, which describe the success criteria for the design of a solution based on the analysis of the research ii. develops a range of feasible design ideas, using an original (medium) and an innovative idea, which can be correctly interpreted by others iii. presents the chosen design and justifies fully and critically its selection with detailed reference to the design specification iv. develops accurate and detailed planning drawing/diagrams and outlines requirements for the creation of the chosen solution 	<p>The student:</p> <ul style="list-style-type: none"> i. constructs a detailed and logical plan, which considers time and resources, sufficient for peers to be able to follow to create the solution ii. develops competent technical skills when making the solution iii. creates the plan to create the solution, which functions as intended and is presented appropriately iv. fully justifies changes made to the chosen design and plan when making the solution 	<p>The student:</p> <ul style="list-style-type: none"> i. designs detailed and relevant testing methods, which collect data, to measure the success of the solution ii. critically evaluates the success of the solution against the design specification based on authentic product testing iii. explains how the solution could be improved iv. explains the impact of the product on the client/target audience.

A* Excellent

1. All or almost all learning goals are fully or consistently met.
2. Completes open-ended tasks with quality work.
3. Test scores indicate a high level of understanding of skills and concepts.
4. Assignments are complete, of high quality, and well organized.

A Very Good

1. Generally all learning goals are



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

fully or consistently met.

2. Open-ended tasks are completed, although the student may need support in dealing with ambiguity.
3. Test scores indicate a very good grasp of skills and concepts.
4. Assignments are generally complete, thorough, and organized.

B Good

1. Most of the learning goals are fully or consistently met.
2. Test scores indicate good acquisition of skills and concepts.
3. Assignments are generally complete; however, quality

or consistently met.

2. The student rarely completes tasks even with support.
3. Test scores indicate little grasp of skills and concepts.
4. Assignments are of low quality and are frequently incomplete.

U Unsatisfactory

1. There is incomplete evidence to make a valid and reliable judgment on a student's achievement, or the student's competence is so limited that little or no meaningful material is available for assessment.
2. Little or no material has been produced.

on the pattern of no single country but incorporates the best elements of many. Diploma Programme candidates are required to select one subject from each of the six subject groups. Three subjects are taken at a higher level (HL) and three at a standard level (SL). Higher-level courses represent 240 teaching hours; SL courses cover 150 hours.

Methods of assessment

The Nature of the assessment varies with each subject, but in general, the pattern is as follows:



- Oral examinations in languages are conducted using recorders using AUDACITY
- Internal assessment is used for Theory of Knowledge and some parts of the examination in certain subjects.
- Diploma candidates take written examinations during May. The written examinations include a variety of techniques such as essays, short answer questions, and multiple-choice objective tests.
- They are prepared and assessed by the examining panels responsible for each subject.

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

- 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

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:

- Assesses prior knowledge.
- Assesses what students want to learn.
- Directs the teacher in the planning of learning activities

- 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 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

The various methods by which student understanding of the various subject groups is evaluated to determine the



<p>level of achievement of a student, generally at the end of a course of study. The Educators plan their instruction around the needs that 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.</p>	<p>occur (with specific dates to be supplied later)</p> <ul style="list-style-type: none"> • What percentage of the final Assessment mark each Task contributes? 	<p>parts of the examination in certain subjects.</p> <ul style="list-style-type: none"> • Diploma candidates take written examinations during May. The written examinations include a variety of techniques such as essays, short answer questions, and multiple-choice objective tests.
<p>The emphasis is on criterion-related assessment. This method of assessment establishes student levels of attainment.</p>	<p>Methods of assessment</p> <p>The Nature of the assessment varies with each subject, but in general, the pattern is as follows:</p> <ul style="list-style-type: none"> • Every diploma candidate must give evidence of ability to carry out independent research work in the form of: • An Extended Essay in one of 	<p>They are prepared and assessed by the examining panels responsible for each subject.</p> <p>The main objective of summative assessment is to -</p> <ol style="list-style-type: none"> 1. support and encourage appropriate student learning 2. contribute directly to semester

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

For each subject in IB Diploma, the respective subject teachers will publish an Assessment Programme early in the academic year. The Assessment Programme will indicate

- occur (with specific dates to be supplied later)

- ## Methods of assessment

The Nature of the assessment varies with each subject, but in general, the pattern is as follows:

- parts of the examination in certain subjects.

- Diploma candidates take written examinations during May. The written examinations include a variety of techniques such as essays, short answer questions, and multiple-choice objective tests.

They are prepared and assessed by the examining panels responsible for each subject.

The main objective of summative assessment is to -

1. support and encourage appropriate student learning
2. contribute directly to semester grades, predicted grades, and internal assessment grades
3. be conducted primarily in the form of:
 - a. Semester exams
 - b. Class unit tests
 - c. Projects and internal assessment tasks
4. Contribute towards a proportion of the final IB Diploma Grade that is awarded by the IB.

Formal Examination Sessions in the IBDP



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

Grade 12: Practice and Mock Exams are held in December and March respectively of Year 2, 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 yardstick 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

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.

Reporting of DP

- The reporting of the students' semester academic performance, CAS, EE, TOK, and IA will be done on Managebac. The reports once generated will be made able online in Managebac
- The final report card/transcript

objectives. The report cards sent via Managebac to the parents indicate CAS progress.

- The norms of securing the IB diploma would apply in the semester grade without taking the CAS and TOK performance.
- In DP there should be at least four substantial assessments per semester (if this is not possible the HOD should consult the Diploma Coordinator)
- A variety of assessment types should be used for grading.
- Published IBDP assessment objectives and criteria are shared with all students. All work is to be

School Policies

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The number represents the student's exam score combined with the other forms of internal assessment methods.

Up to **3 bonus points** can be added to the student's total score based on overall performance in Theory of Knowledge and the Extended Essay.

The maximum score a student can get in IB Diploma is 45.

AWARD OF THE DIPLOMA

A candidate will not qualify for the award of the diploma if certain requirements have not been met.

The following codes indicate which requirements have not been met.

The IB diploma will be awarded to a candidate whose total score is 24 or above points, provided all the following requirements have been met-

- All CAS requirements have been met.
- The candidate has scored a total score of 24 points or above.
- There is no N being given for theory

of knowledge, extended essay, or a contributing subject.

- There is no E grade awarded for one or both of the theory of knowledge and the extended essay.
- There is no grade 1 awarded in a subject/level.
- There is no Grade 2 awarded three or more times (HL or SL). Overall, there are no Grade 3 or below awarded four or more times (HL or SL).

- At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects, the three highest grades count).
- At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level).

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE



OTHER REQUIREMENTS		MODERATION AIM
<p>Students enrolled in the full Diploma Program must also complete three further requirements to earn their Diploma. These are:</p> <ul style="list-style-type: none"> • An Extended Essay • Theory of Knowledge Essay (Externally Assessed and Presentation (Internally Assessed) • Creativity, Activity, and Service (CAS) 	<p>maintenance of reliable and up-to-date backup copies, allowing sufficient time to deal with potential technical failures, and the retention of printed draft copies. Besides, reporting for 6 subjects, the School shall also report every semester on Theory of Knowledge wherein the grade shall be generated based on journal entries produced by the students in the semester.</p> <p>The grading criteria shall be:</p> <ul style="list-style-type: none"> • Originality • Quality of Analysis – Identification and evaluation of KQ's • Relevance to TOK 	<ul style="list-style-type: none"> • Allows us to make consistent, reliable, and valid decisions across different points in time. • Always applies the same standardized criteria, ensuring consistency over time. • Utilizes exemplars to reference criteria judgments. These exemplars would be used within the practice phase of the moderation process. • Engages teachers and students with the principles of assessment for learning. Recognizing where

- An Extended Essay
- Theory of Knowledge Essay (Externally Assessed and Presentation Internally Assessed)
- Creativity, Activity, and Service (CAS)

Generally, technical failures related to computing equipment will not constitute sufficient grounds for the granting of an Extension. Students are expected to follow responsible practices about the use of technologies, including the

- Originality
- Quality of Analysis – Identification and evaluation of KQ's
- Relevance to TOK

The school also shall report to parents on the students' CAS Program, /her achievement of learning outcomes. The student's CAS Handbook shall be evaluated every term by the CAS Coordinator for the same.

- Allows us to make consistent, reliable, and valid decisions across different points in time.
- Always applies the same standardized criteria, ensuring consistency over time.
- Utilizes exemplars to reference criteria judgments. These exemplars would be used within the practice phase of the moderation process.
- Engages teachers and students with the principles of assessment for learning. Recognizing where assessment for learning is interwoven through the moderation process is important so we can value and emphasize this practice.

- Moderation of assessment pieces should occur before the first reporting period to ensure that consistent grades are awarded by all members of the department.
- Moderation should occur at least once a semester, per program per subject.



<ul style="list-style-type: none"> At least two teachers within the department/Group should be involved in the moderation process For IBDP IA moderation, all the teachers involved must participate in the process. EE standardization should occur, within departments, where possible. TOK standardization should occur, within all TOK teachers, where possible. <p>MODERATION FEEDBACK</p> <ul style="list-style-type: none"> For the majority of tasks, students can expect feedback within one week of submission. 	<p>teaching and improve</p> <ul style="list-style-type: none"> student performance. <p>PREDICTED GRADES FOR IBDP STUDENTS</p> <p>Before the respective board final Examinations, the Predicted Grades of the students have been required by the IBO. These are to be submitted by the respective subject teachers after moderation and discussion within the departments; to the DP Coordinator by the first week of March. The Predicted grades for DP 2 students for University Application are required to be released by the first week of November. The</p>	<p>knowledge of IB standards. Predicted grades are also required for the theory of knowledge and the extended essay. Each prediction must be made as accurately as possible, without under-predicting or over-predicting the grade. The IB takes measures to work with schools that consistently under- or over-predict student grades.</p> <p>PRINCIPLES OF PREDICTED GRADES</p> <ul style="list-style-type: none"> Aspirational but achievable – Stretching predicted grades are motivational for students, unattainable predicted grades are
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School Policies

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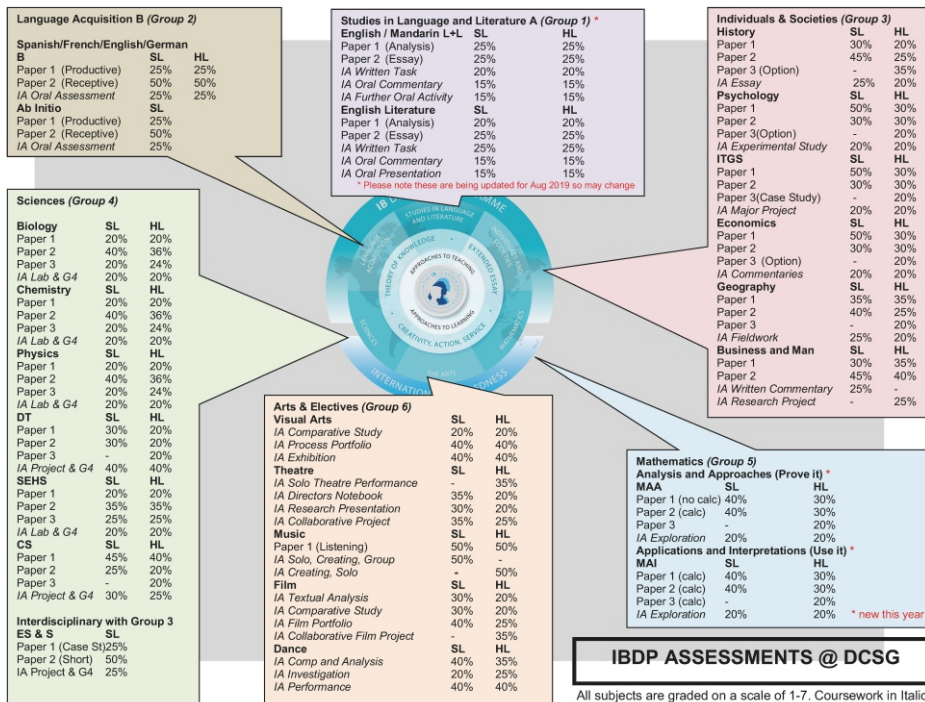
- The internal summative assessments/ examinations which cover possibly all assessment components of the subject are better indicators of the interim PG during the passage of the two years.
- In each subject we take each component and its weightage; then consider the grade boundary to arrive at the possible PG.
- Nevertheless, professional judgment may need to be applied taking in other external factors which may have favourably or unfavourably impacted the PG and hence may not be the correct PG even though its calculation has been done keeping points 1-3 in mind eg. student's illness, etc and teacher's judgment on the student's ability to perform in the final IB examinations.
- Generally speaking, towards the end of the 2 years, when subject courses are completed, the professional judgment of the teacher would be better at arriving at the final PG
- The mock examinations and the assessed IA would be given a clearer indicator of the final PG, keeping other factors to be constant

- Periodic meetings take place with the DP teachers for discussion on PG

CONCLUSION

The predictions are thus based on: student performance in the exams

(where appropriate), students' work during year 12, and your knowledge of your students. Be 'positive' in your prediction whilst retaining realistic accuracy. That is, we will try to predict the best grade that we can within the parameters of feasible accuracy.





<p>CONNECTIONS</p> <p>ACADEMIC INTEGRITY</p> <p>As a school community, we promote academic honesty positively and practically across our school and stress the benefits of properly conducted academic research and a respect for the integrity of all forms of work and sources of information. At all times students must refer to the school's Academic Honesty Policy for further guidance. If a teacher, or another member of staff, suspects that a DP student may have breached the school's standards of academic honesty, he or she will inform the DPC. The latter</p>	<p>The school encourages the school community to be:</p> <ul style="list-style-type: none"> ● Inquirers- who enquire, research, and analyses along with the principles of information literacy. ● Knowledgeable- who appraise and evaluate shared concepts, ideas, and perspectives to enhance personal knowledge. ● Principled- who act with honesty and integrity, taking responsibility for their actions and practicing accountability. ● Open-minded- who adapts to learning practices. ● Risk-takers- who pursue and explore their areas of interest in the 	<ul style="list-style-type: none"> ● Thinker-who have a critical and creative approach to learning complexities to acquire a set of well-defined life skills. <p>Therefore, the school is committed to grooming the attitude of the students towards</p> <ol style="list-style-type: none"> 1 - Academic honesty 2 - Authenticity 3 - Collaboration, cooperation, and creativity 4 - Copyright 5 - Intellectual property 6 - Malpractice 7 - Plagiarism
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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

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 the extended essay). However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for internal assessment.

