Global Indian International School

Global Indian International School

Student Handbook

Academic Year 2020 - 2021

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Principal's Message

Welcome to the academic year 2020 - 2021 at Global Indian International School. This Student Handbook is for parents, guardians and students from Kindergarten to Class 12.

The school provides a holistic learning environment and facilitates communication and interaction between teachers, students and parents. This manual offers a guideline and a time- specific framework for students. The school aims to focus on preparing the students to best meet the challenges in a proactive manner.

This handbook is intended to provide a brief, concise and understandable overview of some of the most important opportunities and expectations that anchor our programme. It thus serves as a guide for parents and students to the policies and procedures to be followed during the school year. As with any guide, it only serves as a framework for activities planned.

Campus specific details will be available from the respective campus office.

Please review this handbook with your child and feel free to contact the Principal, Vice- Principal, Academic Supervisors, Coordinators, Teachers, or Staff, through telephone, e-mail or school diary, if you have any questions about our programmes, rules or policies. We will do our best to address your concerns.

Regards,

Principal

Vision, Mission and Core Values

Vision

To become a Global Role Model for Teaching and Learning

Mission

We nurture our global students into men and women, who will be leaders of distinction, committed to the spirit of excellence, through high quality education imparted by globally experienced and caring teachers building strong virtues and values while focusing on all round development, creativity and entrepreneurship.

Core Values

- **M**anage with Information and Metrics
- **A**gility & Adaptability
- **H**onesty, Integrity and Ethical Practices
- **A**ttitude before Knowledge
- **T**eam work
- **M**entor, Coach and make a difference
- **A**mbience for Learning

Culture Statement

GIIS – SCHOOLS THAT LEARN

Our schools have become Safety Centred, Vision Directed, Values Driven, Student Focused, Analysis Based, Learning Enabled, Team Facilitated, Process Managed, Quality Managed and Result Oriented.

Quality Policy

We shall strive to enhance Learning through:

- Adherence to our Quality Management System
- Sharing of Best Practices
- Actionable feedback based on Stakeholder Satisfaction Survey

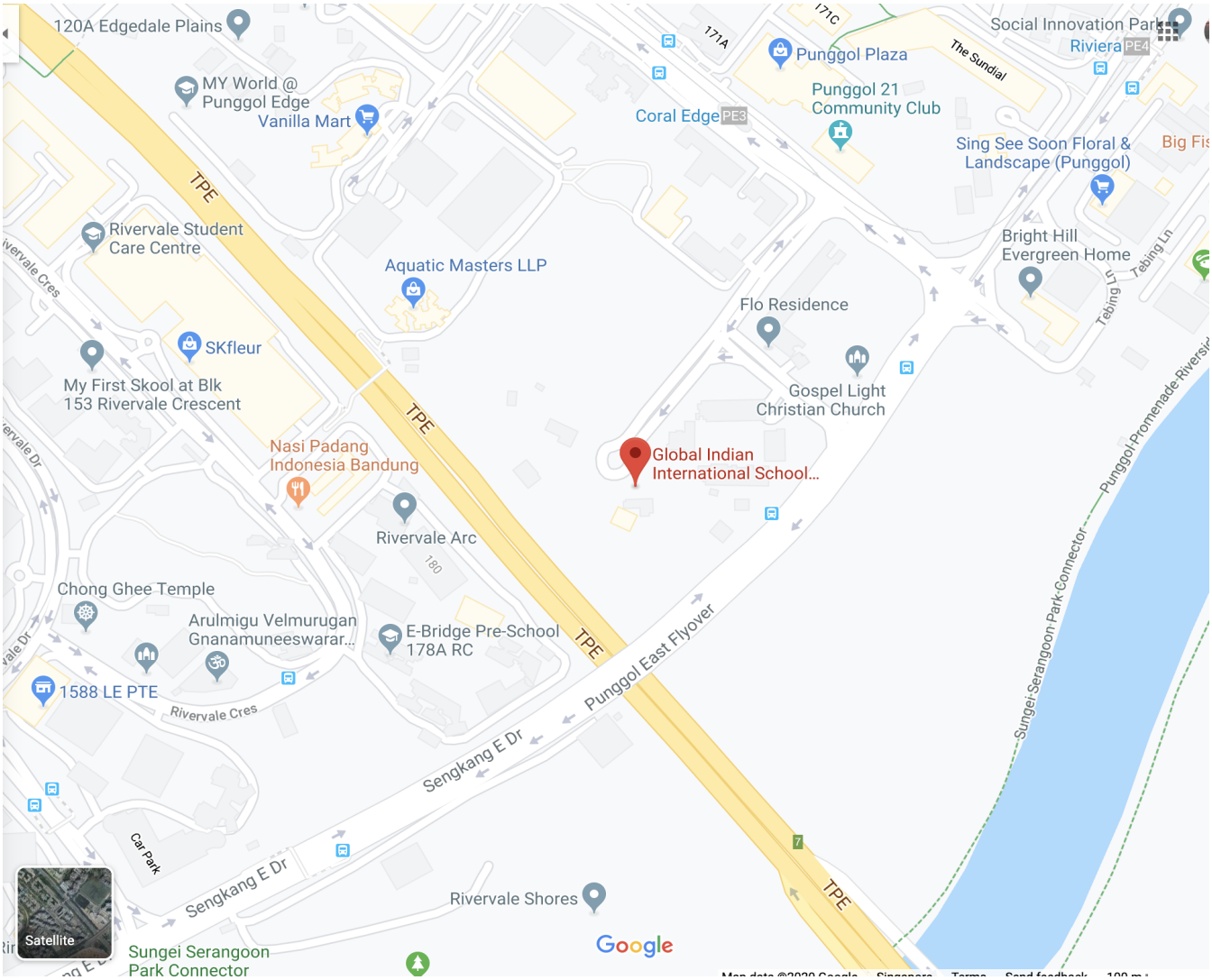
Quality Objectives

Based on our Quality Management System, Quality Policy and Vision, Mission & Core Values, we will continuously strive to ensure:

- Compliance to our Quality Management System
- Learning at all Levels
- Stakeholder Satisfaction
- Adherence to our Values

