

American International School of Rotterdam



Secondary School Handbook 2018-2019

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AISR Guiding Statements

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Mission

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

Vision

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

Core Values

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

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INTRODUCTION

AISR Philosophy

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

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

Core Values

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

Equal Opportunity Statement

No person shall, on the grounds of race, color, national origin, sex or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity at AISR.

Curriculum Introduction

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

MIDDLE SCHOOL PHILOSOPHY AND CURRICULUM OVERVIEW

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

An Integrated Approach to Learning

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

In addition to the academic program, AISR values the emotional and social needs of the child and provides opportunities in other areas of personal development. Middle School students engage in activities with a primary focus on collaboration across the age ranges and which lead to a heightened knowledge of self and others. These activities can include seminars and student-led assemblies, talks by outside speakers, special focus days arranged around a theme/day or residential trips. Recent themes and subjects that Middle School students have been exposed to are: Respect, Tolerance, Anti-bullying, United Nations Day and Earth Day. These days are designed to raise awareness of global and cultural concerns and to address issues such as respect, self-control and making informed choices for a healthy lifestyle.

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

The International Middle Years Curriculum (IMYC)

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

The IMYC units for the 2017-2018 academic year are as outlined below:

Grade 6	Grade 7	Grade 8
Collaboration: <i>When people work together they can achieve a common goal</i>	Relationship: <i>Every individual thing affects and is affected by other things</i>	Identity: <i>Our sense of self, and that of others, is continually developing through our different interactions and impacts on how we exist in the world</i>
Discovery: <i>Finding out new things is a human driver and affects things for better and worse</i>	Communication: <i>When information is shared accurately and clearly the end result is more effective</i>	Interpretation: <i>Only a very few things are true for all people</i>
Risk: <i>Progress involves exposing ourselves to, and considering the impact of, forms of danger, harm, uncertainty or opportunity</i>	Competition: <i>Trying to beat others has good and bad consequences</i>	Community: <i>A shared sense of belonging occurs when people are able to negotiate and appreciate their complex and often messy differences</i>
Balance: <i>Things are more stable when different elements are in the correct or best possible proportions</i>	Tradition: <i>Beliefs and customs from the past have a powerful effect on our lives today</i>	Leadership: <i>For better or worse one or more people can use influence so that others aid and support them</i>
Structures: <i>Formal arrangements and relationships (structures) underpin or give organization to complex issues</i>	Respect: <i>It's important to honor behavior and processes that have proven merit</i>	Challenge: <i>Facing up to, or overcoming, problems and barriers increases possibilities in our lives</i>

Grades 6-8 Courses by Subject Area

	English	Modern Languages	Mathematics	Science	Social Studies	Visual and Performing Arts	Health, Advisory & Physical Education (HAPE)
6	English	Dutch as a Foreign Language	Mathematics Core Connections 1	Integrated Science 6	Social Studies 6	Art	Health Education
7	or English as an Additional Language	or Dutch as a Native Language	Foundations for Algebra Algebra 1	Integrated Science 7	Social Studies 7	or Drama	Advisory
8		or Spanish as a Foreign Language	Algebra 1 Geometry	Integrated Science 8	Social Studies 8	or Music	Physical Education

HIGH SCHOOL PHILOSOPHY AND CURRICULUM OVERVIEW

The High School academic program at AISR is designed so that students can be successful gaining admittance to university. We work to develop internationally-minded students who are active in their local and world communities.

Grade 9

Grade 9 is both a transitional year from middle school and a foundation for the increasing depth of the high school curriculum. All grade 9 students take one-year courses in English, Science, Mathematics, Modern Languages, Social Studies and Health, Advisory and Physical Education (HAPE). For their electives, students choose from courses such as Visual Arts, Media and Publications, Drama or Music as part of a full and balanced academic program. Elective offerings vary each year according to student interest.

Great care is taken to guide grade 9 students to courses that begin an optimal path toward advancement in areas of strength. In addition to subject-specific learning, Grade 9 students are introduced to the next level of sophistication in writing, reasoning, computational and research skills that are appropriate for the high school curriculum, and they assume greater responsibility for managing their own academic progress.

Grade 10

Grade 10 further anchors the high school curriculum, but it also serves as a turning point for students' academic trajectory. Once again, English, Social Studies and Science courses are fixed, concluding a two-year survey of essentials in those areas. The choice of Mathematics courses typically follows the path established by the Grade 9 starting point, but placement is guided by students' performance in the earlier courses. Nearly all students continue to the next level in their chosen modern language (as both fulfillment of a graduation requirement and as a matter of effective learning). It is the time for students to begin to examine their academic interests and strengths in anticipation of the IB courses that may await them in the next two years.

In making a selection for a grade 10 program, it is essential that students reflect upon their combinations of subjects. Course selection is crucial to future university choices and, in the UK, for example, some courses require IB subjects to be taken at a specified level. Other countries' national university systems may have specific admissions requirements that students should take into consideration when creating their IB programs. All courses incorporate the research and study skills required for success in the Diploma program.

Grades 9-10 Courses by Subject Area

	English	Modern Languages	Mathematics	Science	Social Studies	Visual and Performing Arts	Health, Advisory & Physical Education	Information Technology
9	English	Dutch as a Foreign Language	Algebra 1 Geometry	Integrated Science 9	Social Studies 9	Art/Photography	Health Education	Media and Publications
	or	or	Algebra 2/ Trig			or	Advisory	
10	English as an Additional Language (EAL)	Dutch as a Native Language or Spanish as a Foreign Language	Geometry Algebra 2/ Trig Pre-Calculus	Integrated Science 10	Social Studies 10	Drama or Music	Physical Education	

COURSES FOR GRADES 6-10

English

The Middle School English program is focused on developing skills that enable students to be successful, confident readers and writers. In reading, students are exposed to a variety of literary genres, which foster growth in fluency, comprehension and critical thinking skills. At all levels, students are expected to increase their reading stamina; independent reading is a critical component of this goal. In writing, students work through a spiraled curriculum, which emphasizes both narrative and expository writing. English teachers model sound writing skills and strategies through a modified writer's workshop centered on the 6+1 Traits of Writing (organization, ideas, sentence fluency, word choice, voice, conventions and presentation).

The High School English program is designed to help students become increasingly independent learners. In each English course, students are introduced to a wide variety of texts that illuminate human experience. Texts are chosen to stimulate their interest and to develop their reading, writing, listening and speaking skills. Additionally, with a view to preparing students for the IB Extended Essay requirement, emphasis is placed on the research and writing process (note-taking, planning, writing, editing), as well as avoiding plagiarism (quoting, paraphrasing and source referencing).

Course Name: English 6

Course Level: Grade 6

Course Prerequisite: None

Course Description: The objective of this course is for students to develop a life-long habit of effective reading and writing by exploring various themes as presented through the International Middle Years Curriculum (IMYC). English 6 explores literature (fiction and non-fiction) through reading and writing in a variety of genres including, novels, short stories and poems. Students learn and refine their understanding of narrative, literary, expository, and informational writing pieces. Students also learn correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

IMYC Units of Study:

- Collaboration
- Discovery
- Risk
- Balance
- Structures

Essential Texts:

Most of the materials for the course are available through websites sponsored by the IMYC, and these are supplemented by the instructor based on student interest and current events.

Course Name: English 7

Course Level: Grade 7

Course Prerequisite: English 6

Course Description: English 7 explores literature (fiction and non-fiction) through reading and writing in a variety of genres. The objective of this course is the consolidation of literacy, critical thinking, and communication skills necessary for success in academic and daily life. Students consolidate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. Students plan, draft, revise and edit writing, with an emphasis on exposition and persuasion. They write in narrative, expository, analytical and poetic forms, with particular attention to analysis. This course follows the prescribed International Middle Years Curriculum (IMYC) units of study.

IMYC Units of Study:

- Relationship
- Communication
- Competition
- Tradition
- Respect

Essential Texts:

- Most of the materials for the course are available through websites sponsored by the IMYC, and these are supplemented by the instructor based on student interest and current events.

Course Name: English 8**Course Level(s):** Grade 8**Course Prerequisite:** English 7 or equivalent

Course Description: In English 8, students follow the International Middle Years Curriculum (IMYC). Throughout the course of the year, students explore a wide range of fiction and non-fiction via a variety of genres (short stories, novels, poems, news articles, etc.). In conjunction with these thematic units, students experiment with different ways in which literary devices and styles can provide a means of expressing, asserting, internalizing each of the key themes. Through several strategies and methodologies, students sharpen their writing skills as well as their ability to express themselves orally. Grammar and mechanics, vocabulary acquisition, and analytical skills are regularly incorporated into each thematic unit, and research activities are used to facilitate study skills, personal organization, effective source citing, and self-confidence.

IMYC Units of Study:

- Identity
- Interpretation
- Community
- Leadership
- Challenge

Essential Texts:

Most of the materials for the course are available through websites sponsored by the IMYC, and these are supplemented by the instructor based on student interest and current events.

Course Name: Middle School English as an Additional Language (EAL) Immersion**Course Level(s):** 6-8**Course Prerequisite:** EAL department recommendation

Course Description: Designed for students with limited English in grades 6 through 8, this course is a beginning English course that focuses on listening, speaking, reading and writing in a small group setting. Students attend EAL Immersion class two blocks daily, in place of other grade level courses. Students are taught beginning language skills to help them communicate effectively and acquire the necessary academic language for their classes. The curriculum includes grammar exercises, vocabulary building, reading strategies, and writing skills. Students in the immersion program attend regular content classes with modifications to help them cope with the content while they develop English language skills. Students in the Immersion program are graded on a pass/fail basis in most classes until their English reaches proficiency level 3 (developing) on the WIDA scale. Once they are a level 3 they progress to receiving a modified letter grade.

Course Name: Middle School English as an Additional Language (EAL) Support**Course Level(s):** 6-8**Course Prerequisite:** EAL department recommendation

Course Description: Middle School EAL is a multi-level English support class for students in grades 6-8 whose first language is not English. The goal of the course is to help students reach academic grade level standards in their core classes. Students will work on developing academic language through word study, reading and writing workshops, listening activities and public speaking. Students, with assistance, set individual goals based on English proficiency and academic needs. Students in Middle School EAL may receive modifications in classes while they acquire English. Once they reach the proficiency level 3 (developing) on the WIDA scale, they progress to receiving a modified letter grade in their core classes.

Course Name: English 9**Course Grade Level:** Grade 9**Course Prerequisite:** English 8

Description: In the English 9 course, individual identity within the confines of cultural and societal expectations is a predominant theme; the course explores this and other themes by examining a wide range of text types including non-fiction, drama, short stories, a selection of poetry and novel studies. Emphasis is placed on the consolidation of the literacy, critical thinking and other communication skills necessary for success in academic and daily life. Students analyze the content,

form, register, tone, structure, diction and style of works from a wide range of literary and non-literary genres. This is achieved through collaboration with peers, self-editing and reflection, individual research activities (including the application of sourcing procedures) and independent study. Throughout the course, students will reinforce their respective abilities to establish appropriate voice and to use language with precision and clarity in appropriate contexts. Grammar awareness and vocabulary are expanded as students collaborate, present, write, and edit.