SPECIAL EDUCATIONAL NEEDS/ INCLUSIVE EDUCATION POLICY

The school counsellor will inform teachers of the level of support for the students in their class and the type of support that can be offered concerning the needs of students. Where accommodations are needed, they will be assigned from or organized by the inclusion team. The counsellor will be involved in the planning process of the tasks and will give their feedback on the assessed student work. For assessments that contribute to Diploma and MYP certificate grades, ALL students must be assessed using the

counsellor 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

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

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 the extended essay). 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, even though 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 the same introduction to an assignment, the final award committee will construe this as collusion, and not collaboration).

The school counsellor will inform teachers of the level of support for the students in their class and the type of support that can be offered concerning the needs of students. Where accommodations are needed, they will be assigned from or organized by the inclusion team. The counsellor will be involved in the planning process of the tasks and will give their feedback on the assessed student work. For assessments that contribute to Diploma and MYP certificate grades, ALL students must be assessed using the end-of-program assessment. The process of IGCSE/MYP/IBDP for inclusive assessments arrangements will be followed after securing the accommodations granted by the IB and Cambridge. Refer to the NISV SEN Policy for further details.

Responsibilities of the Coordinator

- The coordinator ensures that the needs and requirements of the student with special education needs, are met well by the

- 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 counsellor or coordinator as needed.
- The tutor will implement the appropriate interventions as outlined by the counsellor.
- The tutor will maintain accurate records of students' progress.
- The tutor, with the assistance of the expert, will become familiar with the special needs of the concerned student.
- The tutor will maintain discretion and

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confidentiality in providing special education needs/ services.

Responsibilities of the Parent

The parent will:

- Play an active role in their child's education
- Communicate relevant information and documents regarding their child's special education needs
- Communicate any perceptible change in their child's special education needs to the school
- Request for child studies and services, as required, in a proactive manner.
- Provide relevant documents needed for IBO accommodation requests
- Bear expenses for any services from the external experts

Students facing learning challenges

- Tutors observe the academic / behavioural / emotional difficulties of the student and report the same to the counsellor.
- The counsellor identifies any concerns and conducts the standardized tests.

- After the analysis of the test, parents are informed and guided for further consultation, if required.
- Once a special education need is identified, the coordinator, teachers, and the counsellor formulate a plan of differentiated learning and engagement of the student. If the need is, the help of a special educator will be sought.
- A plan is designed for differentiated learning and engagement of the student, with the use of multi-sensorial tasks.
- Students will be encouraged for active corporeal involvement to facilitate learning
- Regular feedback and monitoring of the student help the counsellor to take any further action if required
- Students facing behavioural challenges.
- Our unique pedagogy engages children with behavioural issues by involving them corporeally in the learning task.
- Each activity is meaningfully designed and based on real-life experiences, allowing the child to identify with the task and be fully engaged in the class.

Screening tests used at NISV

- Counsellor is trained to administer the following tests-
- Behavioural checklist for screening the learning disabled
- Diagnostic test of Learning Disability
- Draw a Man test
- Cognitive Capabilities test for a 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)

SPECIAL EXAMINATION PROVISIONS

The International Baccalaureate Organisation (IB) has established procedures to assist candidates whose performance in Examinations may be affected by a physical or intellectual disability or problem. Applications to IBO, however, must be submitted

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eighteen months before the respective IB Examinations. As considerable evidence is required, students considering making such an application are advised to commence the process as early as possible. IBO application forms are available from the IB Director. Assistance in completing the form should be sought, in the first instance, from IB DP Coordinator.

Typical reasons for the granting of special provisions include visual or auditory difficulties, learning difficulties, fine motor difficulties, illnesses such as diabetes or asthma, or psychological difficulties.

Successful applicants will be granted provisions deemed appropriate by the IBO. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing, large print examination papers or examinations printed on coloured paper. Once IBO has granted a special provision, the school will also endeavour to make the same provision during its Examinations.

Students affected by temporary circumstances

If a student is affected by a temporary circumstance such as illness, accident, or similar adverse circumstances during the program and is not able to complete an assessment component, the missing mark procedure shall be used by IBO.

LANGUAGE POLICY

At NISV, assessment of language learning is an ongoing process throughout the school year in both formal assessments (formative and summative) and informal situations (learning experiences and inquiry). All four skill areas (reading, writing, listening, speaking), as well as the students' knowledge of grammatical structures and their ability to use these correctly, are assessed regularly at levels appropriate to the students' language phase and abilities. Student language level and ability are acknowledged and incorporated into the planning of assessments. In subjects where writing is not required by the published criteria, teachers strive to provide alternative modes of

presentation for students. Additionally, whenever reading, writing, listening, or speaking tasks are assigned, expectations are set according to the student's language level. A range of formative and summative assessment measures are used. All student language needs will be considered when creating and implementing assessments. All teachers are viewed as language teachers and should offer feedback to students about their use of language

NISV aims to

- Enable achievement of language proficiency in the 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 the English language for approaches to interdisciplinary teaching and learning
- Inculcate international mindedness and appreciation of diverse cultures/

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ethnic backgrounds, through language in literature to mould global citizens

Nurture understanding of command terms and subject-specific terminology

Emphasize English as means of communication to support effective student-teacher interaction and peer dynamics to develop cognitive academic language proficiency

ADMISSIONS POLICY

1. In the admission process the school shall consider each applicant individually. To enter the IB program, applicants are expected to have a high proficiency in English and a sound foundation in Math. Personal qualities that demonstrate a willingness to work dedicatedly with schoolwork are a requisite characteristic. To evaluate this, applicants and parents are asked to write a short personal statement separately and enclose it with the application form.
2. One teacher recommendation that addresses student behaviour, attendance, motivation, and self

discipline.

3. School transcripts
4. Interview (external students):

All applicants will be interviewed to determine their level of commitment and ability to take personal responsibility for their learning, as well as their level of oral English fluency. The primary purpose of the interview is to consider the applicant's potential to succeed in their subjects.

Assessment Policy Review and Communication Process

- The Assessment policy is reviewed every 3 years, or when there are changes in the IB policy/stipulations or as and when required.
- A member of the Governing body, the principal, a member of the Parents Association, Senior student Representatives, Coordinators, and Heads of the Department review and then revise the assessment policy. The Heads of departments in turn take it to their respective departments for discussion and feedback.
- The revised school assessment

policy (which is in line with the IB guidelines) is approved and finalized by the Senior leadership team and then distributed to the NISV community

STEERING COMMITTEE

The committee comprises of Member-Board of Trustees, Head of School, Parent Representative, Senior Student Representative, Programme Coordinators, HODs, Counsellors and Librarian.

REVIEW DATES

Last Review Date January 2021
Next Review Date January 2024

The policy will be reviewed every 3 years led by the Steering committee.

The review committee will make sure that any revision to the policy is coherent with the beliefs and values of the IBO requirements.

ReferencesThe following documents were consulted while writing this assessment policy:

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1. Making the PYP happen: A curriculum framework for international primary education- IB 2007
2. MYP- From Principles to Practice- IB 2014
3. The MYP program- Handbook of procedures 2014
4. The Diploma program- Handbook of procedures 2013
5. NISV SEN Policy
6. NISV Academic Honesty Policy
7. Poddar School Assessment Policy
8. IB General regulations: Diploma Programme standards and practices
9. Diploma program assessments Principles and practice
10. Guidelines for developing a school assessment policy in the Diploma Programme 2010
11. DYP School Policy

School Policies

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Language Policy (IB curriculum)

IB Mission Statement

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

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The School Mission

Educate and prepare all its students to be 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 interest of its students and make them believe in their dreams that will shape their lives into caring, responsible global citizens.

PREAMBLE: (IB CURRICULUM)

The aim of language learning at Navrachana International School is to shape student identity by enabling them to become effective communicators in an ever-changing world. We embrace the cultural and linguistic diversity that students bring to our community includes all the students, teachers, staff, parents, and stakeholders. In doing this, we ensure that the language practices reflect the philosophy and standards of the International Baccalaureate. The language policy guidelines are intended to provide an overview of principles for language learning at NISV, all of which permeate the entire school curriculum through authentic contexts in a culturally rich and diverse environment. Our policy is a statement of agreement—one to which all members of the NISV community are asked to commit so our school can achieve its mission. This policy document must be read in conjunction with the other policy documents of the school.

IMPLEMENTATION

Language development is a lifelong

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process in which prior knowledge is crucial to enhance language skills. The school recognizes that language acquisition varies from individual to individual necessitating the differentiated approach through scaffolding or extension to derive connotative interpretation of texts.

Recognizing the importance of English as a core language, all teachers are therefore responsible for developing it as the language of instruction.

PHILOSOPHY OF THE LANGUAGE POLICY

Language learning plays a vital role in Navrachana International School. All teachers are considered language teachers and all teachers strive to develop a congenial language community whereby the learner feels at ease and learns the language. An effort is made to make the learner understand the importance of language as a potent tool – a medium for creation, communication and reflection.

The school language philosophy is to

use English language, in addition to the regional language as a tool for promoting individual development and identity in the social environment. It recognizes and emphasizes the use of English as medium of instruction and operations in the administrative functions of the school. The policy also consciously integrates inquiry through the regional language to scaffold proficiency in the medium of instruction. It sensitizes the students to appreciate world cultures and explore similarities with their own. It supports all teachers in their role as language teachers, considering language to be a primary tool of communication. It emphasizes the use of subject specific terminology through the four basic language skills of listening, speaking, reading and writing. It includes all stakeholders in the shared responsibility of achieving English Language proficiency among the school students.

At Navrachana International school, we believe that language is a vital and intrinsic part of life. It is fundamental to all learning because it permeates into all subject areas. Therefore, all teachers at

NISV are language teachers who approach the learning of language as a whole as they recognize that language itself is trans-disciplinary and an important means of communication. We believe that it is not only necessary to learn language, but also learn about and through language as language does much more than promote cognitive growth, it is crucial for maintaining cultural identity and emotional stability.

Multilingual language acquisition is an important aspect at NISV as we are a multilingual country. We foster multilingualism and at the same time acknowledge the importance of teaching and learning of English at a proficient level. Through language we aim to appreciate the essence of culture and diversity. Through meaningful interactions, we communicate with and understand others, the world and ourselves to develop intercultural awareness.

AIMS AND OBJECTIVES

NISV aims to create a challenging and motivating multilingual environment that



values and integrates students' cultural and linguistic heritage throughout the curriculum. It fosters in all students the ability to think and express themselves with precision, clarity, confidence and imagination in at least two languages, one of which is English. It ensures that all language instruction is in line with the philosophy.

It ensures a varied approach to language instruction and assessment. It also ensures that all strands of language, metalanguage, trans-disciplinary language and Literature are incorporated in its instruction. It further ensures that language instruction is

the regional language 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 mould global citizens, nurture understanding of command terms and subject specific terminology, emphasize English as means of communication to support effective student teacher interaction and

English as the core Language.

LANGUAGE SUPPORT PROGRAMME

The school consciously strives to gauge English language proficiency level at the time of admission. This enables the school to devise support systems to equip them with language skills to deal with everyday school life. Additional support is available to all students through their participation in school assemblies.

LEARNING CORE LANGUAGE AT NISV

The objective is to enable achievement of language proficiency in English language through the spoken and written word, provide support through the use of

STUDENT LANGUAGE PROFILE

Majority of the students at NISV come from families where Hindi /Gujarati or its dialects or a combination of both are spoken. The remaining students come from countries where English is not necessarily the first language. The challenges of the lingual diversity at NISV are addressed by the use of

LEARNING CORE LANGUAGE AT NISV

It includes creating an environment to generate an interest in learning English, using different methods of teaching, learning and assessment for cognitive development through language, working in collaboration with stakeholders to achieve the targeted goals, encouraging broad spectrum of activities as extensions to the teaching learning process to facilitate language acquisition, enhancing vocabulary, structure and usage to develop language proficiency, nurturing

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language skills to interpret its nuances across various disciplines, consolidating four basic language skills of listening, speaking, reading and writing to stimulate imagination and creativity

LANGUAGE LEARNING AT PYP- PRIMARY STAGE

The Core language learning at PYP is central for developing proficiency in the English language. It is focused on the four fundamental skills of English language learning, namely, listening, speaking, reading and writing; it is targeted at developing the three identified strands- oral, visual and written language, to develop receptive and expressive aspects of language strands. It is further supported by the use of dictionaries and thesaurus for vocabulary building and complemented through the use of picture dictionaries for identification and associated learning. It also includes teaching the fundamentals of grammar for usage in structured sentences and is augmented through literature with a conscious view that it is the play field of language and anchored in multicultural backgrounds. Language

learning also serves as a meaningful assistance to inquire into the role of individuals in society and world communities as the language into the Programme of Inquiry, Further, it is geared to develop writing skills through phonetics and aural comprehension together with oral and written activities preparatory to PYP exhibition in Year 5. The Learning Programme is extended by encouraging the students to read books from the library with the involvement of other stakeholders and a dedicated effort to grooming the attributes of the IB learner profile, through the integration of Transdisciplinary skills and the transdisciplinary nature of learning is made. Above all, it is directed towards a seamless transition from PYP to MYP. The language of instruction (LOI), English, is taught first, prior to the second language development.

INQUIRY – BASED

The units of inquiry provide an authentic context for learners to develop and use language.

TRANSDISCIPLINARY NATURE

Since language is the medium of inquiry, in both the affective and effective domains, students listen, talk, read and write across the curriculum to actively engage in learning. This contributes to the transdisciplinary nature of language learning in the PYP.

STAND - ALONE CURRICULUM

While most of the language development takes place in the authentic context of trans-disciplinary and inquiry-based learning, some of the language skills are also given a special focus. Specific aspects of reading, listening, grammar and usage are thus reinforced in stand-alone portions of the curriculum. Literature is an essential part of the curriculum.

SCOPE AND SEQUENCE

The language curriculum in the PYP is structured on the Scope and Sequence guidelines provided by the IBO. The processes involved in language learning are represented in a continuum

INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE



involving all the strands of oral, written and visual language. The creation of specific developmental benchmarks and learning outcomes for each level in the continuum provides a means of tracking the progress of students and also determining the degree of support required for students who are not as adept as others and for new admissions to a grade. All three of the language strands are learned across and throughout the curriculum as represented below:

LANGUAGE LEARNING AT MYP – SECONDARY STAGE

clear communication and cohesive development. It fosters the appraisal of language through understanding the conventions of drama, prose (novel and short stories) and poetry. It refines the inferential, implicit and deducing skills to support understanding, interpretation, appreciation and usage of the core language. It bolsters students whose language skills are under par. Its Interdisciplinary Units allow for complexities of language to be demonstrated in scaffolding the English language as a premier tool for appropriate and accurate articulation. It equips the students to address the requirements of the personal project to

increasing access to and engagement in learning. The following provisions will be offered to the students.