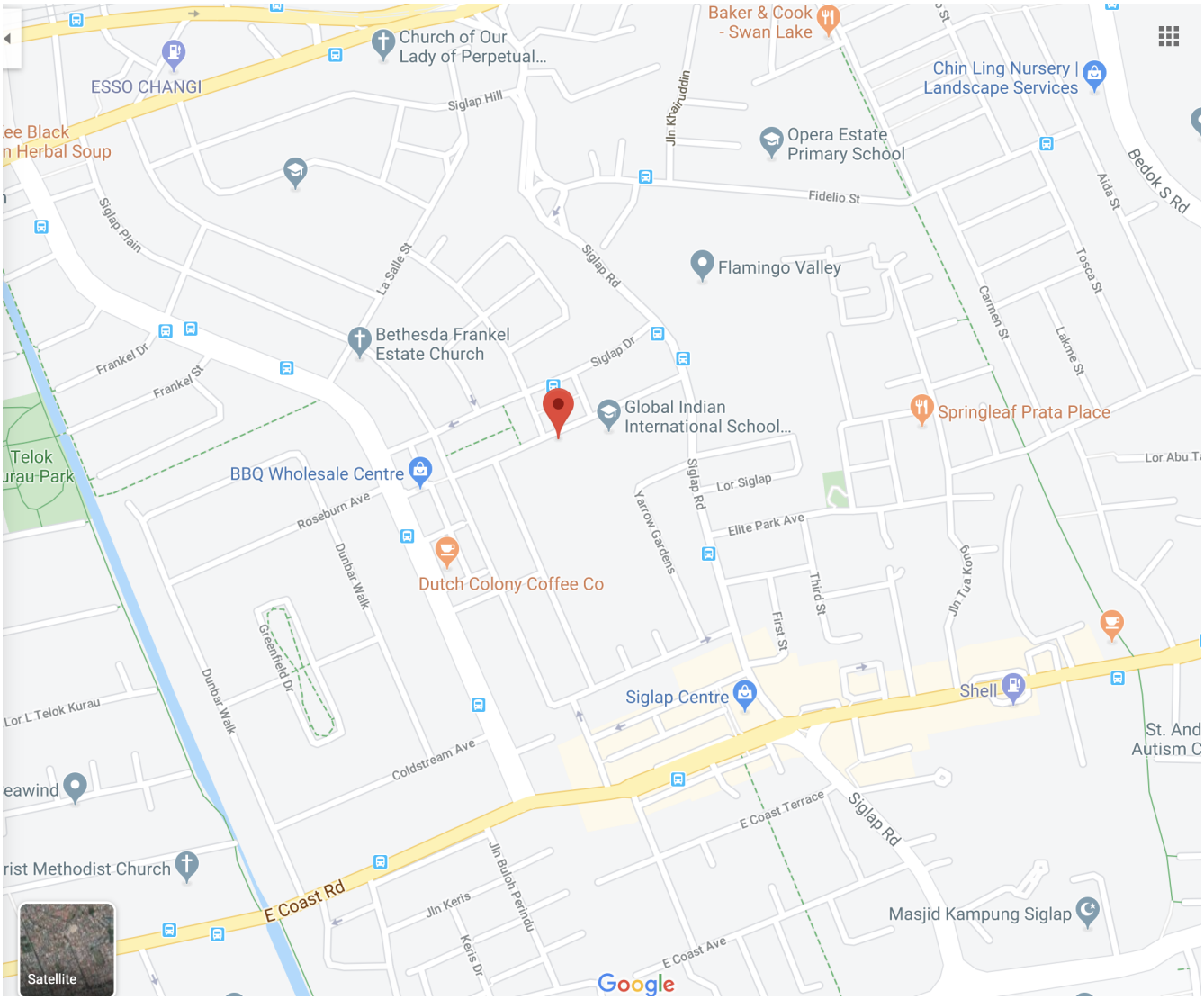
Map and Location

GIIS SMART Campus, Punggol - Singapore
Address: 27 Punggol Field Walk, Singapore 828649



Map and Location

GIIS East Coast Campus - Singapore
Address: 82 Cheviot Hill, Singapore 459663



Contact Details - Smart Campus

Activity	Concerned Person	Phone Number	Mail on MyGIIS
Transport Queries	Transport executive	6914-7127	Reena Gupta/ Ms Aarti Subramaniam
ECA / CCA Coordinator	Latha Pradeep	6914-7113	Latha Pradeep - via mygiis
Book Shop	Arpita Saha	6914-7104	Arpita Saha - via mygiis
School Fees / Invoice	Aarti Ghonge	6914-7038	Aarti Ghonge - via mygiis
Withdrawal from school	Reema Varma	69147000	Helpdesk.sg@globalindianschool.org
Academic related matters	Respective Class teacher		Mail on myGIIS.org/ Note in school diary
Academic/Non Academic related matters (Escalation to Coordinators)	Deepa Chandrasekaran IBDP Coordinator	6914-7106	Deepa Chandrasekaran - via mygiis
	Bina Tomy CBSE Grades 11 & 12	6914-7105	Bina Tomy – via mygiis
	Srivalli Singh IGCSE Grades 9 &10	6914-7535	Srivalli Singh - via mygiis
	Saradamani Ponnan CBSE Grades 9 &10	6914-7755	Saradamani Ponnan - via mygiis
	Radha Ganesh CBSE Grades 6-8	6914-7759	Radha Ganesh - via mygiis
	R.Lakshmi Balasubramaniam CLSP Grades 6 to 8	6914-7000	R.Lakshmi Balasubramaniam – via mygiis
	Anita Tripathi CBSE Grade 5 & Co Scholastics (1-5)	6914-7000	Anita Tripathi - via mygiis
	Lalithambika R CBSE Grades 3 & 4	6914-7000	Lalithambika R - via mygiis
	Parameshwari S. CBSE Grades 1 & 2	6914-7000	Deepa Chandrasekaran - via mygiis
Academic/Non Academic related matters (Escalation to Academic Supervisors)	Priya Kapoor Kindergarten and PYP Grades 1-5	6914-7086	
	CBSE Grades 11-12 (TBA)		