Units of Study:

- The Games People Play
- Love, Duty and the Past
- Dealing With Consequences
- Worth Fighting For?

Course Name: English 10

Course Grade Level: Grade 10

Course Prerequisite: English 9

Description: In the English 10 course, students explore a wide range of fiction and non-fiction via a variety of genres (short stories, novels, poems, plays, news articles, etc.). Relevant themes and pertinent guiding questions provide the context in which each work is studied, and students are required to make poignant inferences as well as relevant personal connections in their written and oral analysis work. Formal and informal writing activities have been incorporated into the course in order to enhance and strengthen: personal creativity; technical, mechanical, and structural accuracy; research skills; effective source citing; personal organizational skills; each student's ability to express his/her voice. Grammar awareness and vocabulary enrichment activities are incorporated into every component of the course, and through self- and peer-editing exercises, students acquire a keener awareness of the potential and power of the written word. Emphasis is placed on acquiring the skills to write formal literary/critical essay by the end of grade 10, as a way of preparing students for the rigours of IB.

Units of Study:

- Integrity
- Love and Loss
- Social/Gender Hierarchies and Expectations
- Importance of Self
- Need for Community
- Identity and Doubt
- Family Matters

Course Name: High School English as an Additional Language (EAL) Immersion

Course Level(s): 9-12

Course Prerequisite: EAL department recommendation

Course Description: High School EAL is designed for students with limited English in grades 9 and 10. This course provides the grammatical structures and vocabulary to help students develop the listening, speaking, reading and writing skills needed for success in content classes. Students attend High School EAL Immersion class two blocks daily, in place of other grade level courses. Students will be exposed to a variety of genres in both reading and writing. Students in the immersion program attend regular content classes with modifications to help them cope with the content while they develop English language skills. Students in the Immersion program are graded on a pass/fail basis in most classes until their English reaches proficiency level 3 (developing) on the WIDA scale. Once they are a level 3, they progress to receiving a modified letter grade in their core courses.

Course Name: High School English as an Additional Language (EAL) Support

Course Levels: 9-10

Course Prerequisite: EAL department recommendation

Course Description:

High School EAL is a multi-level English support class for students in grades 9-10 whose first language is not English. The focus of this course is to help students reach academic grade level standards in their core classes. Students will work on developing academic language through word study, reading and writing workshops, listening activities and public speaking. Students read a wide

variety of texts and learn to write in different genres such as note taking, lab reports, and informational. Students, with assistance, set individual goals based on English proficiency and academic needs. Students in High School EAL may receive modifications in classes while they acquire English.

Mathematics

Central to the philosophy of the Mathematics department is the belief that all students are capable of, and can profit from, learning significant mathematical concepts, skills and techniques. Each course aims to help students see the relationship between mathematics and the world around them. With this in mind, students acquire a unique set of tools to understand and make changes to the world they live in. Through active involvement and group cooperation during their learning, they acquire logical reasoning, problem solving skills, and the ability to think in abstract ways, all important skills for living and participating in today's world.

The flowchart below can give you an idea of the different options that our students have to move through our mathematics classes in grades 6-12.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
CC1	Foundations for Algebra	Algebra 1	Geometry	Algebra 2 with Trig	IB Math 1 SL	IB Math 2 SL
Foundations for Algebra	Algebra 1	Geometry	Algebra 2 with Trig	Pre-Calculus	IB Math 1 HL	IB Math 2 HL
			Algebra 1	Geometry	IB Math 1 Studies SL	IB Math Studies 2 SL

There are different pathways that the students can follow once they get to grade 11; the minimum prerequisites for the IB Math courses are summarized below:

- IB Math HL: 4/5 in Pre-Calculus; 6/7 in Algebra 2 + teacher recommendation
- IB Math SL: 4/5 in Algebra 2; 3/4 in Pre-Calculus; Geometry 6/7 + teacher recommendation
- IB Math Studies SL: 5 in Geometry; 3 in Algebra 2; teacher recommendation

Course Name: Mathematics Core Connections 1

Course Level: Grade 5-7

Course Prerequisite: Grade 5 math or equivalent; Teacher Recommendation

Course Description: Core Connections 1 teaches students the concepts and skills from the 6th Grade section of the U.S. Common Core mathematics curriculum. Students deepen their understanding from the arithmetic of 5th grade and are introduced to the fundamental concepts of algebra in 5 main areas:

- Ratios and rates
- Dividing fractions
- Expressions and equations
- Statistics and probability
- Area, surface area and volume

Common Core Grade 6 Standards:

- Understand ratio concepts and use ratio reasoning to solve problems.
- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.
- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.
- Solve real-world and mathematical problems involving area, surface area and volume.
- Develop understanding of statistical variability.
- Summarize and describe distributions.

Course Specific Materials:

- Pencil and eraser
- Ruler
- Graph paper
- Calculator

Essential Texts:

- *Mathematics Core Connections, 1* - eBook

Course Name: Foundations for Algebra

Course Level: Grades 6-7

Course Prerequisites: 3 or better in Mathematics Core Connections 1 or equivalent; Teacher Recommendation

Course Description: This course teaches students the concepts and skills from the 7th and 8th Grade section of the U.S. Common Core mathematics curriculum. Students deepen their understanding from the arithmetic of 6th grade and continue to develop the fundamental concepts of algebra in the following areas:

- Ratios and proportional relationships
- The number system
- Expressions and equations
- Geometry
- Statistics and probability
- Functions

Common Core Standards:

- Analyze proportional relationships and use them to solve real-world and mathematical problems.
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- Draw, construct and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.
- Know that there are numbers that are not rational, and approximate them by rational numbers.
- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.
- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.
- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
- Investigate patterns of association in bivariate data.

Course Specific Materials:

- Binder
- Graph paper (0.5 cm blocks)
- Pencil and eraser
- Blue or black pen
- Ruler
- Calculator

Essential Texts:

- *Mathematics Core Connections 2/3* - e-book

Course Name: Algebra 1

Course Level: Grades 7-10

Course Prerequisites: 3 or better in Foundations of Algebra or equivalent; Teacher recommendation

Course Description: In this course, students are formally introduced to a powerful set of mathematical tools called Algebra. As a set of tools, Algebra is the foundation of higher mathematics and the language of science. In fact, future courses are built from what you learn here. While students learn algebra, they also become used to a new way of thinking: a way of investigating new situations, discovering new relationships, and figuring out what strategies can be used to solve problems. Upon successful completion of this course, students are prepared for beginning Geometry.

Areas of Study:

- Quantities
- Seeing structure in expression
- Arithmetic with polynomials and rational functions
- Creating Equations
- Reasoning with Equations and Inequalities
- Interpreting functions
- Building functions
- Linear and Exponential models

Common Core Algebra Standards:

- Reason quantitatively and use units to solve problems
- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems
- Perform arithmetic operations on polynomials
- Create equations that describe numbers or relationships
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically
- Understand the concept of a functions and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations
- Build a function that models a relationship between two quantities
- Build new functions from existing functions
- Construct and compare linear and exponential models and solve problems
- Interpret expressions for functions in terms of the situation the model

Course Specific Materials Required:

- Binder
- Graph paper (0.5 cm blocks)
- Pencil and eraser
- Blue or black pen
- Ruler
- Scientific calculator

Essential Text(s):

- *CPM Algebra Connections* - eBook

Course Name: Geometry

Course Level: Grades 8-10

Course Prerequisites: 3 or better in Algebra 1 or equivalent; Teacher recommendation

Course Description: Geometry teaches students the concepts and skills from the Geometry section of the U.S. Common Core mathematics curriculum. During the Geometry course, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. Upon successful completion of this course, students are prepared for beginning Algebra 2/Trig or IB Math Studies Year 1.

Areas of Study:

- Congruence
- Similarity, right triangles and Trigonometry
- Circles
- Expressing geometric properties with equations
- Geometric measurement and dimension

- Modelling with Geometry

Common Core Geometry Standards:

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions
- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles
- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles
- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically
- Explain volume formulas and use them to solve problems
- Visualize relationships between two-dimensional and three-dimensional objects
- Apply geometric concepts in modeling situations

Course-Specific Materials Required:

- Binder
- Graph paper (0.5 cm blocks)
- Pencil and eraser
- Blue or black pen
- Ruler
- Scientific calculator

Essential Texts:

- *CPM Core Connections Geometry* - ebook

Course Name: Algebra 2 with Trigonometry

Course Level: Grades 8-10

Course Prerequisites: 4 or better in Algebra 1 and Geometry or equivalent; Teacher recommendation

Course Description: Algebra 2 with Trigonometry teaches students the concepts and skills from the Algebra 2 section of the U.S. Common Core mathematics curriculum. Students deepen their understanding of algebra by considering functions in general and specific functions in details. Upon successful completion of this course, students are prepared for beginning Pre-Calculus or IB Math SL Year 1.

Areas of Study:

- Number and Quantity
- Algebra
- Functions
- Statistics and Probability

Common Core Algebra 2 Standards:

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems
- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions
- Create equations that describe numbers or relationships
- Understand solving equations as a process of reasoning and explain the reasoning
- Represent and solve equations and inequalities graphically
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations
- Build a function that models a relationship between two quantities
- Construct and compare linear and exponential models and solve problems
- Interpret expressions for functions in terms of the situations they model
- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions

- Prove and apply trigonometric identities
- Summarize, represent, and interpret data on a single count or measurement variable
- Understand and evaluate random processes underlying statistical experiments
- Perform arithmetic operations with complex numbers
- Use complex numbers in polynomial identities and equations

Course-Specific Materials Required:

- Graph paper
- Pencil and eraser
- Ruler
- Graphing Calculator: TI-84 Plus recommended. This can be used throughout high school, including IB classes.

Essential Texts:

- *CPM Algebra II with Trigonometry*, CPM Educational Program, 2010 with statistics and probability supplement.

Course Name: Pre-Calculus

Course Level: 9-10

Course Prerequisites: 4 or better in Algebra II/Trigonometry. Teacher Recommendation

Course Description: *When considering various routes to get from home to school, which is the shortest? When choosing among various bank accounts, which will accrue the most interest? Which box has the highest probability of holding the candy you want? How can we model different phenomenon in real life with mathematics?*

What is calculus, anyway? This course will help students answer these questions, plus many more. Many of the mathematical and problem solving skills students already have will enable them to find approximate solutions. As this course progresses, students will learn all the basics to the methods of calculus that will enable students to find precise solutions.