School-supported self-taught literature Standard Level course in Studies in Language and Literature Group with English B at the Standard Level

LANGUAGE LEARNING AT DP-CONSOLIDATION STAGE

In its endeavor to consolidate language usage in DP, the school ensures the finesse of language in communication. It hones the ability of the students to demonstrate the use of complex

Imparting Core language skills at MYP includes the consolidation and extension of skills learnt in the IB PYP. It aims at the appreciation of the complexities of language to interpret its nuances. It focuses on grooming high order thinking skills through world literature and literature in translation. The various levels of language interpretation are engrained for understanding in depth. It scaffolds articulation through tasks based on literary hypotheses and through structured thought processes for

The school offers an EAL programme (English as an additional language) to support students with little, some or no previous exposure to English thereby

School-supported self-taught literature
Standard Level course in Studies in
Language and Literature Group with
English B at the Standard Level

In its endeavor to consolidate language usage in DP, the school ensures the finesse of language in communication. It hones the ability of the students to demonstrate the use of complex structure for articulation. It further consolidates the proficiency achieved in the IB MYP. 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 IB MYP may opt for the same language as language A (SL) in IBDP, while students who have achieved proficiency in phase 6 may opt for HL/SL of language A in IBDP. The DP Programme supports

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Higher Order Thinking skills through the Extended Essay, TOK essay and CAS initiative and reflection. The IB learner profile attributes are in conjunction with the pedagogy and aim to develop lifelong learners who are positive contributors to society. The school allotted a minimum of 240 hours for HL and 150 hours of SL study in DP.

LANGUAGE POLICY: FURTHER CONSIDERATIONS IN THE IB CONTINUUM

REVIEW: As the student demographics are dynamic, a language policy needs to be flexible and reviewed from time to time. Bearing in mind the IB dictum that all teachers are language teachers, inputs for streamlining this policy will be sought from all teachers – and even parents - at the time of review and revision. The Language policy is reviewed every 3 years or when there are changes in the IB policy/stipulations or as and when required. The Senior Leadership Team(SLT)/ the Heads of Department of Group 1 and 2, with Inclusion team, review/ revise the assessment policy. The Heads of

Department in turn take it to their respective departments for discussion and feedback. The revised all school Language policy (which is in line with the IBO guidelines) is approved and finalized by the SLT and then shared with the NISV community.

INTEGRATION: As language development is an integral part of all learning taking place in the school, it is inevitable that this policy must be integrated with other significant policies. Chief among these are the school's: admission, assessment, academic honesty inclusion and library policies.

PLACEMENT

Criteria for student placement in the English language and literature course at the time of admission, Students seeking admission in NISV are engaged in an interaction with the Programme Coordinator and a teacher. This is to determine the student's areas of interest, academic performance in the previous school. In the admission form the filled- in Student Language Profile is studied. This profile will include information on the languages that the

student has been exposed to. The students' past transcripts are reviewed and is then followed by an informal interaction to gauge the student's areas of interest.

Based on the above process the student is then offered appropriate placements in Studies in Language and Literature and Language Acquisition. For French, German or Hindi. If a student's performance in a foreign language at the end of the first term in MYP year 1 is found to be below average, he/ she is suggested to take up Hindi as the second language.

ENTRY AND EXIT POINTS FOR THE DIFFERENT PHASES OF LANGUAGE ACQUISITION (FRENCH AND HINDI)

DP candidates choose another language (SL), if they have previous experience in any of the two languages offered at school, or opt for Ab Initio if they want to start learning a new language. Thus, candidates are advised on the school's offerings accordingly.

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CRITERIA FOR STUDENTS TO TRANSFER FROM ONE LANGUAGE ACQUISITION COURSE TO ANOTHER

In PYP Hindi, German or French are one of the compulsory Language acquisition courses to be taken from Grade 2 to Grade V. In Grade VI they can choose from Hindi, German and French. The need is to have five years of one of the above Language Acquisition courses starting from Grade VI, in order to effectively reach the different phases. Hence the students will not be allowed to change the second language till Grade V. In the IPDP, MYP, Hindi

language of instruction in order to finally make an effective transition to meet the requirements of the MYP Language and Literature Course.

ENGLISH: For PYP students, placement in homeroom classes will be according to age and grade level. Where English is a Second Language, ESL will be offered when needed; whilst in MYP and DP in such instances, English will be offered as ESL. Ongoing diagnostic testing will be conducted to ensure that placement is appropriate. In MYP and DP, throughout the academic year, the different language levels will be continuously reviewed to ensure that

Language acquisition courses. In Grades 11 and 12 Hindi is offered at Standard Level and Higher Level, taking into consideration students' previous experience with the language in MYP or similar programs.

FRENCH: French is offered as a second language in PYP, MYP and DP. In the PYP, French is offered to grades 2- 5 pupils. In the MYP at Grades 6-10, French is one of the three language acquisition choices students can opt for.

GERMAN: German is offered as a second language in PYP, MYP and DP. In the PYP, German is offered to grades

The enrichment program will continue from Grade IV to Grade X to support students who are not proficient in the

LANGUAGE ACQUISITION AT NISV:
The school provides opportunities to all students to

School Policies

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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. It contributes to the holistic development of being a lifelong learner and becomes an additional skill in the world community.

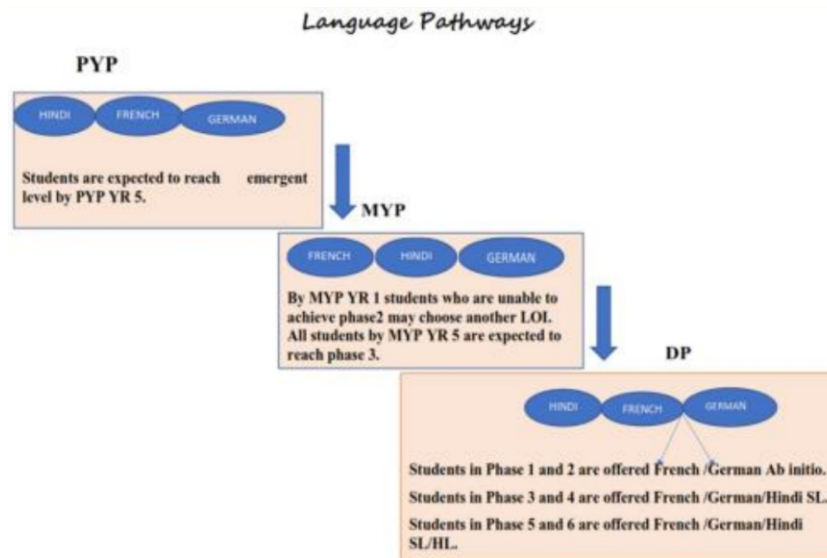
LANGUAGE ACQUISITION IN PYP: It is organized into five developmental phases, during which the conceptual understanding of each phase is made explicit. The learning outcomes associated with each phase are duly noted. It is geared towards meeting the overall expectations as per IB specification. The languages offered are French, Hindi and German as second language from Grade 2.

LANGUAGE ACQUISITION IN MYP: This enables the students to communicate in more than one language and gain intercultural understanding. It equips students with

multi literacy skills and attitudes, enabling them to communicate on global issues. It implements phases for learning which corresponds to level of proficiency. It recognizes language as a vehicle of thought reflection, self-expression, interdisciplinary learning and enhancing literacy. The school consciously integrates linguistic, cultural and social components and fosters curiosity, inquiry and sustained interest in language learning. The Languages offered are Hindi, French and German.

The 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 the development of an attitude of inquiry and reflection. The Languages offered are Hindi, French and German at ab-initio and standard levels.





ROLE OF MOTHER TONGUE IN THE PYP: Role of the 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. Mother tongue is the first language of communication the child acquires. Hindi & Gujarati account for the mother tongue of more than 90% of our students and the school ensures that students are provided an opportunity to express themselves in Mother Tongue.

- The school supports this and takes responsibility to ensure that all students participate in the monthly Mother Tongue Lessons where all students learn more about the local language which is Gujarati. Though the school views all teachers as language teachers, there are some teachers who are proficient in the Mother Tongue Gujarati and take a lead role in planning for the Monthly Mother Tongue lessons for students.
- The School also appreciates and encourages Parents to interact with teachers and students in their Mother tongue during the teacher Parent Conferences & also the Student Led conferences. While the school supports a child's learning which are not conducted specifically in English.
- The school Media Resource Centre has a vast range of print and electronic resources that cover a wide range of languages English, Hindi, French, German and Gujarati taught at NISV as well as that of the Mother Tongues spoken by our student community. The school encourages Parents and students to have access to the school library & Online Library to browse a variety of Books in the Mother Tongue.
- Multilingual week, language days, special assemblies, dramatic production in languages other than

- The school supports this and takes responsibility to ensure that ample opportunity is provided for students to express their learning in their mother tongue through various presentations, bulletin board displays, celebrations, morning assemblies, cultural events such as plays, dances, poetry, folk music etc.
- PYP Exhibition provides a platform for students to express their learning & findings in various ways including through the use of Mother Tongue.
- PYP Grade 1 to 5 students

- The School also appreciates and encourages Parents to interact with teachers and students in their Mother tongue during the teacher Parent Conferences & also the Student Led conferences. While the school supports a child's learning through the Mother Tongue, no formal instructions are carried out.
- Students whose language is not English will be supported in the development of their mother tongue to ensure their cognitive and academic development and preservation of their Cultural Identity.
- The school also allows students to interact with one another in their respective mother tongues during their leisure time and in classes

- The school Media Resource Centre has a vast range of print and electronic resources that cover a wide range of languages English, Hindi, French, German and Gujarati taught at NISV as well as that of the Mother Tongues spoken by our student community. The school encourages Parents and students to have access to the school library & Online Library to browse a variety of Books in the Mother Tongue.
- Multilingual week, language days, special assemblies, dramatic production in languages other than English are introduced as a part of the Mother tongue support program.
- Students as well as parents share stories/drama and likewise in their own language during celebrations and through the units of Inquiry .
- Students are allowed to think through and talk in their mother tongue to express themselves in order to understand complex concepts.



<p>EAL SUPPORT</p> <p>The school supports EAL programme (English as an additional language) to help students with little, some or no previous exposure to English thereby increasing access to and engagement in learning. All teachers are language teachers and with the additional support from the EAL programme (push-in and in some cases pull-out) the programme aims at helping the students cope with the demands of the mainstream curriculum. In order to support students, there are specific procedures in place.</p>	<p>NISV aims to-</p> <ul style="list-style-type: none"> • 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/ 	<p>Language is assessed as- Oral (Listening and Speaking), Visual (Viewing and Presenting) and Written (Reading and Writing). Language will be assessed formatively and summative, based on the strands above and in accordance with the school's Assessment Policy.</p> <p>Formative Assessment- Continuous and ongoing</p> <ol style="list-style-type: none"> 1. Assesses the journey- learning process 2. Ability of the students 3. Helps plan next stage of learning (promoting learning)
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The school supports EAL programme (English as an additional language) to help students with little, some or no previous exposure to English thereby increasing access to and engagement in learning. All teachers are language teachers and with the additional support from the EAL programme (push-in and in some cases pull-out) the programme aims at helping the students cope with the demands of the mainstream curriculum. In order to support students, there are specific procedures in place.

ADMISSION POLICY

The school consciously strives to gauge English language proficiency level at the time of admission.

This enables the school to device support systems to equip them with language skills to deal with everyday school life.

- 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 mould global citizens
- Nurture understanding of command terms and subject specific terminology
- Emphasize English as means of communication to support effective student teacher interaction and peer dynamics to develop cognitive academic language proficiency.

ASSESSMENT POLICY

Language is assessed as- Oral (Listening and Speaking), Visual (Viewing and Presenting) and Written (Reading and Writing). Language will be assessed formatively and summative, based on the strands above and in accordance with the school's Assessment Policy.

Formative Assessment- Continuous and ongoing

1. Assesses the journey- learning process
2. Ability of the students
3. Helps plan next stage of learning (promoting learning)

Summative Assessment- Assessing the end/ final product

1. Demonstration and application of their learning
2. Understanding of the central idea
3. Language assessment – MYP and IGCSE

Assessment in the Diploma Programme

Language will be assessed over the period of two years using varied

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formative assessments techniques across the subjects building way towards the Summative assessment at the end of the second year:

1. HL Essay
2. Individual Oral
3. Extended Essay
4. TOK essay & Exhibition and Commentary
5. Internal assessments

(More information on the above is indicated in the school's Assessment Policy.)

INCLUSION POLICY FOR STUDENTS WITH LEARNING DIFFICULTIES DIFFERENTIATION:

SALIENT FEATURES OF THE INCLUSION POLICY: Navrachana International School supports education for all. It creates a proactive and responsive environment that promotes a sense of belonging. It considers learning from an 'aptitude based' perspective and values learning diversity to build an inclusive community. It provides equal opportunities to all learners and promotes equal access to the curriculum for all learners. It 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 and forms an apt synergy which includes parents, counselor, coordinator and the grade leader and subject tutor. Students with learning disabilities are provided accommodation for effective inclusive education with appropriate documentation and approval. Access arrangements permit students to complete the same assignments or tests as the other students. Access arrangements include extra time, reader, writer, different font size and formats and typing in word processor. If required, a modification is used as an adjustment to an assignment or a test that alters the standard of what the test/assignment measures.

Modification means giving an easily achievable test than the standard test. The goal of the SEN Department is to meet the standards with accommodations and modifications as necessary in consultations with the IEP (Individualized Education Plan).

Individual needs of students are taken into consideration while planning accommodations and modifications.

LANGUAGE AND ACADEMIC INTEGRITY

The NISV Academic Honesty policy includes clear definitions, practices and consequences of academic dishonesty. Through their language learning, students are expected to be principled learners in furthering their language development.