	Deepika Sodhi CLSP/ IGCSE / IBDP	6914-7107	Deepika Sodhi - via mygiis
	Sheeja K P CBSE Grades 6-10	6914-7116	Sheeja K P - via mygiis
	Singaram Sundaramurthi Academic Consultant-Mathematics	6914-7117	Singaram Sundaramurthi - via mygiis
Sports	PE & Sports HOD	6914-7000	Jerald Jeganathan - via mygiis
Escalation for Primary Campus	Vice Principal	6914-7000	Rekha Varghese - via mygiis
Escalation for Secondary Campus	Principal	6914-7000	Melissa Maria - via mygiis
Appointment with teachers	Teachers	6914-7000	Mail on myGIIS.org/Note in School Diary
Appointment with Principal (Secondary)	EA to Principal	6914-7000	Ramyalakshmi Annamalai - via mygiis
Appointment with Vice Principal (Primary)	EA to Vice Principal	6914-7000	Rekha Vivek - via mygiis
Sick Bay	Nurse	6914-7171	Nil
Global Indian Cultural Centre	Sonal Sinha	6914-7064	gicc.sg@globalindindianschool.org
Letters to students for visa purposes, Bonafide letters, etc.	EA to Principal	6914-7000	Ramyalakshmi Annamalai (Sec), Rekha Vivek (Pri) - via mygiis
Parent Login ID on myGIIS.org	Admissions Executive	6914-7013	admissions3@ globalindianschool.org
Medical Insurance Policy	Admissions Executive	6914-7013	admissions3 @globalindianschool.org
Student Pass	Admissions Executive	6914-7018	admissions2 @globalindianschool.org

Classroom Allocations - Smart Campus

S No.	Class/Section	Room No 2020-2021
1	Nursery	P # 02-16
2	K1A	P # 02-01
3	K1B	P # 02-19
4	K2A	P # 02-02
5	K2B	P # 02-22
6	K2C	P # 02-20
7	CBSE 1A	P # 02-03
8	CBSE 1B	P # 02-04
9	CBSE 1C	P # 03-16
10	CBSE 1D	P # 03-15
11	CBSE 1E	P # 04-01
12	CBSE 1F	P # 04-02
13	CBSE 2A	P # 02-07
14	CBSE 2B	P # 02-09
15	CBSE 2C	P # 02-10
16	CBSE 2D	P # 02-11
17	CBSE 2E	P # 04-04
18	CBSE 2F	P # 02-13
19	CBSE 2G	P # 02-15
20	CBSE 3A	P # 03-01
21	CBSE 3B	P # 03-02
22	CBSE 3C	P # 03-03
23	CBSE 3D	P # 03-04
24	CBSE 3E	P # 03-17
25	CBSE 3F	P # 03-18
26	CBSE 4A	P # 03-08
27	CBSE 4B	P # 03-09
28	CBSE 4C	P # 03-10
29	CBSE 4D	P # 03-11
30	CBSE 4E	P # 03-12
31	CBSE 5A	P # 05-08
32	CBSE 5B	P # 05-10
33	CBSE 5C	P # 05-11
34	CBSE 5D	P # 05-12
35	CBSE 5E	P # 05-15
36	CBSE 5F	P # 05-16
37	IB PYP 1A	N2-01
38	IB PYP 1B	N2-02
39	IB PYP 2A	N2-03
40	IB PYP 3A	N2-04
41	IB PYP 4A	N2-05
42	IB PYP 5A	N2-07
43	CLSP 6A	P#05-12
44	CLSP 6B	P#05-11
45	CLSP 6C	P#05-10
46	CBSE 6D	P#05-16

47	CBSE 7A	S #04-03
48	CBSE 7B	S #04-04
49	CBSE 7C	S #04-26
50	CBSE 7C	S #04-26
51	CBSE 7D	S #04-29
52	CLSP 7A	S #04-31
53	CLSP 7B	S #04-32
54	CLSP 7C	S #05-03
55	CBSE 8A	S #05-26
56	CBSE 8B	S #05-27
57	CBSE 8C	S #05-28
58	CLSP 8A	S #05-29
59	CLSP 8B	S #05-31
60	CLSP 8C	S #05-32
61	CBSE 9A	S #05-23
62	CBSE 9B	S #05-24
63	CBSE 9C	S #05-16
64	IGCSE 9A	S #05-36
65	IGCSE 9B	S #05-38
66	IGCSE 9C	S #05-39
67	IGCSE 9D	S #05-01
68	CBSE 10A	S #06-19
69	CBSE 10B	S #06-21
70	CBSE 10C	S #06-22
71	CBSE 10D	S #05-21
72	IGCSE 10A	S #06-34
73	IGCSE 10B	S #06-36
74	IGCSE 10C	S #06-37
75	IGCSE 10D	S #06-01
76	Class 11A	S #06-03
77	CBSE 11B	S #06-04
78	CBSE 11C	S #07-06
79	Class IBYR1A	S #06-26
80	Class IBYR1B	S #06-27
81	Class IBYR1C	S #06-30
82	Class IBYR1D	S #06-31
83	CBSE 12A	S #06-24
84	CBSE 12B	S #06-25
85	CBSE 12C	S #06-14
86	Class IBYR2A	S #07-45
87	Class IBYR2B	S #07-47
88	Class IBYR2C	S #07-48
89	Class IBYR2D	S #07-01

Contact Details - East Coast Campus

Activity	Concerned Person	Phone Number	Mail on MyGIIS
Transport Queries	Mr.Gilbert	84480455/ 69147188	'Bus Coordinator' on mygiis.org
Admissions/ Transport /GICC enquiries	Ms. Lavanya CH	69147214	'Lavanya chalamalasetti' on mygiis.org Gicc.ec@globalindianschool.org
ECA /CCA	Ms. Falinii	69147215	falini.ravikiran@globalindianschool.org
Book Shop & Student ID Card; Principal's Office	Ms. Geetha L.D	69147217	bookshop.eastcoast@globalindianschool.org
School Fees	Ms. Aarti Ghonghe	69147000	Helpdesk.sg@globalindianschool.org
Academic related matters	Respective Class teacher	69147203	Mail on mygiis.org / Note in School Diary
Academic related matters (Escalation to Respective Coordinators)	Ms.Pooja Dogra Classes 1 to 8 CBSE/CLSP	69147203	pooja.dogra @globalindianschool.org
	Ms.Odaia Ranido - PYP	69147208	odaia.ranido @globalindianschool.org
	Ms.Rema Rajiv -GMP	69147205	rema.rajiv @globalindianschool.org
Academic related matters - escalation	Mr.CVK Sastry (Head of School)	69147101	principal.eastcoast @globalindianschool.org
Appointment with teachers	Teachers	69147203	Mail on mygiis.org / Note in School Diary
Appointment with Principal	Ms.Smita	69147215	ea.eastcoast@globalindianschool.org
House Activities	Ms. Jyotsna Kumar	69147203	Jyotsna,kumar@globalindianschool.org
Inter-school Competitions/ Field trips	Ms.Smita	69147215	ea.eastcoast @globalindianschool.org
Newsletters / School Magazines/Photography	Ms.Smita	69147215	ea.eastcoast @globalindianschool.org
Lost & Found, School Nurse	Ms. Vanita Kapoor	69147203	reception.eastcoast @globalindianschool.org