Upon successful completion of this course students will be prepared for beginning IB Math HL (Year 1), IB Math SL (Year 2) or AP Calculus.

Areas of Study:

- Functions. Basics
- Quadratic Functions
- Exponential and Log Functions
- Series
- Circular Functions
- Statistic and Probability
- Vectors

Common Core Pre-Calculus Standards:

- Understand the concept of a function and use function notation.
- Interpret functions that arise in applications in terms of the context.
- Analyze functions using different representations.
- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.
- Interpret functions that arise in applications in terms of the context.
- Construct and compare linear, quadratic, and exponential models and solve problems.
- Interpret expressions for functions in terms of the situation they model.
- Extend the domain of trigonometric functions using the unit circle.
- Model periodic phenomena with trigonometric functions.
- Prove and apply trigonometric identities.
- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two qualitative measurement variable.
- Interpret linear models.
- Understand independence and conditional probability and use them to interpret data.
- Use the rules of probability to compute probabilities of compound events.
- Understand the concepts and the properties of vectors.
- Use scalar product to interpret the relation between two vectors.
- Construct vector line equation in two and three dimensions and solve problems.
- Model physical phenomena with vector line equations and scalar product.

Course Specific materials required:

- A binder with separators
- Note paper and graphing paper
- Pencil and eraser
- Blue or black ball point pen
- Ruler
- Protractor
- Drawing compass
- Calculator: TI-84 Plus calculator is recommended

Essential Texts:

- L. Dietiker, J. Kysh, B. Hoey, T. Sallee, *CPM Pre-Calculus with Trigonometry*, CPM Educational Program, 2010.

Science

Today's world requires scientific and technological literacy. Knowledge of basic scientific principles and methods is required to address complex social and ethical issues. Using varied teaching techniques and an emphasis on laboratory work, the science department provides students with the background necessary to view issues and events within a scientific context. Inherent in this process and in anticipation of further studies, the department facilitates the development of intellectual skills needed to approach problems with the scientific method. At the Middle School level, the program follows the International Middle Years Curriculum (IMYC), which is an integrated science curriculum. Grades 9 and 10 follow an integrated science curriculum based on IGCSE standards.

Course Name: Science 6

Course Level: Grade 6

Course Prerequisite: None

Course Description: Science 6 follows the International Middle Years Curriculum (IMYC) incorporating specific themes for each unit. This is a skills-based curriculum emphasizing the scientific method. Within each unit, students are involved in experimental design and practice. Throughout middle school they build on laboratory skills and lab report writing.

Units of Study: Each IMYC theme and its associated science content is as follows:

- Collaboration: The water cycle and the role of water on earth.
- Discovery: Investigation of how scientific discoveries come to be.
- Risk: Global Warming, the carbon cycle and the greenhouse effect.
- Balance: Food Chains, Food Webs, and the ecological pyramid of numbers.
- Structures: Structure and organization of cells, tissues, organs and systems.

Course-Specific Materials Required:

- Earphones
- USB drive
- Highlighter
- Pen
- Pencil with eraser
- Ruler
- Simple calculator
- Ruled paper
- Graphing Paper
- Binder with dividers

Essential Texts: A variety of texts are provided depending on each unit.

Submission of any written work: <http://www.turnitin.com>

Course Name: Science 7

Course Level: Grade 7

Course Prerequisite: Science 6

Course Description: Grade 7 follows the International Middle Years Curriculum (IMYC) incorporating specific themes for each unit. This is a skills-based curriculum emphasizing the scientific method. Within each unit, students are involved in experimental design and practice. Throughout middle school they build on laboratory skills and lab report writing.

Units of Study: Each IMYC theme and its associated science content is as follows:

- Relationship: Ecological Relationships between living and nonliving things
- Communication: Physiological processes of digestion, absorption, and egestion
- Competition: Geology and the Scientific Method
- Tradition: Elements and the Periodic Table
- Respect: Magnetism and Electric Current

Course-Specific Materials Required:

- Lab notebook (lined and hard-bound)
- Ear phones
- USB drive
- Pencil
- Eraser

- Highlighter
- Ruler
- Simple calculator
- Ruled paper
- Binder with dividers
- Graphing paper

Essential Texts: A variety of texts are provided depending on each unit
Submission of any written work: <http://www.turnitin.com>

Course Name: Science 8

Course Level: Grade 8

Course Prerequisite: Science 7

Course Description: Grade 8 follows the International Middle Years Curriculum (IMYC) incorporating specific themes for each unit. This is a skills-based curriculum emphasizing the scientific method. Within each unit, students are involved in experimental design and practice. Throughout middle school they build on laboratory skills and lab report writing.

Units of Study: Each IMYC theme and its associated science content is as follows:

- Identity: Nutrition
- Interpretation: Atomic Structure, the Periodic Table, and Chemical Reactions
- Community: Pollution, water, carbon, and nitrogen cycles, combustion, acid rain, and alternative energy
- Leadership: Pollution, water, carbon, and nitrogen cycles, combustion, acid rain, and alternative energy
- Challenge: Physics and the effect of forces, pressure and moments.

Course-Specific Materials Required:

- Earphones
- USB drive
- Highlighter
- Pen
- Pencil with eraser
- Ruler
- Simple calculator
- Ruled paper
- Graphing Paper
- Binder with dividers

Essential Texts: A variety of texts are provided depending on each unit.
Submission of any written work: <http://www.turnitin.com>

Course Name: Integrated Science 9

Course Level: Grade 9

Course Prerequisite: Science 8

Course Description: In grades 9-10 students, participate in an integrated Science program in which Biology, Physics, Chemistry and Advanced Lab Skills are addressed during the course of the two years. In grade 9, students study Biology and Physics. Topics of study are based on the IGCSE standards.

Units of Study:

- Biology: Characteristics, structures and classification of living things, transport, enzymes
- Physics: Forces, energy

Course-Specific Materials Required:

- Lab notebook
- Earphones
- USB drive
- Pencil
- Highlighter
- Eraser
- Ruler
- Simple calculator
- Ruled paper

- Binder with dividers
- Graphing paper

Essential Texts:

- *Cambridge IGCSE Biology*, Cambridge University Press, 2010
- *Cambridge IGCSE Physics*, 3rd Ed., Cambridge University Press, 2010

Submission of any written work: <http://www.turnitin.com>

Course Name: Integrated Science 10

Course Level: Grade 10

Course Prerequisite: Science 9

Course Description: In grades 9-10 students, participate in an integrated Science program in which Biology, Physics, Chemistry and Advanced Lab Skills are addressed during the course of the two years. In grade 10, students study Chemistry and Advanced Lab Skills Topics. Topics of study are based on the IGCSE standards.

Units of Study:

- Chemistry: Particle theory, periodic table, chemical reactions
- Advanced Lab Skills: exploration and data collection, data analysis and uncertainties, conclusion and evaluation, scientific communication, technology integration

Course-Specific Materials Required:

- Lab notebook
- Earphones
- USB drive
- Pencil
- Highlighter
- Eraser
- Ruler
- Simple calculator
- Ruled paper
- Binder with dividers
- Graphing paper

Essential Texts:

• *Cambridge IGCSE Chemistry*, 3rd Ed., Cambridge University Press, 2010

Submission of any written work: <http://www.turnitin.com>

Course Name: Integrated Science 11-12

Course Level: Grades 11-12

Course Prerequisite: Science 10

Course Description: In grades 11-12 students participate in an integrated Science program in which Biology, Physics and Chemistry are addressed during the course of the two years. Topics of study are based on the IGCSE standards.

Essential Texts:

A variety of texts are provided depending on each unit.

Submission of any written work: <http://www.turnitin.com>

Social Studies

The study of history fires students' curiosity and imagination, moving and inspiring them with dilemmas, choices and beliefs of people in the past. As they develop an understanding of historical study, students are brought to ask and answer important questions, evaluate evidence, identify and analyze different interpretations of the past and learn to recognize any judgments they make. By developing a chronological overview of world history, they are able to make connections within and across different periods and places so as to build a better understanding of the forces of change and cause and effect.

Geography is all around us: how and why places are different, the patterns created by the physical and the human world, and how they interact. Geography investigates the connections between people and their environment and how each affects the other. At the American International School of Rotterdam, the geography program aims to help students to understand the environment in which they live and to gain an appreciation for how other people in different environments live in contrasting parts of the world. This is achieved by examining a range of sources that can be used as tools, from maps and photographs to published data and news items. The interpretation and analysis of information leads students to realize that people live and adjust to many circumstances, that all are in a constant state of change, and the actions of each group of people may well influence the conditions of others somewhere else in the world.

Course Name: Social Studies 6

Course Level: Grade 6

Course Prerequisite: None

Course Description: The objective of this course is for students to develop an appreciation for the world in which we live and to gain an understanding of the cultural universals that tie the people of the world together. Social Studies 6 provides students with the opportunity to develop essential research skills, distinguish between fact and opinion, identify bias, and identify continuity and change over time. The course follows the International Middle Years Curriculum (IMYC), incorporating specific themes for each unit. Each IMYC unit of work involves approximately six weeks of learning based around a *Big Idea* that aims to help students to achieve coherence and connection within their subjects.

Units of Study: Students work on the following big ideas:

- Collaboration
- Discovery
- Risk
- Balance
- Structures

Course-Specific Materials Required: Exercise book, pencil, ruler, sharpener, eraser

Essential Texts: Various online sources and resources from IMYC

Course Name: Social Studies 7

Course Level: Grade 7

Course Prerequisite: Social Studies 6

Course Description: In Social Studies 7, students examine our world using the five themes of geography: location, place, human-environment interaction, movement, and regions. As we study different regions of the world, students continue to develop essential skills such as conducting ethical research, identifying bias, utilizing primary and secondary sources, communicating original thoughts effectively, interpreting graphic materials, and thinking critically. The course follows the International Middle Years Curriculum (IMYC), incorporating specific themes for each unit. Each IMYC unit of work involves approximately six weeks of learning based around a *Big Idea* that aims to help students to achieve coherence and connection within their subjects.

Units of Study: Students work on the following big ideas:

- Relationship
- Communication
- Competition
- Tradition
- Respect

Course Specific Materials Required: Exercise book, pencil, ruler, sharpener, eraser

Essential Texts: Various online sources and resources from IMYC

Course Name: Social Studies 8

Course Level: Grade 8

Course Prerequisite: Social Studies 7

Course Description: This course is focused on “Global Issues” and is designed to help students develop a global perspective on issues that relate to their daily lives and to their future. Historical and current data is used to gain an understanding of the world. Active participation including discussion and debate help with the development of critical thinking skills and the ability to express ideas supported by valid evidence. Social Studies 8 follows the International Middle Years Curriculum (IMYC), incorporating specific themes for each unit. Each IMYC unit of work involves approximately six weeks of learning based around a *Big Idea* that aims to help students to achieve coherence and connection within their subjects.