At NISV, the following practices are considered dishonest with regards to language learning:

- If a student claims ownership of another student's, group's or pair's work
- If a student uses any online



translation tools or websites to translate a phrase or text, whether it be from their own text in their home language or from any other published source, unless it is approved by the teacher

- During reading comprehension assessments, if the student translates the original text to their own home language to demonstrate understanding and comprehension in English.
- If the student receives support from another student, parent, teacher or tutor without the approval of the teacher.

REVIEW PROCESS OF LANGUAGE POLICY

The Steering Committee comprises a representative mix of faculty members, parent representative, senior student representative, members from Governing body, Administrator and the Co-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. and events which enable them to write, speak and

reviewed every 3 years to enhance teaching learning strategies for effective programme delivery. The 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

The committee comprises of Member-Board of Trustees, Head of School, Parent Representative, Senior Student Representative, Programme Coordinators, HODs, Counsellors and Librarian.



<p>REVIEW DATES</p> <p>The policy will be reviewed every 3 years led by the Steering committee.</p> <p>Last Review Date - January 2021 Next Review Date - January 2024</p> <p>The review committee will make sure that any revision to the policy is coherent with the beliefs and values of the IBO requirements.</p> <p>REFERENCES</p> <p>The following documents were consulted while writing this Language</p>	<p>framework for international primary education – Subject Annex– Language in the PYP - IBO 2007. MYP – From principles into practice – IBO September 2014 MYP Language A and Language Acquisition Subject guides – IBO September 2014 Language A: language and literature subject guide – IBO 2012 The Diploma Program – Handbook of Procedures- 2013 Diploma Program Language A and Language B Subject guides Poddar ORT Language Policy ISH Language Policy</p>
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- framework for international primary education – Subject Annex – Language in the PYP - IBO 2007.
- MYP – From principles into practice – IBO September 2014
- MYP Language A and Language Acquisition Subject guides – IBO September 2014
- Language A: language and literature subject guide – IBO 2012
- The Diploma Program – Handbook of Procedures- 2013
- Diploma Program Language A and Language B Subject guides
- Poddar ORT Language Policy
- ISH Language Policy



<p>Academic Integrity Policy</p> <p>“Academic integrity must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.” (IB Publications)</p> <p>Philosophy</p> <p>The school consciously creates an environment to inculcate honest practices and ensure that they are upheld consistently. The school strives to groom character on the strength of</p>	<p>Inquirers - who enquire, research and analyse along the principles of information literacy.</p> <p>Knowledgeable - who appraise and evaluate shared concepts, ideas, and perspectives to enhance personal knowledge.</p> <p>Principled - who act with integrity, taking responsibility for their actions and practising accountability.</p> <p>Open-minded - who adapt to learning practices.</p> <p>Risk takers - who pursue and explore their areas of interest in the school environment.</p> <p>Communicator - who articulate their ideas with concision, cohesion, and</p>	<p>complexities to acquire a set of well-defined life skills.</p> <p>Therefore, the school is committed to groom the attitude of the students towards:</p> <p>1. Academic Integrity</p> <p>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, with an open and cooperative behaviour.</p>
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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

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wholly and authentically use that candidate's own language, expression and ideas. Where the ideas or work of another person is 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.

3. Copyright

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 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 (Theater and Academic Integrity, 2008)].

4. Plagiarism

This is defined as the representation and duplication 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.

5. Malpractice

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 unauthorised 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

Malpractice in Examination Sessions

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

- Bringing unauthorised 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

INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE



<p>Examination</p> <ul style="list-style-type: none"> • Impersonating another candidate • Stealing examination papers • Using an unauthorised 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. <p>How to Avoid Malpractice</p> <p>Plagiarism</p> <p>Individual subject teachers will discuss academic integrity in the context of their</p>	<p>Students must acknowledge:</p> <ul style="list-style-type: none"> - 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 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. 	<p>for acknowledgement. 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 website without acknowledging its source constitutes plagiarism. CD-ROMs, DVDs, e-mail messages and any other</p>
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- Impersonating another candidate
- Stealing examination papers
- Using an unauthorised 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.

Plagiarism

Individual subject teachers will discuss academic integrity 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 the student's own language and expression must be acknowledged whether quoted directly, paraphrased, or used for ideas.

- 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 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.

The IBO states in their Academic Integrity 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 acknowledgement. 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 website 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 years 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

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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 judgement, 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 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 IB MYP and consolidated in IB DP.
- Dedicated project work and assignments encourage the

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students to instil these 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, <http://news.bbc.co.uk/1/hi/sci/tech/7473470.stm>, accessed. Monday 25th April 2011

Two basic ways of acknowledging sources of information

Footnotes

When quoting directly from someone's work, put an "identifier" next to it in

superscript, subsequently writing the source at the bottom of the page with the same identifier.

E.g., "Experts believe that Ventastega was an important staging post in the evolutionary journey that led creatures from the sea to the land.¹

1McGrath, M., (2008) "Fossil fills out water-land leap", on BBC NEWS Science & Environment, <http://news.bbc.co.uk/1/hi/sci/tech/7473470.stm>, 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. E.g., "Experts believe that Ventastega was an important staging post in the evolutionary journey that led creatures from the sea to the land. (McGrath, 2008)"

Roles and Responsibilities:

1. The Principal/ Coordinators

- Understand and actively promote academic integrity.
- Create and encourage a positive school culture.
- Provide resources to support academic integrity 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 integrity.
- 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.

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2. The Librarian

The IB Academic Integrity document states that the Teacher Librarian explicitly teaches academic integrity as part of their teaching programme across IB MYP and IB 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 a variety of sources, including electronic.
7. Writing a bibliography.
8. Upholding academic integrity.

3. Teachers

- Provide support for implementing academic integrity across the IB

programmes.

- Teachers, along with the librarian, give specific instructions 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 integrity 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 integrity.

- The declaration stating that the work they submit for assessment is their own authentic work.
- Teachers actively use the MLA/ Harvard 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 importance of the Academic Integrity policy which is shared on the school's 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/ward's e-learning in conjunction with the conventional



teaching-learning pedagogy.

5. Students

All students are instructed on the conventions of academic integrity 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 discipline, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

each of the "IB Academic Integrity Guidelines" and the School's Academic Integrity Policy.

- The IB Programme Coordinator will brief the new staff and elucidate the Academic Integrity Policy of the school as per the school calendar.
- The Librarian will conduct a workshop on how to acknowledge sources, citation and about MLA 7 as per the school calendar.
- The Heads of Departments will brief the newly inducted teachers on academic integrity in their subject area.
- The HOD will discuss in detail, examples of malpractice, that are

- Teachers design the ATL for the delivery of the curriculum through carefully referenced, cited and acknowledged resources.
- Teachers as academically honest stakeholders, become the formative step in inculcating principles of academic integrity.

MYP

Academic integrity is integral to an effective MYP.

- Approaches to learning include a conscious grooming of academic integrity to complement enhancement of personal, social and technical skills.
- Academic integrity is the responsibility

5. Students

Students have a responsibility to adhere to NISV guidelines and act with integrity and discipline, 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 IB MYP and DP candidates should note that the IB checks the work of all candidates for plagiarism using a web-based plagiarism prevention service.

Induction of New Staff

- All new staff members inducted in the school will be given a copy of

- The IB Programme Coordinator will brief the new staff and elucidate the Academic Integrity Policy of the school as per the school calendar.
- The Librarian will conduct a workshop on how to acknowledge sources, citation and about MLA 7 as per the school calendar.
- The Heads of Departments will brief the newly inducted teachers on academic integrity in their subject area.
- The HOD will discuss in detail, examples of malpractice that are subject specific and provide clarity to the teachers during the Department meetings too.

Academic Integrity Continuum

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

PYP

PYP framework provides opportunities for the development of academic integrity

- Teachers design the ATL for the delivery of the curriculum through carefully referenced, cited and acknowledged resources.
- Teachers as academically honest stakeholders, become the formative step in inculcating principles of academic integrity.

MYP

- Approaches to learning include a conscious grooming of academic integrity to complement enhancement of personal, social and technical skills.
- Academic integrity is the responsibility of all stakeholders.
- The school frames its academic integrity policy according to the guidelines provided in the IB publication (General Regulation MYP).

DP

- Candidates must understand the meaning and significance of concepts that relate to academic integrity, intellectual property and malpractice.

School Policies

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

• The school frames its academic integrity policy according to the guidelines provided in the IB publication (General Regulation DP and Handbook of Procedures for DP).

PRIMARY YEARS PROGRAMME:

Even young learners need to understand the importance of acknowledging others' ideas and work. As teachers we are our students' greatest role models so it is essential that we lead by example. In doing so, we should make reference to the Learner Profiles and attitudes, particularly respect, integrity and principled. We need to develop the understanding that, while the sharing of ideas and work is encouraged, we need to recognize to whom the ideas and work belong. By the end of Grade 6 students are expected to reference their sources in a bibliography. Although we do not require very young learners to record other's work in the form of a bibliography, they are expected to recognize and state when an idea or piece of work is not their own. This is the case not only with published work/ideas, but also those of their peers.

MYP Student Guidelines

The student is expected to:

- Understand the importance of following the Academic Integrity Policy.
- Abide by the Academic Integrity Policy or face the consequences as mentioned in the Parent Student 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.

The student is expected not to:

- Use notes during a Test/ Examination unless permitted 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 IB MYP

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 offences may result in suspension from regular lessons and/ or students being on academic

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

School Policies

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

- probation as a remedial measure until improvement is evident.
- Teachers record compliance of submission dates of assigned tasks. Non-compliance of the timeline would result in warning letters sent to the parents; disciplinary action will be taken.
 - For non-submission of work, no level of achievement would be awarded.
 - Non-acknowledged pieces of work would not be accepted and would be penalised as per IB specification.
 - Checking plagiarism through Turnitin software for Personal Project is mandatory.
 - Students would be asked to rewrite/modify the plagiarised content, failing which, the task will not be assessed.
 - In-house sessions with the librarian on academic integrity 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 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 declare that it is the student's own work before submitting IBDP Coursework to the IBO.
 - Students will be advised on how to do proper citations by the librarian, 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 and

- 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, while, in fact, they are written by someone else.
 - Write essays for other students.

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

School Policies

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

- 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.
- 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, the student's work will not be assessed
- Repeated offences may result in suspension from regular lessons and/ or students being placed on academic probation as a remedial measure until improvement is evident.
- 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 timeline will result in warning letters sent to the parents; disciplinary action will be taken.
- For non-submission of work, no level of achievement would be awarded.
- Non-acknowledged pieces 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 mandatory. 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 the librarian on academic integrity 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 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.

KNOWLEDGEABLE - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE



REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR		
<p>Diploma or Certificate may be revoked at any time if malpractice is established.</p> <p>A detailed list of procedures for IBO investigations can be found at the website at this link: https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policyenglish.pdf</p> <p>Sanctions in IB MYP and IBDP</p> <p>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:</p>	<p>CONNECTIONS</p> <p>ADMISSION POLICY</p> <p>At the time of admission, it is mandatory for students and parents to sign an academic integrity contract, indicating their commitment to NISV Academic Integrity policy, and fill in the Self-Assessment Statement. The school requests the previous school to send a letter of recommendation on the school recommender's form, to complete the admission process at DP level. Also, while granting admissions, students' previous academic records are reviewed to ensure that the student has not been involved in any form of</p>	<p>ASSESSMENT POLICY</p> <p>Academic Integrity policy is linked with assessment policy as it mentions different forms of academic misconduct related to internal and external assessment. Additionally, the Academic Integrity policy mentions the consequences of academic misconduct in various forms of assessment. Students will sign an undertaking and a contract, claiming that the work uploaded is the final version and is his/her own original work whether written/oral/ video-recorded, and maintain integrity during all forms of assessments.</p>
PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE		

At NISV, the following practices are considered dishonest with regards to

School Policies

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

language learning:

- A student claims ownership of another student's, group's or pair's work
- A student uses any online translation tools or websites to translate a phrase or text, whether it be from their own text in their home language or from any other published source, unless it is approved by the teacher
- During reading comprehension assessments, the student translates the original text to their own home language to demonstrate understanding and comprehension in English
- The student receives support from another student, parent, teacher or tutor without the approval of the teacher.

ACADEMIC INTEGRITY

Academic honesty in the IB educational context, (November 2016)

Specific learning issues, language and communication disorders.

- Speech and language issues characterized by communication problems (for example, dysphasia, and articulation problems).
- Social, emotional and behavioural issues include:
 - a. attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD)
 - b. autistic spectrum disorders
 - c. withdrawn
 - d. depressive or suicidal attitudes
 - e. school phobia
 - f. substance abuse
 - g. disruptive antisocial and uncooperative behaviour (ODD) and anger, frustration and violence.

Physical disabilities include a wide range of conditions that are not always immediately obvious but affect mobility.

- Sensory issues: hearing - embraces an extensive range of hearing loss from mild to profound and can present communication difficulties;
- Visual - includes difficulties with either the structure or function of the eye, affecting vision.

STEERING COMMITTEE

The committee comprises of Member-Board of Trustees, Head of School, Parent Representative,

Senior Student Representative, Programme Coordinators, HODs, Counsellors and Librarian.

References: Review dates

The policy will be reviewed every 4 years led by the Steering committee.

Last Review Date - January 2021
Next Review Date - January 2024

The review committee will make sure that any revision to the policy is coherent with the beliefs and values of the IBO requirements.

References-

- IB Publications
- Guangdong Shunde Desheng School Academic,
- Beijing City International School. Beijing, China.

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 - REFLECTIVE - THINKER - KNOWLEDGEABLE

- Osaka International School of KwanseiGakuin
- Apeejay School Integration, South Delhi Academic Integrity Policy
- Neev Academy Academic Integrity Policy
- Poddar academic integrity policy

Academic Integrity Contract to be submitted by IBMYP and IBDP students

I have read and fully understood the Academic Integrity policy. 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 _____



<p>NISV INCLUSIVE EDUCATION POLICY</p> <p>Philosophy</p> <p>Navrachana International School, Vadodara, is committed to providing an inclusive education, facilitated by a culture of collaboration, mutual respect, support and problem solving, which involves the whole school community.</p> <p>These students, “with their own learning styles and challenges... come to school with combinations of unique and shared patterns and values, knowledge and</p>	<p>needs by having a realistic approach to the resources available in the school. We facilitate our staff’s up-gradation of their knowledge base through professional development courses so that they can create an inclusive classroom environment.</p> <p>We identify the learning style of the students, scaffolding the learning and differentiating instructions in the curriculum in order to make every student recognise their true potential.</p> <p>Beyond just teaching academics, we believe in fostering students’ development in their relationships</p>	<p>SALIENT FEATURES OF THE INCLUSION POLICY</p> <ul style="list-style-type: none"> • Supports education for all • Creates a proactive and responsive environment that promotes a sense of belonging • Considers learning from an ‘aptitude-based’ perspective • Values learning diversity to build an 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
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Philosophy

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

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)

NISV believes that every child is unique and has different qualities, abilities and attitudes. It focuses on the child's self-esteem and consistent development of the characteristics mentioned in the IB Learner Profile. It recognises and promotes international-mindedness amongst the children. We aim to provide our students with a meaningful journey toward the learning curriculum through differentiation. We cater to individual

needs by having a realistic approach to the resources available in the school. We facilitate our staff's up-gradation of their knowledge base through professional development courses so that they can create an inclusive classroom environment.