Classroom Allocation Details - East Coast
BLOCK A

S/n.	Class	Location
1	Class-1 A	A#01-03
2	Class-1 B	A#01-04
3	Class-2 A	A#01-05
4	Class-2 B	A#01-06
5	Class-2 C	A#01-07
6	Class-3 A	A#01-08
7	Class-3 B	A#01-09
8	Class-3 C	A#01-10
9	Class-3 D	A#01-11
10	L 1	A# 02-01
11	L 2	A#02-02
12	French Classroom	A#02-03
13	Class-4 A	A#02-04
14	Class-4 B	A#02-05
15	Class-4 C	A#02-06
16	Class-5 A	A#02-07
17	Class-5 B	A#02-08
18	Class-5 C	A#02-09
19	Class-6 A (CBSE)	A#02-10
20	Class-6 B (CBSE)	A#02-11

21	Class 6 C (CBSE)	A#02-12
22	Class-6 A (CLSP)	A#02-13

BLOCK B

23	Chemistry / Biology Lab	B#01-01
24	Physics lab	B#01-02
25	Art Room	B#01-03
26	IBPYP 1	B#02-03A
27	IBPYP 2	B#02-03B
28	IBPYP 3	B#02-02B
29	IBPYP 4	B#02-02A
30	IBPYP 5	B#02-01A
31	Staff room	B#02-01

BLOCK C

32	AV room	C#01-04
33	Class-7 A (CBSE)	C#01-03
34	Dance Room	C#01-02
35	Yoga Room	C#01-01
36	Staff Room	C#02-03
37	Vice Principal Room	C#02-04
38	IT Lab	C02-02
39	Class-7 A (CLSP)	C#02-01A
40	Class-8 A (CLSP)	C#02-01B
41	Class 8 A (CBSE)	C#03-05

42	Classroom	C#03-04
43	Classroom	C#03-03
44	Classroom	C#03-02
45	Tamil Class Room	C#03-01

BLOCK D

46	Sick / photo copy	Block D
47	Book shop	Block D
48	Maths lab	D#01-06
49	Makers Lab	D#01-07
50	Physical Education Room	D#01-03
51	Canteen	Block D
52	Room	D#01-05

BLOCK E

53	Music Room	E#01-01
54	Library	E#01-02/03
55	Steam Lab	#01-04
56	Montessori Lab	E#01-05
57	Classroom	E#01-06
58	KG Enrichment room	E#01-07
59	Nursery	E#01-12
60	Kindergarten 1 A	E#01-13
61	Kindergarten 2 A	E#01-14
62	Auditorium	E level 2
63	Classroom	E#03-03
64	Classroom	E#03-02
65	Tabla	E#03-01

66	Room	E#04-03
67	Counsellor Room	E#04-02
68	Water Tank	E#04-01
Block F		
69	Room	F#01-02
70	Room	F#01-01

General Introduction

Initial school education reflects the growth of society and the foundation for this is laid in primary years of education. These are the formative years during which children pick up habits, develop concepts and skills that will last them throughout their lives.

GIIS SMART Campus offers Global Montessori Plus programme for Kindergarten, Central Board of Secondary Education (CBSE) curriculum option for classes 1 to 12, IB Primary Programme (IB PYP) curriculum option for classes 1-5, CLSP(Cambridge Lower Secondary Programme) curriculum option for classes 6-8, International General Certificate of Secondary Education (IGCSE) curriculum option for classes 9 & 10 and IB Diploma Programme curriculum option for classes 11 and 12.

GIIS East Coast Campus offers Central Board of Secondary Education (CBSE) curriculum option for classes 1 to 8, CLSP(Cambridge Lower Secondary Programme) curriculum option for classes 6 to 8, IB PYP curriculum for classes 1-5, Global Montessori Program (Nursery, Kindergarten 1&2).

At GIIS, the student-centered pedagogy meets a digitally powered learning environment to create a whole new educational experience. Here, the latest teaching tools will make learning a fun and interactive affair for the students to help achieve higher educational outcomes.

Teachers will:

- Educate students on expected academic performance, discipline and attitude standards. They will keep the Coordinator / Vice-Principal / Principal informed. If absolutely required, parents will be contacted.
- Assign regular homework in all subjects, as part of a continual learning programme.

To strengthen the child/ward's academic and general performance, parents are requested and required to :

- Check the intranet mails regularly for general as well as specific, information regarding their child
- Acknowledge the information sent and take appropriate action.
- Enquire from the child about any assigned homework and ensure prompt submission.
- Enquire from the child about any project work, practical assignment, activity and ensure prompt submission.
- Discuss issues of concern with prior appointment with the teacher concerned and/or Coordinator.

Our School Day

School Timing

Regular school timings Monday – Friday
Nursery and Kindergarten: 9.00 am to 12.15 pm
Classes 1 and above: 9.00 am to 3.35 pm
Students should reach school before 9.00 am and should not be on the school

premises after 4.00 pm, unless they are authorised and are under the supervision of a teacher/coach.
Students' free activities during break and lunch are restricted to designated areas. Playing in the bus bay is strictly prohibited.

Morning Assembly

- Morning assembly is held on assigned weekdays.
- Students are required to reach the auditorium as soon as they arrive at school on the day of the scheduled assembly.
- Students get an opportunity, on a class-wise rotational basis to address their school mates. It gives every child the opportunity to be in the spotlight and to be celebrated as an individual.

Attendance

- Academic achievement improves when attendance is consistent; therefore it is important to be in class each day. The Principal, upon receipt of a written statement from the parent or guardian explaining the reason for the absence, will excuse absences of students in certain cases.
- Students who reach school late must sign in at the Security Desk / Reception upon arrival. Students who leave school early must sign out at the Security Desk / Reception before leaving school. Students will be allowed to leave early only on approval from the Level Coordinator / Class Teacher.
- Students who need pre-planned leave of more than two days require prior approval from the Principal.
- Students taking medical leave should submit their medical certificate, when they start attending school after an illness.
- Students are advised not to come to school if unwell, during their exams.
- Students on medical leave during an assessment will be given grades based on their continual Assessments.

Parent Teacher Meeting (PTM):

Parent Teacher Meetings are regularly arranged by school to communicate progress of the child.
Parents can also initiate a meeting with any teacher by appointment through mygiis or the student's school diary.