Units of Study: Students work on the following big ideas:

- Identity
- Interpretation
- Community
- Leadership
- Challenge

Course-Specific Materials Required: Exercise book, pencil, ruler, sharpener, eraser.

Essential Texts: Various online sources and resources from IMYC

Course Name: HS Social Studies

Course Level: Grade 9-10

Course Prerequisites: Grade 8 or equivalent

Course Description:

The purpose of HS Social Studies is to contribute to the AISR Guiding Statements and the School Mission to “challenge and inspire students to be principled and resourceful citizens of the world.”

This course builds upon previous learning in Social Studies and prepares students for course offerings within the subject area of ‘Individuals and Societies’ in the IB Diploma Programme. To this end, the aims of HS Social Studies is to develop students to be informed and engaged citizens of society.

As an integrated humanities course, Social Studies 10 includes disciplines considered both ‘humanities’ (i.e. history) and ‘social sciences’ (i.e. human and physical geography, civics, economics). HS Social Studies adopts a concept-based, enquiry-driven approach to learning about the world, and invites students to investigate political, economic, social and environmental factors which impact on communities at the local, national and international levels. It cultivates international mindedness by inviting students to grapple with complex – and often sensitive – ideas through open and reflective dialogue, and in a safe learning Environment.

In HS Social Studies, students learn how to create focused and rigorous enquiry questions, how to collect and analyze data to make reasoned evaluations, and how to disseminate findings in a variety of communicative means. Additionally, this course builds on prior oral and written communication skills, continuing to refine argumentative writing and presenting skills. Learning tasks draw upon significant student-led investigation and a variety of cooperative learning strategies.

Concepts and topics explored in this course include:

- nationalism and identity
- exploration and empire-building
- migration and movement
- introduction to economic systems
- climate change and sustainability
- population growth and settlement

Modern Languages

AISR envisions students to be active and responsible world citizens as well as principled, compassionate and innovative life-long learners. The cultural diversity of AISR, along with its linguistic richness, enhances the learning environment of the school. With this in mind, AISR is proud to offer two different but equally excellent language programs: one for native speakers of Dutch, and the other for students who are being introduced to and are progressing along in Dutch or Spanish as a foreign language. Our goal is to stimulate every student through their curiosity and intellectual learning, while inspiring and challenging students to excel. In order for all students to be sufficiently inspired and challenged in their language development, it is imperative that students be enrolled in the appropriate program.

The Foreign Language Program at AISR is designed for students whose language proficiency is that of a student learning a foreign language within a formal educational program. Course placement is determined by the demonstrated grade and/or ability level of the student.

Learning a foreign language fosters understanding, communication and interaction. Learning languages raises awareness of the multilingual and multicultural world. The aims of Foreign Language study at AISR are to prepare the student to function in a multicultural world and to use the target language appropriately in a wide range of situations and for a variety of purposes. In addition, it is hoped that the student will also gain an awareness of and an appreciation for the cultures represented.

The study of native Dutch language is based on students who could be considered native, bilingual, or near-native speakers of the Dutch language. These already proficient language learners may include, but are not limited to, those who learned to speak the language before any other, who speak the language with at least one parent or sibling at home, or who have studied in a school where the target language is the language of instruction.

AISR defines a Native Language as:

- A language used by the student as a language of communication (or as one of two languages of communication, in the case of bilingual students) outside the school environment and/or in his/her family.*
- A language with which the student feels comfortable, and in which he/she intuitively, grammatically and correctly describes the world, his/her feelings and emotions.*

Placement of individual students in the appropriate language class will depend on assessment by the modern language department.

Course Name: Middle School Dutch as a Foreign Language (DFL)

Course Level: Grades 6-8

Course Prerequisite: None

Course Description: The Middle School Dutch as a Foreign Language class is a combined grades (6-8) class. The course is designed to introduce the Dutch language and culture to beginning level students, raise the understanding and proficiency for intermediate and advanced level students, and prepare all students for the following level. Students acquire an understanding of the language and its many cultures and dialects by participating in reading, listening, writing, speaking activities, projects and games. Students who complete this course come away with an understanding of the language, a specific interpersonal communication skill level and an understanding of the vast aspects of the Dutch culture throughout the world.

Units of Study: Units based on students' interests and cross-cultural activities.

Course-Specific Materials Required: Laptop

Essential Texts:

- *Zeg 't eens*, Boom Publishers, 4th ed., 2015
- *Klare Taal*, Boom Publishers, 8th ed., 2014
- *De Delftse Methode*, Boom Publishers, 4th ed., 2014
- *De Taaltrap*, Boom Publishers, 1st ed., 2014
- *Hotel Hallo*, Boom Publishers, 1st ed., 2014
- *Eenvoudige basisgrammatica NT2*, Boom Publishers, 9th ed., 2015
- Selected authentic texts, short stories, films, music, games, and teacher-generated materials

Course Name: Middle School Spanish as a Foreign Language (SFL)

Course Level: Grades 6-8

Course Prerequisite: None

Course Description: The Middle School Spanish as a Foreign Language class is a combined grades (6-8) class. The course is designed to introduce the Spanish language and the various cultures to beginning level students, raise the understanding and proficiency for intermediate and advanced level students, and prepare all students for the following level. Students acquire an understanding of the language and its many cultures and dialects by participating in reading, listening, writing, speaking activities, projects and games. Students who complete this course come away with an understanding of the language, a specific interpersonal communication skill level and an understanding of the vast cultures of the Spanish-speaking world.

Units of Study: Units based on students' interests and cross-cultural activities.

Course-Specific Materials Required: Laptop, Notebook.

Essential Texts:

- *Club Prisma*. Ed. Edinumen
- Selected authentic texts, short stories, films, music, games, and teacher-generated materials

Course Name: Middle School Dutch Native Language (DNL)

Course Level: Grades 6-8

Course Prerequisite: None

Course Description: In keeping with the IB philosophy, maintenance of the Native Language is encouraged and supported at AISR. Research shows that a high level of proficiency in the Native Language (NL) may exert important influences on academic and intellectual development. The purpose of the Native Language class is to enable Dutch and Belgian students to return to local education in either the Netherlands or Belgium, or any other Dutch school in the world.

Course-Specific Materials Required: laptop.

Essential Texts:

- *Nieuw Nederlands*, Noordhoff Uitgevers, 2012
- *Taalverhaal*
- Selected authentic texts, short stories, films, music, games, and teacher-generated materials.

Course Name: High School Dutch as a Foreign Language (DFL)

Course Level: Grades 9-10

Course Prerequisite: None

Course Description: The High School Dutch as a Foreign Language class is a combined grades (9-10) class. The course is designed to introduce the Dutch language and culture to beginning level students, raise the understanding and proficiency for intermediate and advanced level students, and prepare all students for the following level. Students acquire an understanding of the language and its dialects by participating in reading, listening, writing, speaking activities, projects and games. Students who complete this course come away with an understanding of the language, a specific interpersonal communication skill level and an understanding of the vast aspects of the Dutch culture throughout the world.

Units of Study: Units based on students' interests and cross-cultural activities.

Course-Specific Materials Required: Laptop

Essential Texts:

- *De Opmaat*, Boom Publishers, 2014
- *Zeg 't eens*, Boom Publishers, 4th ed., 2015
- *Klare Taal*, Boom Publishers, 8th ed., 2014
- *De Delftse Methode*, Boom Publishers, 4th ed., 2014
- *Eenvoudige basisgrammatica NT2*, Boom Publishers, 9th ed., 2015
- Selected authentic texts, short stories, films, music, games, and teacher-generated materials

Course Name: High School Spanish as a Foreign Language (SFL)

Course Level: Grades 9-10

Course Prerequisite: None

Course Description: The High School Spanish as a Foreign Language class is a combined grades (9-10) class. The course is designed to introduce the Spanish language and the various cultures to beginning level students, raise the understanding and proficiency for intermediate and advanced level

students, and prepare all students for the following level. Students acquire an understanding of the language and its many cultures and dialects by participating in reading, listening, writing, speaking activities, projects and games. Students who complete this course come away with an understanding of the language, a specific interpersonal communication skill level and an understanding of the vast cultures of the Spanish speaking world.

Units of Study: Units based on students' interests and cross-cultural activities.

Course-Specific Materials Required: Laptop, Notebook.

Essential Texts:

- *Club Prisma*. Ed. Edinumen
- Selected authentic texts, short stories, films, music, games, and teacher-generated materials

Course Name: High School Dutch Native Language (DNL)

Course Level: Grades 9-10

Course Prerequisite: None

Course Description: In keeping with the IB philosophy, maintenance of the Native Language is encouraged and supported at AISR. Research shows that a high level of proficiency in the Native Language (NL) may exert important influences on academic and intellectual development. The purpose of the Native Language class is to enable Dutch and Belgian students to return to local education in either the Netherlands or Belgium, or any other Dutch school in the world.

Course-Specific Materials Required: laptop.

Essential Texts:

- *Nieuw Nederlands*, Noordhoff Uitgevers, 2012
- Selected authentic texts, short stories, films, music, games, and teacher-generated materials

The Arts

AISR students experience the artistic disciplines, Visual Arts, Music and Drama, concurrently until the end of Middle School. Studying the Arts provides our students with an opportunity to build an internationally minded cultural appreciation.

AISR aims to foster creative expression and a lifelong appreciation of the Arts. Students are challenged to problem solve, take risks and to think critically. They learn about influential artists, their work and impact on their field of expertise. Students are encouraged to appreciate the Arts in the context of their own lives, and engage in self-reflection about their creative processes and final products, as well as those of their peers. Students will be encouraged to continually improve and develop their means of creative expression.

Course Name: Middle School Art

Course Level: Grades 6-8

Course Prerequisite: None

Course Description: The course focuses upon the investigation of the elements and principles of art, craft and design and how artists and makers have developed their ideas and approaches to their disciplines. This study informs and inspires the personal work of the students, who are encouraged to critically analyze their work and the work of others. Influenced by the thematic content of the IMYC, students produce artifacts and images with a variety of media, in both 2D and 3D.

Units of Study: N/A

Course Specific Materials Required: Supplied by the school.

Essential Texts: Supplied by the teacher.

Course Name: Middle School Drama

Course Level: Grades 6-8

Course Prerequisite: None

Course Description: Drama class provides training in the development of creativity and meaningful artistic expression. It provides a hands-on approach to dramatic art, refining the students' sensibilities and adding to the richness of their overall educational experience. In Middle School Drama, students develop skills in improvisation, devising and performing. Students experientially learn about a number of different dramatic styles, particularly through rehearsal and production preparation. They develop the skills of public-speaking, script-writing and directing while simultaneously learning to work successfully in groups. Grades 6 and 7 follow one curriculum, while grade 8 follows a separate, more advanced curriculum.