We identify the learning style of the students, scaffolding the learning and differentiating instructions in the curriculum in order to make every student recognise their true potential.

Beyond just teaching academics, we believe in fostering students' development in their relationships, identity, emotional skills, and overall well-being so that they experience a strong school-connectedness.

In this ongoing process, we provide our students with opportunities to experience collaborative teaching learning approaches, and motivate them to develop multiple perspectives and have an open-minded approach.

SALIENT FEATURES OF THE INCLUSION POLICY

- Supports education for all
- Creates a proactive and responsive environment that promotes a sense of belonging
- Considers learning from an 'aptitude-based' perspective
- Values learning diversity to build an 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



<p>as early as possible</p> <ul style="list-style-type: none"> • Forms an apt synergy which includes parents, counsellors, coordinators, the grade leaders and Subject tutors. <p>BARRIERS TO LEARNING</p> <p>The school overcomes the barriers to learning by</p> <ol style="list-style-type: none"> 1. School Organization and Resources: The human and material resources support inclusion. Collaborative teaching and learning practices are a regular feature of the school organization 	<p>classroom orientation and structure is encouraged.</p> <ol style="list-style-type: none"> 5. 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. <p>IDENTIFICATION OF STUDENTS WITH SPECIFIC EDUCATIONAL NEEDS AT THE TIME OF ADMISSION</p> <p>During admission, the medical history report of the candidate is scrutinised</p> <ul style="list-style-type: none"> • The school counsellor interviews the parents and observes the candidate for- 	<p>IDENTIFICATION OF STUDENTS WITH SPECIFIC EDUCATION NEEDS AFTER ADMISSION</p> <ul style="list-style-type: none"> • If a special educational need for a student has been previously unidentified, or undisclosed by the parents, and at the first instance noticed by the teacher in the class or during the interaction with the student, the teacher consults the school counsellor. • The teacher fills out the Referral form, based on which, the counsellor observes the student in the classroom setting. • If necessary, the counsellor may
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- Forms an apt synergy which includes parents, counsellors, coordinators, the grade leaders and Subject tutors.

The school overcomes the barriers to learning by

1. **School Organization and Resources:** The human and material resources support inclusion.
Collaborative teaching and learning practices are a regular feature of the school organization.
2. **Cultures and Policies:** Common understanding, policies and practices take into account human rights, diversity, quality and equity.
3. **Approaches to Teaching and Learning:** Organizational knowledge in developing effective strategies to increase access and participation is maintained and sustained.
4. **Buildings and Physical Obstacles:** Creativity and willingness to reorganize physical spaces,

classroom orientation and structure is encouraged.

5. 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.

During admission, the medical history report of the candidate is scrutinised

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

- If a special educational need for a student has been previously unidentified, or undisclosed by the parents, and at the first instance noticed by the teacher in the class or during the interaction with the student, the teacher consults the school counsellor.
- The teacher fills out the Referral form, based on which, the counsellor observes the student in the classroom setting.
- If necessary, the counsellor may also interact with the student to ascertain their findings.
- The counsellor, after careful observation, interacts and uses the screeners/informal assessment for identifying the problem area of the student.
- If there are any concerns, the same is discussed with the concerned stakeholder and a recommended Standard Operating Procedure (SOP) is prepared.
- In case of any learning difficulties,

School Policies

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the student is required to procure a Learning disability (LD) report from a Rehabilitation Council of India (RCI) recognised Psychologist.

- In case of any other severe social-emotional and/or physical concerns, a certificate of the recognised specialist is required.
- If a special need is identified, the counsellor consults with the parents of the student to brief and frame an effective plan of action.
- In severe clinical cases, which are beyond the counsellor's expertise, the student may be referred to external experts for the best support. (e.g. intense testing and certification of any learning disabilities; special educators; occupational therapist; speech therapist etc.)

WHY DO STUDENTS SEEK COUNSELLING?

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

- Low self-confidence/esteem
- Finding, helping or losing a

relationship/Relationship concerns

- Family concerns
- Getting better grades/learning healthy study habits and enhancing overall performance
- Self-defeating behaviours
- Depression
- Decision making
- Careers, life planning and development
- Educational needs
- Behavioural challenges
- Bullying
- Adjustment issues within/outside school
- Exam anxiety
- Communication issues

RECORD KEEPING

The counsellor 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 educational needs, are suitably met by the counsellor and the subject tutors

- The coordinator shall apply to the IB to provide testing accommodations to create a level playing field for such students.
- The coordinator provides the requisite 'accommodations' for examinations, as needed and approved by the IB
- The coordinator maintains discretion and confidentiality in providing special education needs/services.

RESPONSIBILITIES OF THE FACULTY

- The tutor will identify slow learners and refer the student to the counsellor or coordinator as needed.
- The tutor implements the appropriate interventions as outlined by the counsellor.
- The tutor maintains accurate records of students' progress.
- The tutor, with the assistance of the expert, become familiar with the special needs of the concerned

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



<p>student.</p> <ul style="list-style-type: none"> • The tutor maintains discretion and confidentiality in providing special education needs/ services. • To follow the IEP (Individual Education Program) and exhibit sensitivity to the student's social and emotional needs/requirements (the faculty shall) focus on enhancing the technical language / terminology / vocabulary specific to the subject. <p>RESPONSIBILITIES OF THE PARENT</p> <ul style="list-style-type: none"> • Play an active role in their child's education. • Communicate relevant information 	<ul style="list-style-type: none"> • In case a shadow teacher is appointed, the parents shall bear the responsibility of checking the credentials of the person appointed and taking care of the remuneration and transport arrangement. • Communicate to the school any perceptible change in their child's special education needs. • Provide relevant documents needed for IBO accommodation requests • Bear expenses for any services from external experts <p>RESPONSIBILITY OF A SHADOW TEACHER</p> <ul style="list-style-type: none"> • To assist the student as directed by 	<p>RESPONSIBILITY OF THE SPECIAL EDUCATOR</p> <ul style="list-style-type: none"> • Make IEP in accordance with student's strengths, and challenges rather than medical and psychological labels. • Include all required stakeholders to make an effective IEP (learners, their parents and caregivers, support staff and non-teaching staff) • The teaching-learning strategies of the IEP should be in accordance with the IB approaches to teaching and learning • The IEP is to be measurable and evidence-based
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- To ask for assistance from the school administrators, faculty, and staff

School Policies

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

- To be an active participant in classes and meetings
- To follow all policies and procedures of NISV
- Take the responsibility of the Plan of Action (POA) and follow up on time.
- To be honest and communicate their needs/concerns to the teachers, counsellors & coordinators

RESPONSIBILITIES OF THE COUNSELLOR

- Counselling sessions are planned and carried out in the privacy of the Counsellor's office
- Discussions between the counsellor and the student are based on the principle of mutual respect
- All conversations are confidential and the student's right to privacy is respected in all cases except those where the counsellor may suspect impending harm to the student
- The students have the opportunity of discussing their fears, feelings, and emotions without any apprehension of being judged
- The counsellor creates a conducive environment for the students to speak their mind openly and

- uninhibitedly about their concerns
- Counselling sessions are planned for the peers of the student, tutors, coordinators and parents and all stakeholders to sensitize and create a supportive environment for the student
- If there are ongoing concerns, the counsellor may seek to develop a therapy plan with external experts, after consulting with the student and parents
- To make sure teachers & parents are sensitized and educated about the social and emotional needs of the students in general and in specific for the student with learning difficulties
- Act as liaison between parents, students, registered practitioner and the IB to identify if the students need inclusive access arrangement during examination.

INTEGRATING INCLUSIVENESS AT SCHOOL

- The senior leadership team and school governing body in consultation with tutors, counsellors, 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.

STUDENTS FACING BEHAVIOURAL CHALLENGES

- Our unique pedagogy engages children with behavioural issues by involving them physically in the learning task

Each activity is meaningfully designed and based on real-life experiences, allowing the child to identify with the task and be fully engaged in the class

COUNSELLING FOR SEN

- Counselling is strictly on a one-to-one basis.
- It is a way of working together in a confidential environment, forging a bond between a counsellor and the student (another stakeholder if required)
- In strengthening this bond, the

School Policies

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

counsellor acts as a facilitator, who helps the student understand and interpret themselves and the world around them

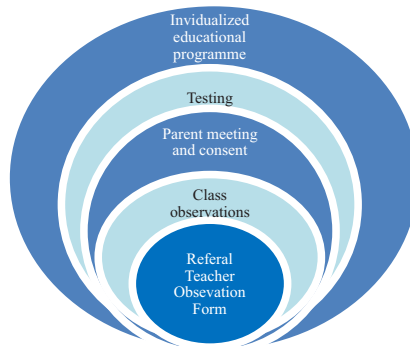
- The counsellor analyses the student's feelings and behaviour, relationship with others, and choices and decisions
- There are provisions for professional assistance and guidance in resolving personal or psychological problems, should the need arise

SCREENING TESTS USED AT NISV

The counsellor is trained to administer the following tests-

- Behavioural checklist for screening the learning disabled
- Diagnostic test of Learning Disability
- Draw a Man test
- Cognitive Capabilities test for a 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)



Process followed by the school for SEN

CONNECTIONS

ASSESSMENT POLICY

The school counsellor informs teachers of the level of support for the students in their class and the type of support that can be offered concerning the needs of students. Where accommodations are needed, they are assigned from or organized by the inclusion team. The counsellor is involved in the planning process of the tasks and will give

feedback on the assessed student's work. For assessments that contribute to Diploma and MYP certificate grades, ALL students must be assessed using the end-of-program assessment. The process of IGCSE/MYP/IBDP for inclusive access arrangements shall be followed after securing the accommodations granted by the IB and Cambridge. (Refer to the NISV Assessment Policy for further details.)

SPECIAL EXAMINATION PROVISIONS

- The International Baccalaureate Organisation (IB) has established procedures to assist candidates whose performance in Examinations may be affected by a physical or intellectual disability or problem.
- Applications to IBO, however, must be submitted eighteen months before the respective IB Examinations. As considerable evidence is required, students considering making such an Application, are advised to commence the process as early as

School Policies

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

- possible. IBO application forms are available from the IB Director. Assistance in completing the form should be sought, in the first instance, from IB DP Coordinator.
- Typical reasons for the granting of special provisions include visual or auditory difficulties, learning difficulties, fine motor difficulties, illnesses such as diabetes or asthma, or psychological difficulties. Successful applicants will be granted provisions deemed appropriate by the IBO.
 - These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing, large print examination papers or
 - Examinations are printed on coloured paper.
 - Once IBO has granted a special provision, the school will also endeavour to make the same provision during its Examinations. If a student is affected by a temporary circumstance such as illness, accident, or similar adverse circumstances during the program

and is not able to complete an assessment component, the missing mark procedure shall be used by IBO.

ACADEMIC INTEGRITY

Academic honesty in the IB educational context, (November 2016)
Specific learning issues, language and communication disorders.

1. Speech and language issues characterized by communication problems (for example, dysphasia, and articulation problems).
2. Social, emotional and behavioural issues include:
 - attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD)
 - autistic spectrum disorders
 - withdrawn
 - depressive or suicidal attitudes
 - school phobia
 - substance abuse
 - disruptive antisocial and uncooperative behaviour (ODD) and anger, frustration and violence.

3. Physical disabilities include a wide range of conditions that are not always immediately obvious but affect mobility.
4. Sensory issues: hearing - embraces an extensive range of hearing loss from mild to profound and can present communication difficulties;
5. Visual - includes difficulties with either the structure or function of the eye, affecting vision.
6. Medical conditions: the most common being - congenital heart disease, epilepsy, asthma, anaemia, diabetes, rheumatoid disorders, allergies, leukaemia and other cancers.
7. Mental health issues: a wide range of conditions that can affect a person's state of mind, ranging from psychotic conditions, such as schizophrenia and manic depression, to eating disorders (Anorexia & Bulimia), anxieties and emotional distress caused by circumstances in a candidate's life.

ADMISSION POLICY

- Supports education for all

School Policies

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

- Creates a proactive and responsive environment that promotes a sense of belonging
- Considers learning from an 'aptitude based' perspective
- Values learning diversity to build an 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 a 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, counsellor,

coordinator and the grade leader and subject tutor

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 counsellor interviews the parents and observes the candidate for

- Students with ADD/ADHD
 - Students with chronic illnesses
 - Students with emotional and behavioural 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 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 counsellor.

- The teacher carefully fills the Referral form, based on which, the counsellor makes the classroom observation for the student in the classroom setting.
- If necessary, the counsellor may also interact with the student to ascertain the findings. If a special need is identified, the counsellor 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 counsellor's expertise, the student may be referred to external experts for the best support. (e.g., intense testing and certification of any learning disabilities; special educators; occupational therapist; speech therapist etc.)

RESPONSIBILITIES OF THE PARENT

School Policies

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

The parent will:

- Play an active role in their child's education
- Communicate relevant information and documents regarding their child's special education needs
- Communicate any perceptible change in their child's special education needs to the school
- Request for child studies and services, as required, in a proactive manner
- Provide relevant documents needed for IBO accommodation requests
- Bear expenses for any services from the external experts

LANGUAGE POLICY

Navrachana International School supports education for all. It creates a proactive and responsive environment that promotes a sense of belonging. It considers learning from an 'aptitude based' perspective and values learning diversity to build an inclusive community. It provides equal opportunities to all learners and promotes equal access to the curriculum for all learners. It 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 the school community to have a voice and are given a fair hearing, and 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 and forms an apt synergy which includes parents, counsellor, coordinator and the grade leader and subject tutor. Students with learning disabilities are provided accommodation for effective inclusive education with appropriate documentation and approval. Access arrangements permit students to complete the same assignments or tests as the other students. Access arrangements include extra time, reader, writer, different font size and formats and typing in word processor. If required, a modification is used as an adjustment to an assignment or a test that alters the standard of what the

test/assignment measures. Modification means giving an easily achievable test than the standard test. The goal of the SEN Department is to meet the standards with accommodations and modifications as necessary in consultations with the IEP (Individualized Education Plan). Individual needs of students are taken into consideration while planning accommodations and modifications. The table given below may be adapted to fit the requirements of individual students.