Feedback and Suggestions:
The school recognises that there may be conditions in the school campus that are in need of improvement. Feedback can be given online at mygiis.org, mails, telephone calls and meetings. The escalation level for any parent regarding feedback or area for improvement is the Campus Principal.

Enrolment-related Clarifications:

For the purpose of seeking timely and fair resolution of disputes or complaints that relate to student's enrolment, the contact persons are as given below.

Level 1 – Admissions Manager - response time 48 hours

Level 2 - Finance Controller - response time 24 hours.

Health & Safety

There is a sick bay with a trained nurse on duty during the school working hours, to attend to minor injuries / illness of the students. In case the child is having high fever, the nurse will call the parents and ask them to take the child home for further medical assistance. If the child is suffering from any infectious disease, he/she should not be sent to school till the time he/she is medically fit.

Fire safety drills will be conducted to train students and teachers to follow the fire safety plan and familiarize with fire exits and routes to follow, in case of fire.

Guidelines on Usage of Intranet Portal

User Login ID and Password will be given by the Admissions Department upon a student's enrolment in our school. The parents can use this to login to www.mygiis.org and access various features online which will be very helpful and are user friendly.

Feature	Usage
Calendar	Allows you to view the year and term calendar for your wards.
Exam & Results	Allows viewing of your ward's test marks online.
Fees History	Gives the payment history and outstanding fees for your wards.
GIIS Directory	Gives the contact details for the teacher handling your ward's class and campus contact details.
Messaging	This is the main communication channel which can be used for mailing teachers, staff and technical support and view mails from school.
Parent-Teacher Meet	Access is given for a period of time when registration opens for PTM scheduled.
Profile Update	This feature has to be updated immediately for any changes in your and/or your ward's immigration status, address, and contact details.
School Bus	Allows you to put a request for start/stop of your child's bus service.
Syllabus	Allows viewing the syllabus for all the subjects for your child's class test wise.
Timetable	The timetable of your child can be viewed here.
Worksheets	This feature allows you to download the worksheets done in your child's class for all subjects.
Edit Login Info	Allows you to edit your username and/or password given by the school at the time of admission. It is mandatory that this first time

	password given at the time of admission is changed as per preference of the parent. It is important that this password is not shared with others.

Updates on Intranet Portal – www.myGIIS.org

The student and parent particulars, as provided by the parent, appear on the MyGIIS student profile. It is the parent's responsibility to ensure that these records are correct and updated at all times. In case of a change in any of the following particulars, you are requested to update the changes in your child's profile and inform your child's class teacher immediately.

- Passport details of child and/or both parents
- Immigration status of the child and/or of both parents
- Change in contact details, including current address, international home address for student pass holders, all contact phone numbers and email ID of both parents

In case Singapore citizenship is acquired by the student, the school needs to be informed immediately

School Dress Code

- Students should wear white socks and white shoes on all days
- Blue shirts need to be tucked in for both, boys and girls
- PE and House t-shirts need not be tucked in
- Students should comply with the school dress code throughout the time that they are on the school campus or school trips unless informed otherwise
- Cosmetics is not allowed.
- Colouring or gelling of hair is not allowed

BOYS	GIRLS
Kindergarten - Blue shorts and light blue striped shirt Juniors — Blue shorts and light blue striped shirt (Classes 1 to 7) Seniors — Blue long pants and light blue striped shirt (Classes 8 to 12)	Kindergarten - one piece blue and white striped uniform Blue skirts and light blue striped shirt
Kindergarten - white t-shirt with dark blue shorts House t-shirt with blue shorts / pants (on assigned days)	Kindergarten - white t-shirt with dark blue shorts House t-shirt with blue shorts (on assigned days)
Must have their hair trimmed such that it does not touch the collar.	Must tie up long hair in a ponytail or braid long hair
	Though small ear studs are allowed, dangling earrings or other jewellery is not allowed

Uniforms can be purchased from:

Bibi and Baba
545 Orchard Road, #02-28 28 Far East Shopping Centre
Singapore 238882
Tel: 67327022

Academic Online Support Programmes and Other Activities

To provide holistic education, we provide various academic and activity based programmes. Prominent artists and academicians from various walks of life are invited as part of the Leadership Lecture Series to share their knowledge and experiences. Some of the various programmes that enrich values and knowledge are

Evaluation

Apart from the assessments, on a regular basis project work, interactive learning methods and enrichment activities are used to enhance learning. We place emphasis on improving students' research, inference, analytical, reading, writing, speaking and listening skills.

Awards

- Academic Excellence
- Sports Excellence
- Co-curricular Excellence

Academic Support Activities

Field trips / Overseas Service Learning Trip – To strengthen opportunities to learn beyond the confines of the classroom and explore new areas of learning, regular field trips are arranged for all levels.

- External Examinations – School works in conjunction with eminent national and international bodies such as International Maths Olympiad, National Science Olympiad, ICAS (UNSW) to facilitate student participation in various exams as per their choice and interest.

- HEY MATH! - A world-class e-learning programme for Mathematics, HeyMath! (www.heymath.com) helps students to hone logical thinking and problem solving skills. It primarily focuses on self-learning mechanisms for students through the e-learning module, e-worksheets for additional reinforcement and e-assessments for diagnostic testing and identifying students' learning outcomes and gaps.

- Detailed Assessment (DA) - An online tool for assessing topics in Science, Mathematics and English. A topic-wise diagnostic tool, DA aims to assess the level of comprehension of a topic among students and provide immediate feedback to teachers in order to proactively improve student performance.

- Genius - An interactive app to conduct interactive classes for Science , Maths and English. aligned to Cambridge Lower secondary curriculum. Genius app creates an adaptive learning environment leveraging modern day technology and helps students and teachers to be on the same page with engaging audio video and text based activities on individual devices

- Debates – School regularly participates in debate programs conducted by

local schools and debating championships held by Julia Gabriel group and others.

- Project exhibition – Students are assigned different topics and specific projects for each level during school holidays and they are given opportunities to exhibit their projects and learn from those of others.

- Language week – School organises language week for all levels to improve oral/conversational skills of students in the second language. Some of the activities conducted during second language period are drama, skit and poem recitation.

- Book week – School also organises a book week for all levels to promote reading habits. Various activities are planned and organised to bring book characters alive, for example, children dress up as book characters.

- Intra-school and Inter-school Events: Students at all levels are encouraged to participate in all school events. We believe that no child should be left behind and hence offer opportunities for participation in Annual Day celebrations, Sports day, Literary Week, Science Night Out and similar programmes, along with weekly House activities.