Units of Study:

- Greek Mythology
- Film Genres
- Roald Dahl dramatic readings
- History of the Globe Theatre and Shakespeare- create your own Globe
- Whose Line is it anyway? Improvisation theatre
- Fairytale-Jam
- Nursery Rhyme raps
- Oprah Interviews
- Storyboards + Scriptwriting
- TV parodies
- Poetry Recitals
- A range of games and warm-up activities

Not all units are taught at each grade level or each year.

Course-Specific Materials Required: Supplied by the school.

Essential Texts: Supplied by the teacher.

Course Name: Middle School Music

Course Level: Grades 6-8

Course Prerequisite: Grade 5 Music or equivalent

Course Description: Music in these grades is specifically designed to appeal to the students' increasing maturity. Building on the theoretical knowledge gained in previous years, the students are required to perform intelligently and make basic compositions using a variety of instruments. Their response to music is similarly expected to be more considered and reflective. In all the MS grades, this program is delivered through selected listening that draws on popular and world music tradition, performance activities using classroom band instruments and composition using a variety of digital tools. This experience deepens their knowledge and broadens their concept of what music is.

Units of Study:

- Band Performance
- Individual Performance
- Ukelele Playing
- Singing
- Music Notation
- Composition
- Appreciation

Course-Specific Materials Required: None

Essential Texts: None

Course Name: High School Art/Photography

Course Level(s): Grades 9-10

Course Prerequisite: None

Course Description: The course is centered upon the investigation of the elements and principles of art, craft and design with an understanding of how artists and makers have developed their ideas and approaches to their various disciplines. This study informs the personal work of the students as they incorporate creative work from observation as well as imagination. Students are encouraged to critically analyze their work and the work of others. Influenced by the International Baccalaureate thematic unit structure, students produce artifacts and images in a variety of materials, in both 2D and 3D. High school art prepares students for I.B. study at a later date, should they choose to take the subject. Digital photography and digital image processing are a key tool in the creative process, both as a source for creative development and as a documentation device.

Units of Study: N/A

Course Specific Materials Required: Supplied by the school

Essential Texts: N/A

Information and Communication Technology

Technology has a profound effect on the way we view the world and live our lives. As important as the knowledge students must learn is the acquisition of skills to navigate in an increasingly information rich society. The process of information acquisition has taken on far more complex nuances as we involve students in experiences that require them to assess what information they know, what they need to know, where they can look for it, how much of it they need or want and how accurate the information is. Students need to be prepared to become resourceful learners, to work in a global information society, to experiment with diverse software programs and use critical and creative thinking skills.

Course Name: High School Media and Publications

Course Level(s): Grades 9 and 10

Course Prerequisite: None

Course Description: The Media and Publications course focuses on equipping students with the understanding, skills, and processes necessary to interpret and create digital and print-based media. Essential skills include an understanding of and ability to capture and manipulate digital media including still-images and video. Once students have mastered capturing the digital source material, they edit and manipulate it to create a variety of media projects, such as: the Yearbook, promotional material, and “short” dramatic films. Students learn to share their products over the Internet, using social media and understand the benefits and deficits of such contemporary digital communications.

Units of Study:

- Photography / Photo-editing and manipulation / Storage, Printing and Mailing
- Digital movie making 101 / Storyboarding / Film making - technique and process
- Desktop and Web based Publishing / Journalism / Ethics, the press, and the web / Social Media / Future Media

Course-Specific Materials Required: None

Essential Texts: None

Note: This course (or the equivalent from another high school) is an AISR graduation requirement.

Health, Advisory and Physical Education (HAPE)

Health, Advisory and Physical Education (HAPE) is an integral part of the curriculum at AISR that focuses on the total well-being of students. The primary purpose of the program is to foster moving, thinking and feeling students who engage in active and healthy lifestyles. AISR takes a holistic approach to HAPE with three underlying and interdependent components at the heart of this learning area:

1. Physical Education: *students develop motor skills, knowledge and understandings about movement, and positive attitudes towards physical activity*

2. Health: *a real focus on promoting attitudes and behaviors that lead to a healthy lifestyle which enhances personal and physical development*

3. Advisory: *students build resilience through strengthening their personal identity and sense of self worth. They learn to demonstrate empathy and they develop skills that enhance relationships in areas such as problem-solving, challenge, raising expectations, study skills, digital literacy and citizenship*

Course Name: Middle School HAPE

Course Level(s): Grades 6-8

Course Prerequisite: None

Course Description: HAPE encompasses three interrelated learning areas: Health, Advisory and Physical Education. Students engage in activities that emphasize team sports and individual lifetime sports. In addition to the discussions and planning that happens in team sports, activities such as gymnastics, circus skills, orienteering, climbing, and project adventure are excellent thought provoking activities, requiring discussion, responsibility, planning and creativity. Students receive fitness conditioning and gain knowledge of cardiovascular fitness, muscular strength and endurance and flexibility. There is also a focus on the prevention of unhealthy behaviors and the promotion of attitudes and behaviors that can lead to a healthy lifestyle. Emphasis is placed on the acceptance of personal responsibility for lifelong health; respect for and promotion of the health of others; an understanding of the process of growth and development; and informed use of health-related information, products and services.

Units of Study:

- Physical Education: Team sports, individual sports, fitness, creative and expressive movement activities, adventure activities and recreation.
- Health: Nutrition, family health & sexuality, personal & consumer health, substance abuse, community & environmental health.
- Advisory: Personal & social well-being, conflict resolution, relationship building, personal safety, communication, digital literacy and citizenship.

Students are also encouraged to participate in the co-curricular athletic program and can choose from swimming, soccer, volleyball, basketball, track & field and softball.

Course Specific materials required:

- PE Uniform
- Laptop
- Pencils
- Pencil sharpener
- Blue and black pens
- Glue stick
- Ruler
- Eraser

Essential Texts: All material is supplied by the teacher.

Course Name: High School HAPE

Course Level: Grades 9-10

Course Prerequisite: None

Course Description: High School students are engaged in lifetime activities that prepare them for a healthy lifestyle in the future. The HAPE program emphasizes participation, knowledge, skill and understanding of a variety of sporting activities. Students also learn to be health literate and able to make responsible decisions regarding their social, mental/emotional and physical health. High School HAPE is a two-year program and is structured to prepare students for the IB Sport, Health and Exercise Science Course.

Units of Study:

- Lifetime sports studies
- Sport and exercise science (practical and theoretical)
- Adventure based activities
- Social and emotional wellbeing
- First aid and emergency care
- Body Systems and healthy functions
- Nutrition and healthy eating
- Tobacco, alcohol, drugs and other external influences

Students are also encouraged to participate in the co-curricular athletic programme and can choose from swimming, soccer, volleyball, basketball, track & field and softball.

Course Specific Materials Required:

- PE Uniform
- Laptop
- Pencils
- Pencil sharpener
- Blue and black pens
- Glue stick
- Ruler
- Eraser

Essential Texts: All material is supplied by the teacher.

Note: This course (or the equivalent from another high school) is an AISR graduation requirement.

International Baccalaureate at AISR (Grades 11 and 12)

Students at the American International School of Rotterdam may take courses that lead to the International Baccalaureate, a challenging two-year program of international education for students aged 16 to 19. It is designed for highly-motivated high school students who wish to challenge themselves to a greater degree and become highly involved with the community. The IB has earned a reputation for rigorous assessment, giving successful IB students access to the world's leading universities.

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

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

Courses for All Grade 11 and 12 Students (ToK, EE and CAS)

Course Name: Theory of Knowledge (ToK)

Course Level: Grades 11-12

Course Description: Theory of Knowledge (ToK) is a central component of the IB Diploma Program. This doesn't mean that it is the most important, but rather that it is uniquely positioned in relation to other IB courses (Groups 1-6). ToK is unlike other courses in that it is not content-based: ToK students aren't so much responsible for learning facts, dates, equations, and so on, and there is little by way of tests or exams. That being said, at the end of grade 12 one essay of 1600 words will be written and submitted to the IB and one presentation will be performed in front of the class and filmed for IB purposes. During grade 11 the students will be well prepared by practicing these essays and presentations. ToK is about learning *how* we learn. The question that is most central to ToK is "how do I know?", which is a natural follow-up question to "what do I know?"

ToK is a rigorous and academic course which brilliantly prepares students for both a university environment and to enter the world with the ability to think critically and beyond a singular paradigm. More specifically, ToK is an epistemology course: the IB divides the theory of knowledge into "ways of knowing" (how we gain knowledge) and into "areas of knowledge" (what we gain knowledge about). Over the period of this two-year course, we discuss these, and how they relate to each other.

Students learn to formulate knowledge questions, discuss difficult questions about knowledge using a wide range of opinions, and to seek out real-life situations that will function to support both their claims and counter-claims. Essentially ToK teaches students to produce discussions on difficult topics with water-tight evidence and substantiation for both their view points and the view points of others.

Some of the questions we discuss in the course: Are some truths more "true" than others? Do beliefs constitute knowledge? How do the ways of organizing knowledge differ from culture to culture? From time period to time period? How does language help make meaning?

Course Name: Extended Essay (EE)

Course Level: Grades 11-12

Course Description: The Extended Essay is an independent, self-directed piece of research, finishing with a 4,000-word paper. Completion of the Extended Essay is both a requirement of the IB Diploma Programme, and an AISR graduation requirement. It also provides practical preparation for undergraduate research, and an opportunity for students to investigate a topic of special interest to them, which is also related to one of the student's six DP subjects.

Through the research process for the extended essay, students develop skills in formulating an appropriate research question, engaging in a personal exploration of the topic, communicating ideas and developing an argument.

Participation in this process develops the capacity to analyze, synthesize and evaluate knowledge. It also encourages them to develop the skills of independent research that will be expected at university. Students choose a subject area, generally from among their courses, and select a faculty advisor. Students are supported throughout the process of researching and writing the extended essay, with advice and guidance from a supervisor who is a teacher at the school.

Course Name: Creativity, Activity, Service (CAS)

Course Level: Grades 11-12

Course Description: CAS is a compulsory component of the IB and AISR Diplomas, which begins in Grade 11 and continues throughout Grade 12. The purpose of CAS is to provide students with an opportunity to learn from practical experience, personal involvement in activities that are real and purposeful, and provide significant outcomes for the student.

Students participate in a range of activities that involve intellectual, physical, creative and emotional experiences. Activities should provide the student with personal challenge and be achievable. Thoughtful consideration of planning, reviewing progress, and reflecting on outcomes and personal learning are integral components of the course that are used to determine the successful completion of a student's CAS Program.