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

STEERING COMMITTEE

The committee comprises of Member-Board of Trustees, Head of School, Parent Representative, Senior Student Representative, Programme Coordinators, HODs, Counsellors and Librarian.

REVIEW DATES

The policy will be reviewed every 3 years led by the Steering committee.

Last Review Date - January 2021

Next Review Date - January 2024

The review committee will make sure that any revision to the policy is coherent with the beliefs and values of the IBO requirements.

References

- Candidates' _with assessment access requirement, DP 2013
- Learning diversity and inclusion in IB programmes, 2016
- Learning diversity in IB programmes: Special educational needs within the IB programmes,

2010

- Meeting student learning diversity in the classroom, 2013
- Poddar Inclusion Policy
- DYP Inclusion policy
- 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)

School Policies

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

ADMISSION POLICY STATEMENT

Navrachana International School, Vadodara (NISV) is a co-education, English medium IB World School affiliated to International Baccalaureate (IB) and Cambridge International Examination (CIE). NISV is a day cum residential school. Admission is granted on the basis of the school's admission policy.

NISV welcomes students of all nationalities, beliefs and races provided they meet the academic and behavioural criteria.

PURPOSE

The policies and procedures have been put in place to guide the admission process for enrolment in Navrachana International School, Vadodara. Their purpose serves to secure the maximum number of admissions possible. We ensure a fair and transparent policy for parents and strive to make the admission process smooth for parents and students.

ADMISSION CRITERIA

1. Availability of seats
2. Age of the student*
3. A confidential report from the Grade tutor or coordinator from the student's current school (if applicable)
4. Acceptance of the NISV standard terms and conditions for studies at the school (see 'Agreement' details)
5. Successful completion of the school's admission process

*Age Criterion -

Academic year 2023-24

Nursery: 3+ on 31st May 2023

Prep Junior: 4+ on 31st May 2023

Prep Senior: 5+ on 31st May 2023

Grade 1: 6+ on 31st May 2023

The decision of the school is final and binding in all matters.

Admission process

Step 1- Enquiry stage

The admission in-charge attends the inquiry and refers to the section coordinators. Admission is granted to a student if he/she satisfies all the provisions of the admission criteria and completes the admission requirements. The admission status will be considered provisional till the admission requirements are met.

Step 2- Completed application form received

Parents are expected to fill the online application form and an application processing fee is charged.

To register for admission, the following documents must be submitted.

Admission requirements for IB programme

1. Duly filled online Application Form
2. Physical fitness Report duly signed by a certified medical practitioner
3. Bona-fide Certificate from the previous school (if applicable).
4. Original Transfer Certificate from the previous school (if applicable)

INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

School Policies

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5. Photocopy of the Scholastic Record/ Transcript of the results for last three years (if applicable)
6. Photocopy of Immunization details
7. Photocopy of the Passport of the student (alternatively birth certificate along with proof of citizenship)
8. Photocopy of OCI (if applicable)
9. Equivalence certificate for overseas students (if applicable)
10. Photocopy of Aadhaar card
11. Payment of fees
12. Caste Certificate (if applicable)

***The admission form will not be processed unless all the required documents are submitted. It will be considered as provisional.**

***Original documents with copies must be attached to the Admission Form for verification.**

Step 3: Schedule Visit to NISV- Prospective parents may request for a visit to the school during any stage of admission procedure.

Step 4: Decision of Admissions Committee And Payment of Fees

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.

Overseas/Outside city Candidates

Overseas/Outside city 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 letter from their current school along with their last 3 years transcript. Such information should come directly from the candidate's current school in a sealed envelope. Virtual interviews, via GOOGLE MEET, are conducted for outside city and overseas candidates.

Policy for Foreign Nationals

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

The immigration bye-laws of the Government of India state 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 bona-fide certificate for day scholars. For the residential students, the school will provide a letter signed by the Talati of Bhayli village. The local guardian/parents would be required to follow the process of registration. In case of expatriates staying in the boarding, a designated member from NISV staff will be the local guardian.

The documents required for the process are mentioned below –

1. The student must hold a student visa. On getting provisional admission in the school, the school will issue a bona-fide 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

School Policies

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- 3.5cm)
3. Passport size photographs of both the parents - 2 copies each (Size 3.5cm x 3.5cm).
4. Photo copy of student's passport 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 boarding, a designated member from NISV staff will be the local guardian.
7. Address LIB office.
9th Floor Kuber Bhavan, Kothi-Raopura- Vadodara.
Police Station, taluka Police Station, Bhadra Kacheri, Panigate, Vadodara.
DSP Office Kothi Kacheri, Vadodara.
8. ID Proof and Address proof of the parents/guardians from the respective country.
9. If student shifts from any residential school of India to NISV, the Resident permit from the 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 permits are required to be submitted to the school in 15-days' time.

Step 5 : Getting Ready to join Navrachana International School - Once the admission is granted, the parent and student attend the orientation about the programme admitted into. Details of uniform, books and stationary are provided.

Conditions for entry at IB PYP Level:
NISV welcomes all students, who seek admission in PYP Programme based on the availability of seats and age criteria. (Refer to page 7)

Conditions for entry at IB MYP Level:

Internal Students:

Students who successfully complete the PYP at NISV are admitted to the MYP.

Students who successfully complete grade five in the CBSE programme are

eligible to apply for a transfer in the academic board and get admitted into MYP after an interaction with the student and parents.

External Students:

The expectation to be admitted to IB MYP at NISV is that the student should have successfully completed grade five or an equivalent. The student and parents participate in an interaction with the coordinator after which the student gets admitted to the school.

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
- Science
- Maths
- Design/Art/PHE
- (an average score will apply if a student is enrolled in multiple



<p>subjects within a subject group) Completion of the personal project</p> <p>b. External MYP students</p> <p>A minimum final grade achievement of 4 in each of the following subject groups:</p> <ul style="list-style-type: none"> • Language & literature, • Language acquisition, • Individuals & societies, • Sciences • Maths • Design/Art/PHE <p>(an average score will apply if a student is enrolled in multiple subjects within a subject group)</p>	<p>11 is 75% for ICSE/CBSE/SSC or equivalent for IGCSE or any other international boards.</p> <p>Requirements:</p> <ol style="list-style-type: none"> 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 foundation in Math. Personal qualities that demonstrate willingness to work dedicatedly with school work is a requisite characteristic. To evaluate this, applicants and parents are asked to write a short personal 	<p>interview is to consider the applicant's potential to succeed not only in their individual subjects but also in the core components of Theory of Knowledge, the Extended Essay and Creativity, Activity and Service.</p> <p>Learning Contracts</p> <ol style="list-style-type: none"> 1. All candidates must sign a learning contract indicating their awareness of the rigorous nature of the programme and constituting their commitment to meeting its academic deadlines. 2. All candidates must sign an
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School Policies

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Provisional Admission

1. External students must submit a candidate data form, based on which the provisional admission will be granted if the final results for grade 10 are not declared at the time of admission.
2. Upon admission, external students will be asked to fill an application form.

Transfer Students:

Students who transfer from other IBDP schools are welcome. NISV will work closely with parents and other DP coordinators to ensure a smooth transition as soon as possible.

The criteria outlined above do not, on their own, determine a candidate's eligibility. Individual circumstances and student interest are also taken into account.

Scheme of IB/ IGCSE Curriculum at NISV:

(A) IB Primary Years Programme PYP (Nursery to Grade 5)

The PYP follows a trans-disciplinary

model that lays a strong foundation of inquiry in the very early years of a child's journey through school. Learning strategies introduced at this stage develop connections of the traditional subjects (such as language, math, science, social studies, performing arts, visual arts) as well as PSPE (personal, social, physical education) with the real world, laying emphasis on knowledge, concepts, skills and attributes of the IB Learner Profile. The constructivist approach and collaborative learning experiences help students to make discoveries and take ownership of their learning. In terms of the science of education, the IB-PYP Programme represents a combination of wide ranging research and experience, an excellent coming together of teaching-learning practices derived from a variety of national curricula systems and from IB world schools offering a coherent programme of international education. This rich experience culminated with the PYP exhibition which is showcase of a student's journey through the PYP.

(B) 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 (Optional for Grades 9-10) requirements in the future.

It is designed to enable students to move seamlessly into their board exam 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 the students of Grade 10/ MYP Year 5. All the students follow the interdisciplinary approach in the academic disciplines of Language and Literature, Language Acquisition, Individuals and societies, Science, Mathematics, Design, Arts and Physical and Health Education.

The Personal Project, which forms the core of the programme, is mandatory for each MYP student of Grade 10/ MYP 5 and shall be moderated by the IBO. The Community Service Programme is mandatory for Grades 6 to 9/ MYP 1 to 4.

School Policies

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

(C) 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 (IB-DP), and equips them with skills for immediate employment, but more importantly, for challenging undergraduate 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, is suitable for students with varying levels of ability.

Students are encouraged to opt for a minimum of 7 subjects to be eligible for International Certificate of Education (ICE).

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 a minimum of one subject from each of the other subject groups. Students who do not meet these requirements of ICE would still be eligible for an IGCSE certification.

The study programme consists of five groups:

- Group 1 : Language A – English, Language B - German / French/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

Additionally, the school offers the opportunity for the students to pursue

Physical and Health education through various sports and life skills workshops.

(D) IB Diploma Programme (Grades 11 & 12)

The IB Diploma (regular) subjects are arranged in six Groups. The students must choose one subject from each of the first five Groups and may then choose their sixth subject from Group 6 or a second subject from Group 3 or Group 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). The three mandatory components, 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.

The six groups and the subject choices, in each group available at NISV, are as follows:

Group 1 : Studies in Language and



<p>Literature: English A Literature; English A Language and Literature</p>	<p>Students learn cognitive skills and express themselves in a logical and clear way.</p>	<p>THE NATURE OF INCLUSION AT NISV</p>
<p>Group 2 : Language Acquisition: Hindi B, Ab-initio-French, French B, Ab-initio-German, German B</p>	<p>Extended Essay (EE): This component requires students to write a 4,000-word research essay of high academic standard, whereby they learn to apply effectively, university level academic methodologies. It not only strengthens students' abilities to ask the right questions and look for the right answers, it also prepares them to think and formulate the conclusions they have arrived at in a persuasive and logical manner. It is the perfect preparation for university studies.</p>	<p>For children with special educational needs and/or disabilities we advise parents/guardians to discuss their child's requirements with the Admissions Team at the first opportunity so that we can reflect on the school's capacity to support the child, ensuring the child is able to thrive at the school. During the admissions process we will discuss thoroughly with parents/guardians any adjustments that can be reasonably made for the child if they are to join the school.</p>
<p>Group 3 : Individuals & Societies: Economics, Business & Management, Psychology, Digital Society, Environmental Systems and Societies (ES&S)</p>		
<p>Group 4 : Sciences: Physics, Chemistry, Biology, Environmental Systems and Societies(ES&S), Computer</p>		

- The unit plans of teachers reflect differentiation in teaching and learning. For behavioural issues counselling is also provided by the counsellor in consultation with the parents.
- During assessments and examinations, the students are provided with necessary accommodations as appropriate to the level of difficulty faced by the student.

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- Gifted and talented students are referred to outside institutions to challenge their intellectual ability and aptitude in consultation with the parent.
- The school is not equipped to support severe cases like Down syndrome, Cerebral palsy, severe Autism and the like.

More information on Additional Support for Learning at the school is indicated in the school's SEN Policy

TERMS AND CONDITIONS FOR ADMISSION AND STUDIES AT SCHOOLS OF NAVRACHANA EDUCATION SOCIETY

The School is "Navrachana International School, Vadodara - IB". (Hereafter referred to as the School).

1. PREAMBLE

- The School** is acting under the authority of the Executive Committee of Navrachana Education Society, owners of the School, as now or in the future constituted.
- The Principal** is the person

appointed by the Executive Committee of The Navrachana Education Society to be the Principal of the School who is responsible for the day to day running of the School and for the student while in the care of the School and includes those to whom any of the duties of the Principal have been responsibly delegated by the Executive Committee.

- Teacher/s** is/are those employed by the School to instruct in curricular and co-curricular education at the School.
- Student/s** is/are those registered as a student/s at the School.
- Parent/s, Guardian/s** is/are those whose wards study at the School.
- School Structure:** The School comprises Pre Primary, Primary, Secondary and Higher Secondary sections. Formal education begins from Grade 1 of the Primary section. Promotion from one section to the other is automatic based on the student's performance. Pedagogy, Class Strength, Study Time, Infrastructure, Technology integration and Teacher qualifications are variables from one

section to another. Fee structure for each section is based on these variables.

- School Aims:** The School's aims to strike a balance between academic work, moral, spiritual and physical education and the pursuit of leisure activities. The School is committed to high standards of teaching and care. Parents are expected to give their support and encouragement to these aims and to uphold and promote the good name of the School; to continue the student's education at home and encourage the student to maintain appropriate standards of discipline, diligence, punctuality, behavior, tidiness and cleanliness; and to conduct themselves in relation to the School and its staff in such a manner that a relationship of trust and confidence between the School and the Parents is maintained at all times.
- Changes at the School:** 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 student. The grant of admission to

School Policies

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

the School is made 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 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 Parent-Student Hand book and the 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 punishment is not used). As the School provides first aid facilities only, parents' consent also to emergency medical treatment (including general anesthetic) at a private hospital where certified by a doctor to be necessary for the safety of the student and if a parent cannot be contacted in time. Every effort would be made to contact a parent in such circumstances. Parents' consent to the conduct of routine medical examinations by the school appointed medical authorities.

- (b) **Academics:** Teachers are the best judge to assess students' academic strengths and weaknesses. It is obligatory for the student to obey advice, instructions and do all that is necessary to improve their

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

academic performance as required. Parents must also adhere to suggestions made by teachers to ensure their wards academic progress and regular attendance.