Inter-school events

In order to encourage, promote and provide a platform to showcase their individual talents, the school organises intra and inter-school competitions and events throughout the academic year. Some of them include:

- GIIS Spell-O-Well: Inter-school spelling competition
- GIIS HiQ Quiz: Inter-school science and math based quiz competition
- GIIS Weave a Tale: Inter-school story-telling presentation (kindergarten) / competition
- GIIS Real World Challenges Convention

Policy on External Competitions and Events

GIIS encourages its students to participate in various events and competitions being organised within and outside GIIS. The inter-house competitions within the school are governed by the school Inter- House Competitions policy. The conduct of external school events and competitions shall be governed by the following guidelines:

Inter-school competitions
Students shall be selected based on set criteria and at the discretion of the teachers-in-charge. Equal opportunity shall be provided to eligible students to compete and get selected for representing the school in various events/competitions.

A consent form for external competitions/events shall be sent by the respective office for parents to provide their consent for their child/children's participation in external school events. Students who do not submit the consent form to the office/teacher-in-charge by the due date, shall not be included for the event.

School shall, on best case basis, arrange transport for students for these events. However, in cases where such transport cannot be arranged, parents shall drop their child/children to the venue and pick them up at the stipulated time. Prior intimation regarding this will be sent.

Students may be required to stay overtime or come to school on holidays as a part of rehearsals and preparations for inter-school events. Parents shall make appropriate arrangement for dropping and receiving their child/children on such occasions.

All students shall abide by the student code of conduct and instructions of the accompanying school teacher/staff member while representing school in various competitions/events.

Social and Cultural Activities

House system
All the students are allocated one of four Houses and weekly activities and competitions are organised to bring out the best in our students and this also helps in building up the team spirit amongst them. Points are allocated to the House for each activity and the cumulative results are the basis on which the winner is declared.

CCA & ECA
These are some additional activities that contribute to the enhancement of a student's all-round abilities. Students can choose from a wide variety of activities. Many of these activities are conducted by external professionals.

Policy on Discipline

Advisory: Principal

Members
Discipline Committee Members (Teachers)
Discipline Committee Members (Student Council)

Statement
The Global Indian International School Discipline Policy aims to encourage the development and maintenance of positive relationships between all members of the school community as an integral part of all aspects of school life.

Beliefs
At Global Indian International School, we believe that:

- All individuals are to be valued and treated with respect;
- All individuals have rights and responsibilities with regards to their behaviour;
- Self esteem is crucial to the positive development of all individuals;
- Positive relationships create a safe, harmonious and cooperative working environment;
- Behaviour management is the responsibility of the entire school community.
-

Aims
At Global Indian International School, we aim to:

- Encourage all individuals to accept and act upon their responsibilities;
- Enhance the self esteem of all individuals through positive action;
- Support all individuals when required;
- Encourage and maintain positive relationships between all members of our school community;
- Ensure that the preferred behaviour management practices are meaningful and consistent throughout the committee.
-

Proactive Approach
Global Indian International School supports a proactive rather than reactive approach to Behaviour Management by putting the following procedures in place.

Preferred Behaviour Management Practices

The objective of this policy is to achieve the stated aims by providing the procedures to ensure good practices in the areas of Prevention, Correction and Support. These three areas are cyclical and are covered by three factors – consistency, clear rules and fair treatment.

Preferred Practices

- All teachers will clarify the common rights, rules and responsibilities
- The school's rights-responsibilities-rules-routine code forms the basis for all behaviour management
- The school community will actively promote, teach and support positive behaviour
- Use positive corrective practice wherever possible
- Keep the focus on primary behaviour
- Invite, model and expect respect
- Build, promote and utilise a united approach to behaviour management

Prevention involves building positive and avoiding negative behaviour through the understanding of rights, responsibilities and the establishment of rules and routines.
Support involves supporting staff, students and parents through feedback as well as repairing and rebuilding relationships.
Correction involves dealing with negative behaviours by applying corrective action both immediate and deferred.

Rights-Responsibilities-Rules-Routine

Through the development of rights and responsibilities of the members of our school community together with the establishment of whole school rules and routines there exists a consistent and clear approach to manage behaviour within school as a whole.

Rights: A right is something an individual is entitled to. At Global Indian International School every individual has rights and is thereby entitled to:

- Feel safe at school
- Teach/learn to the best of his/her ability
- Be treated with respect
- Feel comfortable at the school

Responsibilities: A responsibility is something for which one is responsible – legally or morally obliged to take care of something or to carry out a duty. At Global Indian International School everybody has responsibilities. The responsibilities of students, staff and parents as a part of school community is to respect the rights of others.

Rules: A rule is a statement of what can, must or should be done in a certain set of circumstances. To protect the rights and to encourage responsibility, there are rules for everyone. At Global Indian International School it is expected that everyone follows the rules as stated in the school policy.

Code of Conduct

Part A

Expected Behaviour from the Students

1. Teacher Direction
2. Follow teachers' instructions.
3. Approach the teacher to clear doubts.
4. Communication Rule
5. Speak softly and politely.
6. Avoid shouting in the corridors or on staircases.
7. Learning rule
8. Cooperate with others.
9. Work without distracting others.
10. Movement rule
11. Move quietly in an orderly manner.
12. Avoid running or playing in the corridors or on staircases.
13. Treatment rule
14. Treat others with respect without any physical/verbal aggression.
15. Show tolerance towards others.
16. Safety rules
17. Follow safety rules in the school at all times.
18. Hear carefully the instructions at the time of emergency.
19. Conflict rule
20. Consider appropriate strategies when dealing with problems.
21. Approach a teacher when faced with conflicts.
22. Property rule
23. Ensure that the school property is used appropriately.
24. Respect the property of others.
25. Play rules
26. Play within the specified boundaries.
27. Follow the instructions given by the teachers

<u>Corrective Measures</u>

At Global Indian International School, we promote that behaviour is a choice, a choice made by individuals. Choosing a positive behaviour is encouraged. A logical corrective measure must be taken to avoid choosing negative behaviour. The corrective measures taken under each category of violation may be one or more of those listed. A student may be asked to fill in the Student Incident Slip at the discretion of the Coordinator/Vice Principal.