Students keep an online record of their CAS experiences on ManageBac. Access to this site can be found here <https://aisr.managebac.com/login>. This system allows the student to record activities, goals and progress, and to reflect at different stages of the process, to ensure they maintain an accurate and meaningful record of their CAS experiences.

Students meet with the CAS Coordinator three times for a formal interview over the 18-month period. These interviews, along with their ManageBac records, are used to determine the student's final CAS achievement.

*For more information and specific guidelines about all available IB courses, please refer to the **IB Student/Parent Handbook** available on the [AISR website](#).*

STUDENT SUPPORT SERVICES

English as an Additional Language (EAL)

Philosophy

The program provides instruction with an EAL teacher who helps children to develop English proficiency according to their needs and abilities. EAL support is aimed at helping students to participate in the school's academic and social programs. English language learning builds on the cultural and mother tongue experiences. The program encourages students to maintain and develop their Mother Tongue/Native Language while they develop English proficiency.

The EAL Program

The EAL program builds on students' cultural and language abilities and helps non-native English speakers acquire the English language and academic skills necessary for success in the Secondary School. All language skills are taught through meaningful academic content. English Language Learners are closely monitored to ensure their success in the Secondary School. New beginning students attend both EAL classes and receive push-in support in some core classes.

The EAL program at the American International School of Rotterdam (AISR) provides the support students need to be successful in the English-speaking environment of AISR. The curriculum at AISR is built upon students' cultural and language experiences within an intercultural learning environment. Classroom teachers differentiate in the classroom to help EAL students develop both their academic and English skills according to their needs and abilities.

Goals of the EAL Program:

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

What is EAL Support and who receives it?

EAL support is available for all students in Grades 6–10 whose first language is not English and need additional language support because of their language background.

Monitoring

Students' English proficiency levels are monitored and evaluated with the WIDA proficiency scale. Students remain in the support program until conferencing with all teachers involved indicates that the student has both the language skills and academic reading and writing proficiency to be successful in all core classes.

Learning Support

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

Tier 0:

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

Tier 1:

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

Tier 2:

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

Tier 3:

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

Learning Support Grading

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

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

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

GENERAL SECONDARY SCHOOL INFORMATION

At AISR, we believe that:

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

Official Hours

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

Early Dismissals

Once a month on a Tuesday, Wednesday or Thursday throughout the year, the school day ends at **11:40**. Early dismissal days are used by the staff to concentrate on curriculum development and professional growth. The dates are noted on the school calendar.

Homeroom

All students in the Secondary School have a homeroom teacher. They report to this teacher for the first and last 10 minutes of every day (with the exception of grades 11 and 12 who only meet at the beginning of the day).

1:1 Laptop Program

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

The students understand that:

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

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

1:1 Laptop Approach Rationale

The use of digital technology challenges students to become more active participants in their own learning. Whether our students have laptops, tablets or smart phones, many already have multiple devices with which to access information not only for their research but also for their social life. They are 'connected kids'. No matter the device, technology is simply one tool but a pivotal one that supports both our curriculum and our students, as they become independent and self-directed learners. 1:1 at AISR helps our students develop:

- Global Awareness and Social Responsibility
- Collaboration and Communication
- Information, Media, Communication and Technology Literacy
- Innovation and Creativity
- Critical Thinking
- Problem Solving
- Flexibility
- Adaptability
- Self-Direction
- Life and Career Awareness Skills

The 1:1 program at AISR facilitates such skill development and support digital learning through the following:

- Develop common agreements for digital citizenship across the AISR community
- Provide greater access to authentic research and learning environments offering multiple paths to student learning and understanding
- Encourage creativity, collaboration and communication through multi-media digital technology
- Ensure equity in access to digital resources and assistive technologies
- Encourage student-centered and personalized learning through differentiation
- Increase student engagement through collaboration and self-direction
- Widen the range of classroom teaching, learning and assessment opportunities
- Prepare students as well as possible to enter an ever-changing digital world
- Platform and forum for student voice

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

PowerSchool

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

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

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

Projects and Tests Schedule

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

Homework Guidelines

What is homework?

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

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

What is the purpose of homework?

Homework may be given for the following reasons:

- Pre-learning activities
- Processing important concepts

- Practice, revision and critical reflection to improve subject mastery and long-term retention
- Checking for student understanding
- Extending the curriculum
- Developing independent study habits

Homework assignments may include:

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

Teachers use the following guidelines when assigning homework

- Time is provided in class to explain the homework assigned and its purpose
- Homework is assigned by the end of class and is posted on the board and in PowerSchool. Parents and students can access homework via PowerSchool.
- Homework assignments and expectations recognize and differentiate for individual student differences, achievement levels and need.
- Homework is checked regularly but does not count towards the final grade. Feedback may be provided.
- Homework during the holidays is not expected, though we do encourage daily reading and practice of particular skills in an area of need.

Teacher Responsibilities:

- Develop an effective routine for managing the use of homework in the classroom, including sufficient time for students to complete assignments and prepare for tests
- Only set relevant homework appropriate to the content and skills being studied in class and to individual student abilities, liaising with Learning Support team when appropriate
- Set and communicate realistic time limits and due dates with established checkpoints for longer term assignments which help students be successful
- Use appropriate consequences for late work which do not affect the level of achievement awarded, i.e., not removing marks for late work
- Ensure students understand the purpose, benefits and expectations of any homework set
- Check homework regularly and provide appropriate and timely feedback to individual students
- Communicate with parents, homeroom teacher and/or administration as and when necessary if homework is not completed in order to determine whether additional support would be beneficial.

Student Responsibilities:

- Record any homework and due dates in an effective manner
- Inform the teacher of any difficulty with completion of homework *before* the due date
- Ask for help from teachers if required
- Attempt any homework as and when requested and submit by due date

Parent Responsibilities:

- Support homework procedures
- Assist with time management of homework tasks as and when needed
- Provide time and an appropriate environment for the completion of homework
- Avoid influencing the content of student's work
- Assist child in making wise decisions in order to maintain a healthy balance between school, home and co-curricular activities

Leadership Responsibilities:

- Regularly consult with teachers regarding the purpose and amount of homework
- Discuss the expectations regarding assessment of standards and benchmarks to ensure that teachers use a variety of formative and summative assessment strategies and provide regular descriptive feedback for students both for classwork and homework
- Liaise with teachers to monitor student progress and assessment practices

Make-up Work

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

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

Reporting

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

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

Grading Policy

Assessment Rationale

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

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

Assessment provides feedback to teachers, which in turn:

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

Types of Assessment

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

Grading/Marking

Grading procedures are directly related to stated learning outcomes. These learning outcomes are documented in the form of standards and benchmarks, as in the case of Common Core/IMYC/IGCSE/AERO/IB Diploma aims and objectives. The reported grade is based on summative assessments that consist of a variety of assessment tools and types. Some formative assessments are recorded in PowerSchool, but not included in the final grade.

Professional Judgment

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

Evidence

In determining grades, teachers must decide whether they have sufficient evidence of achievement. If not, the grade recorded shall be an "I" (Insufficient Evidence/Incomplete). The "I" will remain until the student provides the missing evidence within the reporting period. An "I" could affect the overall year results and the student's promotion to the next grade level. Extra credit does not form part of AISR's approach to grading. Final grades are determined according to the most consistent level of achievement with emphasis on the most recent work.

Standards-Based Grading

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

AISR Achievement Descriptors

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

Approaches to Learning

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

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

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

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

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

Incomplete assessment evidence are handled as follows:

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

Absences are handled as follows:

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

Cooperative Learning Activities:

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

IB "Self Taught" Language Grading

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

High School Class Rank/Grade Point Averages (GPAs)

AISR does not provide class rank. Our experience suggests that such a number misleads rather than clarifies. This is because the small size of our school and the transient nature of our student population make minor differences in averages produce wide differences in rank. AISR also does not calculate GPAs.

Pass/Fail Grading Option

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

Insufficient Evidence/Incomplete Grades

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

Any exceptions to this must have the approval of the Secondary Principal. Grades of "I" are not given at the end of the second semester.

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

Grade Changes

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

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

The teacher turns in records for verification that the change met one of the above requirements. The teacher completes and submits a "Grade Change" form to the Secondary Principal noting the grade as it is currently reported, the corrected grade, and the reason for the change.

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

Dropped Classes

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

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

Honor Roll

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

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

Grade Promotion

Grade promotion occurs according to the following guidelines:

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

Course Changes

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

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

Standardizing Testing

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

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

Reporting to Students and Parents

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

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

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

Parent-Teacher Conferences

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

Withdrawal During the School Year

Students withdrawing from AISR must complete the following procedures:

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

Postgraduate or Thirteenth Year

The Secondary School encourages some students to take a postgraduate or thirteenth year for the following reasons:

- It may be either the only way or the recommended route by which students can complete the requirements of the International Baccalaureate Diploma.
- Students may find that an extra year will allow them to take more advanced courses, thereby preparing them more adequately for university.
- Students whose knowledge of the English language is weak may need an extra year to meet the AISR graduation requirements in English or they may wish to strengthen their skills so that they are better prepared for English-language universities.

Attendance

Attendance at school is important. Students are expected to be on time to homeroom, each assigned period and ready to work when the class begins. Attending class regularly and being on time are an important part of student success and achievement. A pattern of absences may put a student at risk of not receiving course credit and/or meeting course requirements for high school graduation. All absences and tardies are documented.

Parents are expected to report and provide a reason for all absences to the Front Office (attendance@aisr.nl) the day their child is absent from school. Medical documentation may be required for multiple successive absences and/or excessive absences due to illness or medical condition.

Procedures Regarding Absences

The Attendance Officer must receive notice from the parent/guardian to authorize a student's absence. Parents or guardians should send an email to attendance@aisr.nl before 08:30. Alternatively, the parent/guardian may also want to email their child's homeroom teacher in addition to the attendance officer.

ONLY PARENTS may verify a student's absence

If a student must leave school for an appointment of any kind, the Front Office must be notified of the time of departure and the anticipated time of return by a parent or guardian. The student must sign out in the Front Office. Students returning to school or coming in late must check in at the Front Office in order for the absence to be excused. The Front Office must receive an email or phone call from a parent/guardian, or the absence remains unexcused.

Excused absences include: personal illness or illness in family, family emergency, death in family or close friend, parental approved business activities (e.g. obtaining a visa, doctor appointment, etc.), religious holidays, school-sponsored trips, or activities approved by the Secondary Principal in advance. It is the student's responsibility to contact teachers to obtain make-up work after he/she is absent, or beforehand for a pre-approved absence. Absences for any other reason will be unexcused, make-up work is not allowed and the absence is treated as a class cut (see "Class Cuts").

It is important that parents contemplating a vacation arrange the time when it coincides with the vacation period of our school calendar. However, if this is not possible, the following procedure must be followed:

- Parents and students present a written request to the Secondary Principal to be excused for a holiday. The Secondary Principal then gives the student a prearranged absence form.
- No student is allowed more than five (5) school days per year for the purpose of family holiday.