- (c) **Health:** Parents must inform the Principal, 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 in contact with infectious diseases. The student must not be sent to School if unfit to attend or is suffering from a serious 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.
- (d) **Meals:** Meals are an integral and important part of our school curriculum for reasons of nutrition and for inculcating good food habits and etiquette.
- (e) **Attendance:** The Student is expected to take full part in the activities of the School, to attend each school day, to work hard to the best of his/her ability and to be well-

behaved. Parents agree to observe the term/vacation dates, which will normally be published at the start of every academic year.

- (f) **The School Link Book:** Each student on admission to the School or at the start of every academic year is given a School Link Book that provides information about the staff and the student, student roll, scheduled events, and holidays. All students and parents are required to abide by the Code of Conduct as defined in the Parent Student Hand Book.
- (g) **Conduct of the Student:** Students are expected to behave respectfully and with good manners to those whom they meet both in School and in the community, and to show a proper awareness for the environment. The Principal and the School Staff are responsible for the care and good discipline of students while they are in 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 the natural habitat of snakes, bees, monkeys, stray dogs and so on. Despite the school's efforts and vigilance, pests randomly enter the campus, much more so during the monsoon season. Generally, these pests do not harm humans unless provoked, molested or attracted by food. In such a situation, while NISV will take every step to get the appropriate and best medical attention to the victim/s, NISV cannot be held legally or morally responsible for the incident and the consequences of the same. Parents, students and employees are informed that snakes, monkeys, bees are protected by the Wildlife Protection Act and stray dogs by a Supreme Court order. Both these legal acts forbid anyone from harming them in any way and NISV would be liable for legal action if this can be proven in a court of law. The school is under 24/7 CCTV coverage for the safety of the children and staff.



(i) **Safety Drills:** It is obligatory for all students to participate in Safety Drills, which the School considers necessary or as required by law or as expedient to the safety and wellbeing of all students.

(j) **Liability:** The Principal, Staff, and others engaged by the School to conduct various School activities, during and after school hours, including out of School activities, will take reasonable steps to provide a safe and secure environment for students, who participate in the activities. However, the School shall not be responsible for loss, personal injury, sickness, death, or property

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. In addition, the admission in classes I - XII will be subject to an acceptable previous school report and other admission procedures. To avail the admission granted after confirmation from the Principal, Parents must submit the

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 the acceptance of these Terms.

(c) **Fees & Deposit:** Admission Fees are non-refundable. Refund of Tuition, Allied Activity Fees 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

- which is beyond the reasonable control of 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. In addition, the admission in classes I - XII will be subject to an acceptable previous school report and other admission procedures. To avail the admission granted after confirmation from the Principal, Parents must submit the School's Application Form for Admission, along with supporting documents and pay the fees/deposits on or before the date declared by the School. If the Application Form is incomplete or without the required documents or if the fees are not paid as per the due date, the admission shall be deemed as withdrawn.

- 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 the acceptance of these Terms.

- (c) Fees & Deposit:** Admission Fees are non-refundable. Refund of Tuition, Allied Activity Fees 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 after completion of formalities as per law. The School shall not be made a party to any

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litigation including any litigation of personal nature, pertaining to the family of the child. In the event of the School being 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. FEES(a) Fees are charged on the following heads:

- (i) Admission (One time for new admissions and Grades 1, 9, 11)
- (ii) Tuition
- (iii) Allied Activity fees
- (iv) PTA (Parent Teacher's Association subscription fees)
- (v) Imprest (balance refundable)
- (vi) Meals

The above does not include additional academic and co-curricular activities, value added programmes,

stationary, text books, e-books, journals, external exam fees, outings, field trips and outbound programmes. Damages or loss of school property shall be paid as extra.

(b) Payment: School Fees for the academic year are payable on or before the dates specified as announced from time to time. A student may be excluded from School or from public examinations at any time when fees are unpaid/partly paid and will be deemed withdrawn without notice 30 days after exclusion. If a Student is excluded, and 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. 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 responsibilities of each person who has signed the Admission Form. The School may withhold information, property or examination certificates while fees are unpaid/partly paid.

(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: (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 or through registered email id of the parents and sent to the principal at nis@navrachana.ac.in. 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

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and accepted in writing by the Principal. 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 is 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 grade., 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, Rs. 5000 would be deducted as administration fee and the rest will be refunded.

(d) Removal: Parents shall be required to remove a student permanently if the

Principal believes that the student is not making sufficient progress to warrant his remaining at the School or 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. 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 shall 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 will 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: Withdrawal of student 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.

(f) Change of Examination Board within school: A student who has opted for a particular examination board, he/she will be required to pay a fee as specified by the school. This fee is over and above the mandatory Admission fee to be paid in grades 1, 9, 11.



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, 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, half-term or occasional holidays, the Principal, must

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 cooperation 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

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. Parents are also informed that children have different learning abilities (Dyslexia, ADHD and other developmental and behavioural 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. This may involve the

(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

(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 Counsellors 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. Parents are also informed that children have different learning abilities (Dyslexia, ADHD and other developmental and behavioural 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. This may involve the child undergoing various levels of counselling, 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 at a different pace and method as aforementioned, the said decision will be always in the best interest of the child, and hence Parents will have no objection, at any point of time. The



Parents must support the school in helping the child attain a level of proficiency that the child should attain, in whatsoever means as suggested by the School.

(f) Medical Supervision: Before joining the School the student must be immunized against DPT (Diphtheria, Pertussis (Whooping Cough), Tetanus) Poliomyelitis, Hepatitis A & B, TB, and MMR (Mumps, Measles, Rubella, COVID 19), or any other immunization as required at that time. Information about any allergies or ongoing medical treatment details must be provided to the school at the time of admission and updated in the school records on

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 stringent action including but not limited to criminal proceedings and/or cancellation of admission against those found guilty of sexual abuse,

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 Parent's consent to the School's communicating with any other person or college, which the student attends or which a parent proposes the student should attend about any concerning the student or payment of fees, whether or not the information is passing, is also held in machine readable form.

(i) Examinations, Reports and

(j) Intellectual Property: The School reserves all rights and interests in any intellectual property rights as a result of

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

(k) Photographs, Video Clips: Photographs of student/s will be used in maintaining School records, and/or the promotion of the School programs in newspapers, slide shows, or other media.

(l) Website: The school website gives a broad understanding and information of the school, its ethos programmes, infrastructure and other relevant details. The information on the website, although believed to be correct at the time of uploading, may be out of date from time to time. Parents wishing to place reliance on the information in the website should seek written confirmation before accepting admission to the school.

(m) Prospectus: The prospectus

describes the broad principles on which the School is currently run and 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 publishing, 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: These terms and conditions are executed at the School and are governed exclusively by laws of India and jurisdiction of Courts in Vadodara, Gujarat, to the exclusion of all others.

(p) These terms and conditions are

subject to change from time to time. Such changes would be announced on the school website.

I agree –

(a) To have read, understood and to abide and support the school policies, procedures and code of conduct as stated in the Terms and Conditions for Admission and Studies at NISV and in the PSHB uploaded on the school website.

(b) To have understood that students participate in all activities in-house & outbound field trips educational purposes, as a part of the regular school program. All activities in-house & outbound (trips) will 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 enroute.

(c) To meet all financial responsibilities with respect to education of my child in the school.

(d) To meet eligibility requirements for admission to the grade applied for, as stated in the application pack of NISV.

(e) That I have read the Protection of

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

(f) To give my consent to Principal or Tutor in-charge to act on my behalf, should the need arise for my signature during a medical emergency. That in an emergency, I authorize the school to provide consent for medical attention for my child and agree to my child receiving medical or surgical treatment as deemed necessary and I understand that critical health information, which will impact my child's education or wellbeing will be given to the school.

(g) That, in all force majeure situations, safety and security protocols and SOPs prescribed by the school and GOI/GOG will be strictly adhered to.

(h) That I have read and accepted the fee schedule of the school up to Grade 12 that includes the payment of Admission Fees, Tuition fees, Allied Activity fees, Meal fees, Imprest and other fees as specified by the school from time to time on the school website. (For the academic year 2022-23).

(i) To accept that school reserves the right to revoke the admission of a student on the grounds of a

questionable sense of propriety and decorum on my part or my conduct of is or has been such that the relationship of trust and confidence, which should exist between the school and parents, has broken.

(j) 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.

(k) That the school reserves the right to vary or reverse any decision regarding admission made on the basis of incorrect information.

(l) That I have no objection to my child's/ parents' photograph being displayed in school hoardings and publications.

(m) That my child can visit or be sent to the school counsellor as and when required.

(n) To have read the school policy & the circulars as and when given, and abide by them and follow the communication channel laid down by the school.

(o) To accept that the decision of the school management shall be final and irrevocable.

Father's Name _____

Mother's Name _____

Signature (for school records)
_____ Signature (for school records)

Date: _____

Date: _____

Guardian's Name _____

Student's Name _____

Signature (for school records)
_____ Signature (for school records)

Date: _____

Date: _____



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<p>Connections</p> <p>Academic integrity</p> <p>As a school community we promote academic integrity in a positive and practical way across our school and highlight the benefits of properly conducted academic research and a respect for the integrity of all forms of work and sources of information.</p> <p>The school encourages the school community to be:</p> <ul style="list-style-type: none"> Inquirers - who enquire, research and analyse along the principles of 	<p>ideas with concision, cohesion, and coherence.</p> <ul style="list-style-type: none"> Reflective - who allow for careful consideration while evaluating their learning experience. Balanced - who integrate and understand the importance of intellectual, physical and emotional balance. Caring - who show compassion, empathy and respect for each other and the environment. Thinker - who have a critical and creative approach to learning complexities to acquire a set of well-defined life skills. 	<p>All students are instructed on the conventions of academic integrity and encouraged to demonstrate ethical behaviour and model digital citizenship in their studies.</p> <p>Students have a responsibility to adhere to NISV guidelines and act with integrity and with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.</p> <p>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</p>

Academic integrity

The school encourages the school community to be:

- Inquirers - who enquire, research and analyse along the principles of information literacy.
- Knowledgeable - who appraise and evaluate shared concepts, ideas, and perspectives to enhance personal knowledge.
- Principled - who act with integrity, take responsibility for their actions and practice accountability.
- Open-minded - who adapt to learning practices.
- Risk takers - who pursue and explore their areas of interest in the school environment.
- Communicator - who articulate their

- Reflective - who allow for careful consideration while evaluating their learning experience.
- Balanced - who integrate and understand the importance of intellectual, physical and emotional balance.
- Caring - who show compassion, empathy and respect for each other and the environment.
- Thinker - who have a critical and creative approach to learning complexities to acquire a set of well-defined life skills.

Therefore, the school is committed to groom the attitude of the students towards:

- 1 - Academic integrity
- 2 - Authenticity
- 3 - Collaboration, Cooperation, and Creativity
- 4 - Copyright
- 5 - Intellectual Property
- 6 - Malpractice
- 7 - Plagiarism
- 8 - Collusion

Students have a responsibility to adhere to NISV guidelines and act with integrity and 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 IBMY and DP candidates should note that the IB checks the work of all candidates for plagiarism using a web-based plagiarism prevention service.

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 essay). However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for internal assessments.

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- 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 the same introduction to an assignment, the final award committee will construe this as collusion, and not collaboration).

SEN Policy

Navrachana International School –

- Supports education for all
- Creates a proactive and responsive environment that promotes sense of belonging
- Values learning diversity to build an 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, counsellor, coordinator and the grade leader and subject tutor

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 counsellor interviews the parents and observes:

- Students with ADD/ADHD
- Students with chronic illnesses
- Students with emotional and behavioural 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 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 counsellor.

- The teacher carefully fills the Referral form, based on which, the counsellor makes the classroom observation for the student in the classroom setting.

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Assessment Policy

At NISV a range of Pre- assessments, Formative assessments and Summative assessments are incorporated in the homeroom which demonstrate student achievements.

1. Pre-Assessment: Pre- assessments help teachers and students to find out about a student's prior knowledge.

2. Formative Assessment: This provides information that is used to plan the next stage of learning. It is interwoven with learning and helps teachers and students find out what the students already know and can do so that further impetus can be provided in order to improve knowledge and understanding. It provides regular and frequent feedback to the teacher and the student. This process helps learners to improve knowledge and understanding, fosters self- motivation and enthusiasm for learning, engages in thoughtful reflection, develops the capacity for self- assessment and recognizes the criteria for success.

3. Summative Assessment: This is the culmination of the teaching and learning process and takes place at the end to

provide students with opportunities to demonstrate what they have learnt. It measures the understanding of the central idea of the unit and prompts students towards action. Summative assessments can assess several elements simultaneously; they inform and lead to improvement in student learning and the teaching process.

Assessment in the classroom includes:

- Collecting evidence of student's understanding and thinking
- Documenting learning processes of groups and individuals
- Engaging students in reflecting on their learning
- Developing clear rubrics that address the essential elements of the PYP
- Identifying exemplary student work
- Keeping records of tests/tasks
- Maintaining anecdotal records of student performance

Steering CommitteeThe committee comprises of Member- Board of Trustees, Head of School, Parent Representative, Senior Student Representative, Programme

Coordinators, HODs, Counsellors and Librarian.

Review dates

The policy will be reviewed every 3 years led by the Steering committee.

Last Review Date - January 2021

Next Review Date - January 2024

The review committee will make sure that any revision to the policy is coherent with the beliefs and values of the IBO requirements.

References

IB Program Standards and Practices
IB Learner Profile Booklet
Guidelines for developing a school language policy – IBO 2020
Poddar and DYP School Language policy

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- If necessary, the counsellor may also interact with the student to ascertain the findings. If a special need is identified, the counsellor 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 counsellor's expertise, the student may be referred to external experts for the best support. (e.g., intense testing and certification of any learning disabilities; special educators; occupational therapist; speech therapist etc.)

Responsibilities of the Parent

The parent will:

- Play an active role in their child's education
- Communicate relevant information and documents regarding their child's special education needs
- Communicate any perceptible change in their child's special education needs to the school
- Request for child studies and services, as required, in a proactive

manner

- Provide relevant documents needed for IBO accommodation requests
- Bear expenses for any services from the external experts

Language policy

The school consciously strives to gauge English language proficiency level at the time of admission. This enables the school to devise support systems to equip them with language skills to deal with everyday school life.