Late Arrival of Students

Responsibility of the student

Students must arrive at school before 9.00 am.
Late arrivals, after 9.00 am must sign in the register placed at the Security Guard's office of the main gate / or at the Reception and present their identity cards to the discipline committee members stationed there. (This excludes students travelling by school bus, students with a doctor's note, court documentation, amongst other similar cases- prior permission to be sought by the student from Level Coordinator /Vice Principal)

Management
For Secondary students: Monitors/Teachers on duty will check the identity card of the late comers and tally with the register at the Guard post.
Class teachers to record the reason for late coming, as stated by the student, in the student diary. The note must be signed by the parent and presented to the teacher the following day.

Corrective Measure

For Nursery and Kindergarten Students:

- The student will be excused for the first three times
- A note will be sent to the parent
- Parents will be called for a meeting with the Vice Principal
- Students dropped to school by parents after 9.05 am need to notify the arrival time and reason in the register kept at the Campus front office. The student will be allowed into the classroom only after this

For Primary Students: (Classes 1-5)

- The student will be excused for the first three times
- The fourth time, a note will be sent to the parents by the Level Coordinator / Vice Principal
- If the problem persists, parents will be called for a meeting with the Vice Principal
- Students dropped to school by parents after 9.05 am need to notify the arrival time and reason in the register kept at the Campus front office. The student will be allowed into the classroom only after this.

For Secondary Students: (Classes 6-12)

- The student will be excused for the first time.
- The second time, a warning letter will be sent to the parent/s by the Level Coordinator/Vice Principal. The warning letter will be recorded in the Class Teacher's file. If the problem persists, parent will be called for a meeting with the Level Coordinator

Sign-Out Procedure

Responsibility of the student
Students may sign out through the security office only if s/he carries an authorisation letter by her/his parent/guardian and with written consent granted from the teacher/level coordinator.

Management
The teacher may check the authenticity of the student's request by placing a call to the parents. Corrective measure:

For Nursery and Kindergarten Students:
The student will be denied permission for a sign out unless the parent or the guardian comes in person to take the child.
For Primary Students: (Classes 1-5)
The student will be denied permission for a sign out unless the parent or the guardian comes in person to take the child.
The student will also be denied permission for a sign out in the absence of appropriate documents of permission and/or approval.
In case of an unauthorised departure from school, the parent will be called for further investigation by the Level Coordinator.
For Secondary Students: (Classes 6-12)
The student will be denied permission for a sign out in the absence of appropriate documents of permission and/or approval.
In case of an unauthorised departure from school, the parent will be called to school for investigation, the student will be asked to fill in the Student Incident Slip and a warning letter will be issued by the Level Coordinator/Vice Principal. The warning letter will be recorded in the Class Teacher's file.
If the problem persists, action will be taken at the discretion of the Discipline Committee in consultation with the Principal.

Appropriate School Uniform

Responsibility of the student
Students are expected to come to school in neat, clean and proper school uniform and hair styles as stated in the Students' School Diary. Students must not wear any expensive jewellery to school. (Please refer to Students' School Diary)

Management
The class teachers will inspect the students' attire and record the defaulters.
The class teachers will issue reminders about attire from time to time to encourage compliance.

Corrective measures

For Nursery and Kindergarten Students

The student will be excused for the first three times
The fourth time, parents will be notified.
The Parent will be called for a meeting with the Level Coordinator/Vice Principal

For Primary Students: (Classes 1-5)

The student will be excused for the first three times with verbal warnings. The fourth time the student will be given a written warning. Next time the parent will be notified and will be called for a meeting with the Level Coordinator/Vice Principal

For Secondary Students: (Classes 6-12)

The student will be excused for the first time
The second time, a warning letter will be sent to the parent/s by the Level Coordinator/Vice Principal. The warning letter will be recorded in the Class Teacher's file
If the problem persists, action will be taken at the discretion of the discipline committee in consultation with the Principal

School Transport

Responsibility of the student. Students must:

- Board the afternoon bus within five minutes of the ringing of the bell
- Board and alight the bus in an orderly manner
- Wait in the Bus Bay in an orderly manner as per the bus line
- Respect and obey the bus driver and bus attendants at all times
- Playing, shouting or moving about in a running bus is strictly prohibited
- Remain seated and not project any body parts and objects outside the bus
- Speak softly and be courteous to all around in the bus
- Keep the bus and the area around the bus stop clean
- Eating or drinking in the bus is strictly prohibited
- Wear your seat belt at all times during the journey
- The teachers will familiarise the students with the do's and don'ts of the behaviour in the school bus.

Corrective Measures:

For Nursery and Kindergarten Students:
The parent will be notified.

For Primary Students: (Classes 1-5)
The student will be given a verbal warning the first time.
The student will receive formal counselling.
If the problem persists, action will be taken at the discretion of the Discipline Committee in consultation with the Principal.

For Secondary Students: (Classes 6-12)
The student will be given a verbal warning the first time

The second time, the student will receive formal counselling and parent will be

notified and/ called for a meeting and warning letter will be sent to the parent/s by the Level Coordinator/Vice Principal. The warning letter will be recorded in the Class Teacher's file.
If problem persists, action will be taken at the discretion of the Discipline Committee in consultation with the Principal

Academic Slackness & Misbehaviour

Responsibility of the student

Students are expected to maintain the decorum of the classroom and be punctual in submission of assignments. (Includes disrespect towards teachers and staff members, repeated defaults in assignments, theft amongst other similar activities.)

Management
The teachers will encourage neat and tidy work and ensure full guidance and support to the students.

Corrective measure

For Nursery and Kindergarten Students:
The student will receive formal counselling
The parent will be notified.

For Primary Students: (Classes 1-5)
A student will receive formal counselling
Certain privileges or responsibilities will be temporarily suspended
If problem persists, action will be taken at the discretion of the Discipline Committee in consultation with the Principal

For Secondary Students: (Classes 6-12)
The student will be given a verbal warning the first time
The second time students will receive formal counselling and parents will be notified and or called for a meeting. The third time a warning letter will be sent to the parent/s by the Subject teacher/Level Coordinator/Vice Principal. The warning letter will be recorded in the Class Teacher's file. If the problem persists, action will be taken at the discretion of the Discipline Committee in consultation with the Principal and can lead to detention after school.

Disregard & Disrespect to Classmates and Teachers

Responsibility of the student

Students are expected to maintain decorum at all times, follow the school rules and refrain from inappropriate actions and behaviour. (Harassment/ Bullying, Gender, Racial, Ethnic and or Sexual Harassment, Abuse, Physical fight, Public displays of affection)

Management

The teacher will establish clear behaviour guidelines for the students.
Regular review and establishment of rewards programme to ensure continuity.