- The prearranged absence form is returned to the Secondary Principal at least three school days before the scheduled vacation. On this, a plan is developed which identifies how and when (due date) the missed schoolwork is to be made up. A teacher's signature on the form does not denote approval of the absence from class; however, lack of endorsement by the teacher does not mean the request is not to be granted.
- No make-up work is allowed if the student does not complete the absence form.
- The Secondary Principal makes the final decision on any excused vacation absence.

Minimum Attendance Policy

Minimum attendance for courses in the secondary school is set at 85% of the number of days courses meet in a given year. Student absences from school are recorded regardless of the reason (i.e. illness, travel with teams/clubs, family matters, etc.). All absences count toward the minimum attendance calculations except for school-sponsored field trips and authorized external exams such as IB examinations.

Students absent for more than 15% of the classes in a given course are at risk of failing that class. If a student fails a course, the student's report card will show F (Fail), and the student may be required to repeat the course.

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

Attendance and After-School Activities

Students who are participating in an after-school or co-curricular activity must be in school on the day of the event and do not show any of the conditions/symptoms noted below (under *Attendance and Health and Safety*). This also applies to any evening activity sponsored by the school. Students who do not comply with this expectation will not participate in that evening's event.

Attendance and Health and Safety

The health of all students is important. Therefore, the school asks that you follow the guidelines: Please do not bring your child to school if any of the conditions below occur:

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

Please make sure your child is well enough to return to school after an illness. Your child should be free of fever without medication and/or without diarrhea and vomiting for at least 24 hours before coming back to school.

Tardiness

Tardiness should be avoided at all times. Students who are late for school or classes not only interfere with their own educational process but also with that of other students. If a student is late for school, he/she must report directly to the front office. A late pass is issued by the office permitting the student to enter class. The student must bring a note from his/her parents explaining the reason for the tardiness that day or by the following day or the parent must send an email.

Unless the student has a pass from a teacher, administrator or from the school office, the tardy is unexcused. Excessive tardiness results in detentions or possible suspension. Tardies affect a student's attendance record. When a student arrives late to class, without a pass, the teacher notifies the Secondary Principal. The Secondary Principal initiates communication with the parents about the issue.

Dismissal During the School Day

When possible, AISR requests that doctor and dentist appointments be made after school hours. If a student is to be excused for these or any other reasons, he/she is to bring a note to the office or parents can email the school before the first period of the day. The note/email must state the specific reason for the dismissal, the time of dismissal, the identity of the individual who is picking up the student, and a parent or guardian's signature.

Leaving School Grounds

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

Class Cuts

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

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

Cutting Detention

If a student cuts a teacher detention, an office detention is assigned. Cutting administrative detention results in doubling the detention time. Further violations result in a Suspension.

Library/Media Center

The Library/Media Center (LMC) is designed to promote and support independent reading, learning and student collaboration at all educational levels. The LMC houses a collection of over 11,000 volumes. The collection is divided into approximately one-third fiction volumes and two-thirds non-fiction volumes.

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

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

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

Lockers/Backpacks

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

Textbooks

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

Yearbooks

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

Medical Office

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

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

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

The health of all students is important. Therefore, the school asks that you follow the guidelines: Please do not bring your child to school if any of the conditions below occur:

- Diarrhea and/or vomiting
- Temperature above 100.4 F or 38C
- Skin or eye irritation

Please make sure your child is well enough to return to school after an illness. Your child should be free of fever without medication and/or without diarrhea and vomiting for at least 24 hours before coming back to school.

Transportation Services

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

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

Riding the buses is a privilege and not a right. If a child does not obey the rules of the bus, uses inappropriate language/behavior or is habitually late in the morning or afternoon, the bus riding privilege may be revoked.

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

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

Any questions or concerns regarding the bus transportation policy should be addressed to the transportation coordinator (transportation@aisr.nl).

Parents must inform the transportation coordinator **prior to 9:00 a.m.** for any changes in their normal afternoon route on transportation@aisr.nl.

In the event of a bus breakdown or delay along the route, the driver will, as quickly as possible, notify the school office via mobile phone so appropriate steps may be taken to ensure the prompt and safe arrival of the students.

Students will not be left at an unattended home. If a parent or guardian is not at home when a child is dropped off, the driver will return the student to school, and the parents are then responsible for collecting their child.

Please remind your child not to leave books or personal belongings on the bus. Students are requested not to eat or drink on the bus.

Cafeteria - 'Tjeerd's Place'

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

- All food and drink, whether it comes from the cafeteria or from home, should be consumed in the cafeteria.
- Orderly, courteous behavior is expected in and around the cafeteria area. If a student accidentally drops food or spills something, he/she should clean it up or report it to a cafeteria worker. Students may not push, run, or cut in line.
- Tables, chairs, and floors must be kept clean. Trash and garbage must be disposed of in the containers provided. Trays and eating utensils must be returned to the wash station. These practices apply at all times.
- A schedule for grades 6-11 student table cleanup duties is posted in the cafeteria.

College Counseling

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

School Policies **Academic Freedom**

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

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

- No textbook, chart or other instructional material shall contain any matter prejudicial to any person because of race, creed, or national origin (except as a point of study into that "offensive" statement or idea).
- No publication of a sectarian, partisan or denominational character shall be distributed or discussed with the intention of espousing or encouraging a particular ideology or belief.
- No teacher shall advocate or teach political or religious points of view with the intent of indoctrinating or influencing students. The teacher shall also refrain from using his/her classroom privileges and prestige to promote a partisan, cultural or religious point of view.
- No teacher shall invite any lecturer or guest speaker to his/her classroom without previous approval of the Secondary Principal.

Cheating/Plagiarism

Cheating is defined as breaking test procedures or copying on tests, quizzes, essays, homework, etc. Plagiarism is also covered under this definition. Aiding someone else in cheating is also cheating. The consequences for students caught cheating will be:

First Offence

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

Second Offence (including different subject)

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

Third Offence (including different subject)

- Once found, teacher meets with Principal. Areas of concern identified
- Principal meets with student. Areas of concern identified
- Student placed on academic probation
- Principal sends letter home to parents. This will include consequence tbd by Principal (in/out of school suspension, additional assignment, loss of privileges)
- Student work is given a 1 grade, no opportunity to resubmit
- Cover sheet required for all assignments (all subjects) for period of time
- The student receives a zero on that particular assignment or test.
- The teacher will inform the Secondary Principal for a review of the incident.
- Parents will be notified.
- A suspension or other appropriate consequences may be given to the student(s) involved.
- Repeat offences may lead to expulsion.
- Consequences for high school students will be more severe than for middle school students.

(Ongoing offences may lead to expulsion)

Here follows a definition of plagiarism according to www.dictionary.reference.com

pla-gia-rism [**pley**-juh-riz-uhm, -jee-uh-riz-]

-noun

1. the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.
2. something used and represented in this manner.

Teachers will explain fully their testing procedures to their students and what they consider to be appropriate cooperative class work versus copying. AISR teachers use a program called Turnitin (www.turnitin.com) to check originality of a student's work and ensure that no plagiarism has taken place. Examples of work that may be checked are the IB extended essay and internal assessments.

Community of Respect

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

The style and tone of the school in such matters as language, sportsmanship, courtesy, dress and personal habits, regard for school rules and principles, should reflect self-respect, respect for others, and respect for learning. When a student neglects his responsibilities, he may be denying rights and privileges to himself and to others.

It is the policy of the school to assure that each student:

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

Each student has the privilege to:

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

Misbehavior and Consequences

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

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

Please note...this list is not exhaustive

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

Substance and Drug Abuse

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

Drug use -- possession of drugs or drug paraphernalia:

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

Sale or distribution of drugs

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

Alcohol use or possession:

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

Tobacco use or possession:

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

Fighting and Abusive Language

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

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

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

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

Theft/Stealing

AISR strongly believes in respecting the property and possessions of students, school personnel and the school. The school has a right to search a student, his possessions, and locker if there is a reasonable suspicion that he has committed theft. The administration urges students not to bring valuables, such as expensive watches or electronic equipment, or large amounts of money to school because these items are the most common targets of theft. Stealing results in suspension for up to three days. Repeated offenses or major incidents of theft may lead to expulsion. Full restitution and a parent conference are required before the student may return to regular classes.

Searches of Students and their Property

The school has the obligation to take reasonable steps to protect students from possible harm or to determine involvement of students in inappropriate activities. When any teacher or administrator has reasonable suspicion that a particular student is concealing an object or substance which is prohibited under school policy (drugs, alcohol, tobacco, weapons, stolen property, etc.), the teacher or administrator may ask the student to empty pockets, backpacks, lockers, etc. Failure to cooperate with such a search constitutes insubordination and is reported immediately to the Secondary Principal for further action.

Vandalism and Graffiti

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

Insubordination, Verbal or Physical Abuse of Faculty or Others

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

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

Disciplinary Probation

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

Suspension/Expulsion

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

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

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

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

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

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

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

Age of Majority

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

Public Displays of Affection

These are not appropriate in school.

School-Sponsored Events

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

Student Dress

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

- No prejudicial or racial slogans or any form of offensive or profane displays are to be worn at school.
- Clothing that promotes the use of alcohol, drugs, or tobacco is not allowed.
- No items of clothing that reveal underwear.
- Spaghetti strap tops, strapless tops, halter neck tops, racer-back tops or low-cut tops *are not allowed*. Boys are not allowed to wear sleeveless shirts or sleeveless t-shirts.
- Clothing that reveals the midriff is not to be worn.
- Beach attire (short skirts, shorts, swim tops, flip flops, etc.) *is not allowed*. Skirts and shorts must be no shorter than mid- thigh.
- Instances of clothing judged to be too revealing or suggestive by school personnel will be addressed to the individual student by the Secondary Principal.
- Instances of accessories (e.g. jewelry, piercings,) that are judged to be dangerous or otherwise inappropriate by school personnel is addressed by the Secondary Principal.

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

Communication of Concerns and Questions

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

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

Visitors

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

Electronic Equipment

Mobile/cell phones may be used on **the playground**, in the **cafeteria or student lounge only** during breaks and lunch, and by teacher request. Students who abuse this privilege will have their electronic device confiscated. Typically the confiscation is for one day the first time and for increasing days with each subsequent violation of the rules.

MIDDLE SCHOOL INFORMATION

Homework

In grades 6-8, homework could be up to but generally not more than 1.5 hours per night plus additional activities in the area of special projects of particular interest to the student.