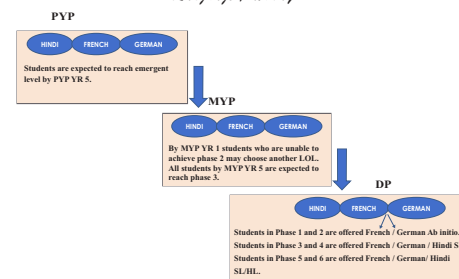
NISV aims to

- 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 the 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 mould global citizens

- Nurture understanding of command terms and subject specific terminology
- Emphasize English as means of communication to support effective student teacher interaction and peer dynamics to develop cognitive academic language proficiency
- Introduces the children to the regional language by from grade 1 through simple hands on activities and worksheets to familiarize them with regional context.
- Encourages and assists the students to learn their mother tongue through the online books available in our e library.

Language Pathways



School Policies

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

ICT USE AND INTERNET POLICY

This policy makes it clear that students have responsibilities while using ICT. Irresponsible conduct leaves a student liable to deal with the consequences. Irresponsible conduct includes:

- Giving out your password to another student.
- Sending inappropriate emails / messages.
- Downloading inappropriate and illegitimate materials.
- Downloading music files.
- Using email or any other social networking site to bully or harass other students or staff.
- Knowing placing a computer virus on a computer / laptop / tablet or network.

This list is not exhaustive and is subject to be amended from time to time. The Principal has the right to determine the extent of the misconduct and impose sanctions.

If a student does act irresponsibly, over

and above the usual school sanctions, which can be imposed, the student can be summarily dismissed.

Safe and responsible behavior

1) Using digital technologies and the internet requires the following safe and responsible behaviour:

- Always thinking and checking that what is written or posted is polite and respectful.
- Being kind to friends and classmates and thinking about how the things that are done or said online might make them think or feel.
- Working to stop bullying by not sending mean or bullying messages, photos or materials, or passing them on to others.
- Creating and presenting one's own work and if copied from the internet, letting others know by sharing the website link to acknowledge the resources referred to or downloaded.

2) When using digital technologies and the internet one should protect personal information by being aware that his/her full name, photo, birthday, address and phone number is personal information

and is not to be shared online.

This means that one should:

- protect his/her friends' information in the same way.
- protect his/her passwords and not sharing them with anyone except parents.
- only ever join e-spaces with ones parents or as guided by the teachers.
- never answer questions 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.

School Policies

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

- 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 Coordinator.
- 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 Coordinator.

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 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 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 nonessential.

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

School Policies

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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 of the

locker.
Never leave the locker open.

Hallways

Keep your Tablet/Laptop in the case at all times.
Never leave the Tablet/Laptop unattended for any reason.
Log-off before you change classes.

Classroom Habits

Center the Tablet/Laptop on the desk/table.
Close the lid of the Tablet/Laptop before standing up.
Lock the Tablet/Laptop before walking away from it.
Follow all directions given by the teacher.

Care of Tablet/Laptop at Home (If Applicable)

Charge the Tablet/Laptop fully each night.
Store the Tablet/Laptop on a desk or table - never on the floor!
Protect the Tablet/Laptop from:

- Extreme heat or cold
- Food and drinks
- Small children
- Pets

Traveling To and From School (If Applicable)

Completely shut down the Tablet / Laptop before traveling.
Do not leave the Tablet/Laptop in a vehicle.
Use your backpack to carry the Tablet/Laptop.
Stolen Tablet/Laptop are located through GPS and may be retrieved in cooperation with the local law enforcement agency.
Use of Tablet/Laptop is restricted to usage in the classroom and under teacher supervision.
The Tablet/Laptop must not be used in school buses or in transit.

User responsibilities

Students are responsible for:

- bringing portable devices fully-charged to school every day.
- maintaining virus protection, spam

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

School Policies

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

and filtering settings, set as a standard on the device.

- backing up data securely carrying their device in an appropriate protective case at all times.
- adhering to this Acceptable Use Agreement when using the machine, both at home and school including during lunchtime or when not in the classroom.

School support

Support will be provided for : connecting the device to the school network, internet and other digital technologies.

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

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.

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

Students Name:

Grade: _____

Signature: _____

Parents Name:

Date: _____

Signature: _____



<p>Library - Usage Policy</p> <p>Library Rules need to be followed strictly all times.</p> <ol style="list-style-type: none"> 1. There should be total silence' observed in the library. 2. All the students need to take care of the library books. 3. Reference books & CDs cannot be taken out of the library. 4. Students can issue library books for a period of one week. They may reissue the book if desired. 5. Students of Grades 1-8 shall use the library during the scheduled 	<p>Sanctions -</p> <ol style="list-style-type: none"> 1. In case of any damage or loss of the book issued, the same book has to be replaced or paid for. 2. A fine of Rs. 5/- per day shall be charged in case of delay in returning the book. <p>Home Assignment Policy</p> <p>Students need time at home to pursue personal interests, mother tongue fluency, and to engage in physical, recreational and intellectual activities</p>	<p>tables.</p> <p>The Grade Tutors of Nursery to Grade 5 shall indicate the time to be devoted on the assignments given.</p> <p>Subject Tutors of Grades 6-12 shall give well defined assignments with clear instructions.</p> <p>Parents are encouraged to assist their children at home in the following ways:</p> <ol style="list-style-type: none"> 1. Motivate and support their child. 2. Balance the time between home assignments and recreation. 3. Enquire about the time spent at
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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.



<p>4. Monitored by the teacher</p> <p>5. Assessed</p> <p>6. Aiding development/enhancement of academic practices.</p> <p>7. Grooming the Learner Profile</p> <p>Assignments shall be communicated through Link Book / Flinnt / email / Managebac</p> <p>Teachers and parents need to work together as stakeholders to ensure that the children meet the objectives of the Assignments.</p> <p>Policy on Academics</p>	<p>required to study quietly in the assigned area.</p> <p>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.</p> <p>Policy on Corporate Social Responsibility (CSR)</p> <p>Various Community Service projects</p>	<p>encapsulate the IB mission.</p> <p>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-curricular activities are acknowledged and awards presented. It concludes with national anthem.</p> <p>Policy on Spiritual life</p> <p>Sound ethical values, that transcend all</p>
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- As a part of Life Skills/Value Education, students are involved in a series of interactive sessions and workshops to build moral intelligence. It aids in making the right choices to become an active member of the society. In

School Policies

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

addition, Health education shall also be a part of the Value Education curriculum. Guided discussions, field trips, guest lectures, and audio-video aids will be used to facilitate interaction and make the process of learning an exciting one.

Policy on Intellectual Property

The school reserves all rights on any intellectual property rights arising as a result of the actions of a pupil, in conjunction with any member of staff of the school and/or other pupils at the school, for a purpose associated with the school. Any use of such intellectual property rights by a pupil is subject to the terms of a license to be agreed prior to the use between the pupil, the pupil's parents, and the school. The school will allow the pupil's role in the creation/development of intellectual property to be acknowledged.

Policy on student Information and Documents

1. The Student's basic personal information is noted/collected from the students admission form and LC from their previous school.
2. Any change in the student's personal information should be intimated to the student's grade tutor & administration office - student section, immediately.
3. The school takes utmost care to ensure accuracy of student information in its records, at the time of filling in the student's bio-data form, and the examination form for Grade 10 and 12. Correct information should therefore be provided.
4. Student requiring his / her forms / documents to be attested by the school should leave them in the school office and may collect them on the third day from the office.
5. Students are required to preserve original copies of mark sheets of all examinations and testimonials

issued by the school. On request, Grade 10 & 12 students would be provided upto 3 original copies of transcripts and recommendation letters. Additional copies would be 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.

INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE



<p>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.</p> <p>Policy on Changes at the NISV</p>	<p>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.</p>	<p>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 wellbeing of the student and/or others.</p> <p>Policy on Tuition beyond school times</p> <p>We do not want children to unlearn in school and then learn. The school does</p>
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Policy on Changes at the NISV

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

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 wellbeing 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.

Regulations - Student Conduct

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

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, nonadherence 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.

It is part of the philosophy of NISV that anyone who is not prepared to behave reasonably must leave our community either permanently or until s/he decides to assume the responsibilities of studentship. Suspension and Expulsion may be levied at the discretion of the school Principal, post consultation with the student welfare committee. However, behavior such as substance abuse and bullying/ragging invite immediate suspension/expulsion.

Corporal punishment, physical or verbal abuse, formal or informal, is not used

maintain safety and good order.

Personal Hygiene / Appearance / Dress

(1) Dress Code: All students are to be neatly dressed in appropriate school uniform during school hours, school trips and official gatherings. Formal uniform shirts must be neatly tucked in and skirt lengths must be no higher than 2 inches from the center of the knee cap. No additional clothing other than the school uniform will be permitted. Propriety of dress is emphasized always

all times.

(3) Boys are required to have well trimmed hair, properly brushed and combed. Sporting long hair / colour / hairstyles / Gel in hair is strictly forbidden. Those that require to shave must do so regularly.

Girls with long hair must have them tied up neatly in plaits. Hair colouring, styling, ornamental clips, hair bands and heavy jewellery are prohibited.

Boys and girls must groom their hair properly.

Parents authorise the Principal and staff, to whom the supervision of pupils has been delegated, while in loco parentis, to take and/or authorise, 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 pupil in distress or to

(2) Students are expected to maintain proper hygiene i.e. have trimmed and clean nails, wear fresh clean clothes and carry a handkerchief at

Boys and girls must groom their hair properly.

- QUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

Regulations - Student Conduct

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

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 where as the respective coordinators will be the arbiters in case of breakage in the academic blocks.

Regulations - Student Conduct

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

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

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

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 expulsion.

- (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.



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

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 incharge.

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

General Policies

(1) Students must not conduct any meeting, activity, celebrations or

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

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

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

General Policies

- 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.

Regulations - Student Conduct

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

Sanction

If any serious issue of unethical behaviour of the NISV student beyond school hours / campus is brought to notice of the school management, the same will have serious repercussions and may lead to suspension or even expulsion from the school.

- (5) **Possessions** : All clothing and personal possessions must be labelled with the students class/roll number. It is the student's responsibility to look after his / her possessions. Valuables including pocket money, laptops, pens, calculators and school bags must not be left unattended either in grade rooms or elsewhere.

Students must look after their own belongings. The school will not be held responsible for any loss.

- (6) **Meals** All meals are compulsory and all students must attend them and take a reasonable portion of the meal offered.

Sanction

Prohibited articles must not be brought to school. Possession of any of them could invite sanctions and confiscation. For more serious offences, it could lead to suspension or even expulsion from the school. School cannot take responsibility of items unattended.

(7) **Dropping off and picking up students**

In the interest of safety, please do not bring Day Boarder students to school half an hour before the scheduled start. Please write Car/Van No. In the students Link Book and ensure the vehicle has the NISV sticker on the front windshield in order to enter the school campus.

(8) **Strictly Prohibited** from bringing to school:

- Obscene or vulgar literature, photographs etc.
- Money
- Jewellery & Valuables
- Electronic games/gadgets.

- Sticks, Knives, Scissors, sharp objects, toy or replica gun or any martial art equipment.

- Chocolates, chewing gum, paan and paan masalas, tobacco, banned drugs, cigarettes or any Unlawful items of consumption.

- Mobile phones** are not to be carried to the school at any cost. In case of emergencies prior permission has to be taken from the school authorities.

Phones will be immediately confiscated and returned to the parent on payment of Rs. 5000/- for immediate return or Rs. 2500/- for return at the end of the academic year.

- Motorbikes and Four Wheelers are not to be brought to school. Vehicles would be taken away and handed over to the parents.

- Students of grades 11 and 12 are permitted to bring two-wheelers to school premises subject to the following conditions:

- Written permission from Admin



Manager & Section Coordinator.

2. Possession of a valid driving license.
3. Wearing a proper helmet.
4. Only two-wheelers without gears permitted.
5. Parking done at the owner's risk.
6. Students adhere to the instructions given by the security staff.
7. Cross-gender pillion drives not allowed.
8. No excessive speeding and dangerous driving.

Sanction

1. Revoking permission to bring the vehicle.
2. Issuing a written apology.
3. Confiscation and non-returnable.
4. Parents informed.
5. Suspension.
6. After two warnings rustication.

(9) Regulations - Suspension /

- J. Fire works / crackers
- K. Holi colours
- L. Pets
- M. I-pods/electronic gadgets other than GDCs or calculators.

3. Not adhering to dining room etiquettes.
4. Misusing school property, scribbling on the walls, furniture, bulletin boards, toilet walls etc.
5. Mishandling laboratory and classroom equipment.
6. Copying or seeking help in the examination hall.
7. Using vulgar and objectionable language.
8. Possessing obscene or vulgar literature, photographs etc.
9. Displaying violent behaviour, insubordination and contempt of

- J. Fire works / crackers
- K. Holi colours
- L. Pets
- M. I-pods/electronic gadgets other than GDCs or calculators.

1. Written apology
2. Confiscation and non-returnable.
3. Parents informed
4. Suspension
5. After two warnings rustication.

Revoking permission to bring the vehicle to the school premises.

1. In case of violation of the above conditions, the school reserves the right to take disciplinary action, including.
2. The school administration may modify or withdraw this permission at any time based on safety concerns or other factors.

The school reserves the right to suspend, dismiss or terminate a student if he / she does not conform to the student's code of conduct. Acts of insubordination as listed below will be severely dealt with:

1. Regular late coming to school.
2. Staying away from classes or morning assembly.

3. Not adhering to dining room etiquettes.
4. Misusing school property, scribbling on the walls, furniture, bulletin boards, toilet walls etc.
5. Mishandling laboratory and classroom equipment.
6. Copying or seeking help in the examination hall.
7. Using vulgar and objectionable language.
8. Possessing obscene or vulgar literature, photographs etc.
9. Displaying violent behaviour, insubordination and contempt of authority.
10. Custodian of sticks, knives, explosives, guns or any martial art equipment.
11. Carrying phones, pagers, electronic games etc.
12. Consuming chewing gum, pan or pan masalas, banned drugs, tobacco
13. Smoking cigarettes or using any unlawful items of consumption.

Regulations - Student Conduct

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

14. Offering prohibited drugs to anyone on campus
15. Drinking or possessing alcohol or any other prohibited liquor.
16. Stealing or theft from anywhere.
17. Bullying and Ragging.
18. Public display of Anger/Affection.
19. Academic dishonesty.
20. In possession of material for copying.
21. Driving two / four wheeler to school.

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.





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:

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.
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

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.

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 Vidyalyaya 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.

Guidelines to Parents

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

15. Encourage your child to participate in all school activities.

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

becomes 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.



NURTURERS

INQUIRERS

SEEKERS

VENTURERS



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