- A rough guideline for homework in terms of minutes is the grade level multiplied by 10. For example, a student in 6th grade should spend (on average) approximately 60 minutes daily on homework for all classes. This means that if a student has homework in 4 subject areas, he/she shouldn't spend longer than approximately 15 minutes on homework for each subject.
- As students move through grades 7 and 8, they are encouraged to become increasingly independent learners. Greater responsibility is taken for the organization of work both in and out of school. This is supported by the use of PowerSchool, a tool used to communicate between home and school.
- A homework schedule is provided for all middle school students.

Grade 8 Semester 2 Examinations

In the Middle School, there is a final examination for Grade 8 in each major academic subject. The exams last up to 2 hours. The final exam grade is considered a summative assessment within each course. Any student who receives a 2 for both the final examination and the final semester does not receive credit for that subject for the year. This could well affect the student's chance of promotion to the next grade.

In order to be eligible to makeup a semester exam, a student must present to the principal written documentation of an acceptable absence for the missed exam. The Secondary Principal makes the final decision on any requests for make-ups.

Day Excursions and Field Trips

Field trips and day excursions provide experiential activities for students that enable them to better appreciate what they have learned through the curriculum. The hands-on discovery and application of knowledge not only help them to understand the world in which we live, but also are important elements in building character and forging relationships. These activities create links between the classroom and the external world and provide opportunities to generate questions that underlie our daily perspectives.

Examples of day excursions for Middle School students:

- Rotterdam Port Authority
- Anne Frank House
- Sports days competing against local and regional international schools

Week Without Walls (WWW)

All middle school students participate in a trip week in September called *Week Without Walls*. Students and teachers travel to various destinations. The program for the week is designed so that students learn about and embrace the AISR core values in an environment outside of the classroom, while bonding with peers and making connections to certain aspects of the curriculum. The Monday of this week is dedicated to the preparation for this trip and the Friday is destined for reflection on the experiences during the three days off-campus.

GRADES	DESTINATION	CURRICULAR LINKS	ENRICHMENT
6,7 & 8	Sailing with Hollands Glorie Traditional Sailing Fleet IJsselmeer. Harbors: Muiden and Hoorn	English, Social Studies, Science, Dutch	History and Culture, Environmental Studies

Week Without Walls is part of the school curriculum, and all school rules apply. Students and staff are considered ambassadors of the school while they are on these trips. They should be seen as pleasant and cooperative guests at all locations. Students receive a program and packing list. The school covers all costs for accommodation, transportation, and excursions. For some trips, the students are asked to take care of their own lunches and dinners.

In April, grade 7 students take part in a language exchange program in Friesland to experience the local culture and interact with students from Dutch schools.

Other Middle School trips:

NAME	DESTINATION	CURRICULAR LINKS	ENRICHMENT
Northwest European Council of International Schools sporting events (NECIS)	Destinations vary within the region	Physical Education	Interaction with students from other international schools
Performing Arts Productions and Workshops	Destinations vary	Music, Drama	Interaction with students from other international schools

Co-Curricular Activities

Drama

Middle School students have the opportunity to take part in a drama festival where students undertake an intensive workshop program to produce a performance in three days under the guidance of seminal practitioners.

Sports/Athletics

Students are encouraged to join a team because of the unique opportunity to participate and the social interaction that occurs within our sports program. Sports being offered this year include:

Boys – soccer, basketball, swimming, track & field, softball

Girls – soccer, volleyball, basketball, swimming, track & field, softball

AISR believes that participation on a school sports team is a valuable educational experience. Students having difficulties with school work and their grades may remain on teams providing the school authorities agree that this option is justified. A plan is designed to help the student improve schoolwork, while remaining on the team.

Students participating in sports should read and adhere to all of the responsibilities and expectations in the Athletic Manual that is provided by the Athletic Department.

Other After School Activities

The American International School of Rotterdam (AISR) offers an excellent after-school program that includes opportunities for Middle School students to participate in a number of clubs and activities that allow students to learn new skills or develop existing ones.

The "Co-Curricular Handbook" can be found on our website, which contains details of all Skill Development Sessions, After-School Clubs and Activities that we offer at AISR.

HIGH SCHOOL INFORMATION

Homework

Grades 9 through 12 typically have assigned homework of not more than 2 to 2.5 hours per night. However, if IB classes are being taken, the time spent at home may average from three up to five hours per night. The homework guideline from IB is 2 hours per week for SL subjects and 4 hours per week for HL subjects. This adds up to 18 hours per week excluding time spent on ToK, Extended Essay, Internal Assessments and portfolio projects.

A rough guideline for homework in terms of minutes is the grade level multiplied by 10. For example, a student in 10th grade should spend (on average) approximately 100 minutes daily on homework for all classes. This means that if a student has homework in 4 subject areas, he/she shouldn't spend longer than approximately 25 minutes on homework for each subject.

Diploma Programs

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

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

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

The **AISR General Diploma** provides an appropriately challenging and flexible program for students who benefit from substantial learning support and an individualized program. A variety of courses are available to support student success in reaching individual post-secondary goals. It is possible that students who earn an AISR General Diploma may not meet the requirements for admissions to a university after High School. It will be important to research early the options available to those students upon graduation from AISR.

Final Semester Examinations

Final examinations are given in each major academic subject. The exams will last up to 2 hours. The final exam grade is considered a summative assessment within each course. Any student who receives a 2 for both the final examination and the final semester may not receive credit for that subject for the year. This could well affect the student's chance of promotion to the next grade.

Students in grades 9-12 are expected to take semester examinations at the time they are scheduled. In order to be eligible to make-up a semester exam, a student must present to the school administration written documentation of an acceptable absence for the missed exam. The Secondary Principal makes the final decision on any requests for make-ups.

Graduation Requirements

A minimum of 24 credits is required to graduate from AISR with an AISR Academic or General Diploma. Students can choose to take coursework in 11th and 12th grade to earn the International Baccalaureate Diploma as well. Courses must be distributed as follows:

SUBJECT AREA	IB GROUP	IB DIPLOMA	AISR ACADEMIC DIPLOMA	AISR GENERAL DIPLOMA
English	Group 1: Studies in Language and Literature	IB English A IB Dutch A IB Language A Self-Taught	4	4
Modern Language (same language)	Group 2: Language Acquisition	IB Dutch B IB Spanish B IB Language <i>ab initio</i> IB Language B Self-Taught	3	2
Social Studies	Group 3: Individuals and Societies	IB History IB Psychology IB Economics (online)	3	2
Science	Group 4: Sciences	IB Sport, Exercise and Health Science IB Chemistry IB Physics	3	2
Mathematics	Group 5: Mathematics	IB Mathematical Studies IB Mathematics	3	3
Visual or Performing Arts	Group 6: The Arts	IB Visual Arts IB Music IB Film Studies (online) OR 1 additional course from Group 1, 2, 3 or 4	1	1
Information Technology	n/a	n/a	1	1
Health, Advisory & Physical Education (HAPE)	n/a	n/a	2	2
Learning Support (Skills)	n/a	0	0	2
Electives	n/a	n/a	4	5
ToK	ToK	Pass	Pass	Pass
Extended Essay	Extended Essay	Pass	Pass	Pass
CAS	CAS	Pass	Pass	Pass

Transfer students who have received credits from other schools have those credits evaluated in relation to the standards and requirements of AISR. This evaluation may include testing and interviews.

E-Learning Policy

Purpose

Online learning is playing an increasingly important role in the education world. We believe that our students will be better prepared for their futures if they have participated in such a course before leaving AISR.

Benefits of Online Learning

- Online courses not only allow our students to engage with other students from many other countries (as do all our classes), but with students currently living in many other countries.
- Online courses let AISR dramatically increase the range of elective courses student can choose from based on personal interest.
- Online courses let AISR substantially increase the range of courses available to students.

Conditions

- Online courses are open to all secondary students.
- Selecting an online course is to be done with the Secondary Principal or IB Coordinator as the schedule is being set up for the following school year. Alignment with graduation and curriculum requirements needs to be ensured.
- The Online Site Coordinator registers students.
- Online classes are limited to classes that AISR cannot provide.

- The number of online courses should not exceed two per year, unless otherwise recommended by the Secondary Principal or IB Coordinator.
- Online courses are included in tuition, unless the number of online courses exceeds the recommended two per year.
- Pamoja Education is our primary provider for IB classes. Other online providers may be considered where necessary. Credit for such courses can be transferred to AISR to fulfill graduation requirements. Grades come from the external provider in the form of a transcript (or other reporting method) and are entered on and calculated in the AISR record for that student.

How it works at AISR

- Online courses are scheduled in a classroom and are supervised by the Online Site Coordinator.
- The calendar for online courses differs from the AISR calendar. Students and parents should be aware that a course may begin or end a few weeks before or after courses at AISR. Therefore, the grading and reporting period also differs.

E-Learning Grades

Pamoja Education is our primary provider for IB classes. Other online providers may be considered where necessary. AISR-approved online courses count towards graduation requirements. Credit for such courses can be transferred to AISR to fulfill graduation requirements.

Grades come from the external provider in the form of a transcript (or other reporting method) and are added to the AISR record for that student.

Students taking Pamoja classes receive a grade report on an IB 1-7 grading scale that is attached to the AISR report card.

Academic Probation

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

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

Co-Curricular Activities

High School Student Council

The High School Student Council meets regularly and takes on the organization of social events such as school dances, sports tournaments, the prom and spirit days. It is organized so that there is representation from all grades; through the process of electing the council and its presence in school life, the democratic model is applied and sustained.

Drama

High School students have the opportunity to audition to perform in a play or musical drama, which takes place in the fall. Drama Festivals may also take place, where students undertake an intensive workshop program to produce a performance in a week under the guidance of seminal practitioners.

Sports/Athletics

Students are encouraged to join a team because of the unique opportunity to participate and the social interaction that occurs within our sports program. Sports being offered this year include:

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Experiential Learning

Day Excursions and Field Trips

Field trips and day excursions provide experiential activities for students that enable them to better appreciate what they have learnt through the curriculum. These activities create links between the classroom and the external world and provide opportunities to generate questions that underlie our daily perspectives. Examples of day excursions for High School students are;

- Trips to local theatre productions, cinema, and museums
- Coursework day trips: e.g. Rotterdam Library
- Sports days competing against local and regional international schools

Week Without Walls (WWW)

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GRADES	DESTINATION	CURRICULAR LINKS	ENRICHMENT
9 - 10	Hamburg	Visual Art Social Studies English German	Visual Art Social Studies HAPE
11 - 12	AISR, one day off campus for outdoor sports	Extended Essay English CAS IB Diploma	PE Art and Culture

Week Without Walls is part of the school curriculum and all school rules apply. Students and staff are considered ambassadors of the school while they are on these trips. They should be seen as pleasant and cooperative guests at all locations. Students receive a program and packing list. The school covers all costs for accommodation, transportation, and excursions. For some trips, the students are asked to take care of their own lunches and dinners.



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