Corrective measure

For Primary Students: (Classes 1-5)

Bullying/Verbal abuse/Use of inappropriate language:

- An incident report needs to filed by the students involved
- The student will receive formal counselling
- If incidents repeat, the parent will be notified and will be called for a meeting

Physical Fights:

- An incident report needs to filed by the students involved
- The student will be given a verbal warning for a maximum of two times
- The student will receive formal counselling
- The student will be involved in community service within the school premises

Parent will be notified and/ called for a meeting if the incident repeats

For Secondary Students: (Classes 6-12)

Bullying/Harassing/Raging: (Refer to school's Suspension & Expulsion rules)

- The student will receive formal counselling.
- The parent will be notified and will be called for a meeting. (Following rules stated by the MOE)

Public displays of affection: (Refer to school's Suspension & Expulsion rules)

- The student will receive formal counselling for the first time.
- The parent will be notified and will be called for a meeting, a warning letter will be issued and the student will be involved in community service within the school premises. The warning letter will be recorded in the Class Teacher's file.
- If the problem persists, the student will be suspended at the discretion of the Discipline Committee in consultation with the Principal.

Verbal abuse: (Refer to school's Suspension & Expulsion rules)

- The student will receive formal counselling for the first time.
- The parent will be notified and will be called for a meeting and a warning letter will be issued. The warning letter will be recorded in the Class Teacher's file.
- If the problem persists, the student will be suspended at the discretion of the Discipline Committee in consultation with the Principal.

Physical Fights: (Refer to school's Suspension & Expulsion rules)

- The student will receive formal counselling.
- The parent will be notified and will be called for a meeting and a warning letter will be issued. The warning letter will be recorded in the Class Teacher's file.
- If the problem persists, the student will be suspended/expelled at the discretion of the Discipline Committee in consultation with the Principal.

Vandalism

Responsibility of the student

Students are expected to refrain from destruction to personal, individual or school property.

Management

- The teacher will educate students about care of own and school property.
- The teacher will assign responsibilities to students to care for the property and build a reward system to strengthen the behaviour.
- The teacher will conduct a full investigation in case of any damage.

Corrective measure

For Primary Students: (Classes 1-5)

- A student will receive formal counselling.
- The student will be involved in community service like cleaning inside the school premises.
- Certain privileges or responsibilities will be temporarily suspended.
- The student will be fined a sum greater than the cost of repairs/replacements.

For Secondary Students: (Classes 6-12)

- Any wilful damage to property of the school by student/s will result in a fine that will amount to a sum greater than the cost of repairs/ replacements.
- The parent will be notified and will be called for a meeting and a warning letter will be issued. The warning letter will be recorded in the Class Teacher's file.
- If problem persists, the student will be suspended/expelled at the discretion of the Discipline Committee in consultation with the Principal and can lead to detention after school

Academic Honesty

Responsibility of the student

Students are expected to approach the examinations with honesty and sincerity and follow the rules and regulations. Students must not indulge in plagiarism.

Management

- A talk in assembly on moral values and educating students on the consequences of cheating during the examination
- A physical check will be conducted on the students
- The student will be asked to keep their mobile phones (if they carry any with prior permission) on teachers table during the examination

- Student will not be permitted to visit the toilet (Unless the invigilator feels it is unavoidable)
- Surprise check will be conducted by a team of exam supervisors i.e. member of the examination committee, Coordinator, Vice Principal or Principal

Corrective measure

For Primary Students: (Classes 1-5)

- The student will receive formal counselling
- Certain privileges or responsibilities will be temporarily suspended
- Parents will be notified and called for a meeting with the Level Coordinator

For Secondary Students: (Classes 6-12)

- First violation: A written warning will be given to the student concerned and 10%
- marks will be deducted from the marks obtained in the subject being examined. Parents will be notified. The warning letter will be recorded in the Class Teacher's file.
- Second violation: The student will not be allowed to continue writing the exam. The student will be awarded a zero. Parents will be notified.
- If the problem persists, the student will be suspended/expelled at the discretion of the Discipline Committee in consultation with the Principal.

Sports Equipment

Responsibility of the student

Students must avoid misuse, damage or defacement of any sports equipment. Management
There would be a sign-in policy followed where students must fill in the issue and return register.

Corrective measure

Failure to return the equipment would result in a fine for an amount more than the cost of purchase or replacement of the equipment.

Possession of Non-Permissible Articles

Responsibility of the student
Students are expected to adhere to the following rules:

- Only personalised equipment used for CCA and ECA is allowed to be brought to school. These should be kept under lock and key (student lockers) and will be the student's responsibility.
- In case of special requests from parents, students will be allowed to bring a hand phone. However, they will be required to deposit the hand phones with the class teachers during the day. They should collect the device from the class teacher during dispersal time.
- Phones must be switched off and must not be used at any time or any place in the school.

- (Refer to the Hand phone policy)

Management

- The teacher will clearly state the equipment permitted in the school.
- The teacher will regularly remind the students about safe-keeping of the personal equipment.
- The class teacher/coordinator will check for any equipment that is not permitted to school.

Corrective measure

- For Nursery and Kindergarten students:
- The equipment will be confiscated and parents will be notified.
- The equipment will be returned only to the parent/ guardian.
- For Primary Students: (Classes 1-5)
- The equipment will be confiscated and parents will be notified.
- The equipment will be returned only to the parent/ guardian.
- For Secondary Students: (Classes 6-12)
- The equipment will be confiscated and parents will be notified and the equipment will be returned only to the parent/ guardian.
- Repeat of violation after parental notifications will result in confiscation on a non-returnable basis.

Theft

Responsibility of the student

Students are expected not to indulge in any incident related to theft which is unacceptable to the school as is also against the laws stated by the MOE, Singapore.

Management

A talk in assembly/class on moral values
Reward system to encourage honesty

Corrective Measure

For Nursery and Kindergarten Students:

The student will receive formal counsellingA notification will be sent to parents

For Primary Students: (Classes 1-5)

- The student will receive formal counselling
- A notification will be sent to parents
- Certain privileges or responsibilities will be temporarily suspended

For Secondary Students: (Classes 6-12)

- The student will receive formal counselling, notification will be sent to parents. A warning letter will be issued and certain privileges or responsibilities will be temporarily suspended.
- If the problem persists, the student will be suspended/expelled at the discretion of the Discipline Committee in consultation with the Principal. (Refer to school's Suspension & Expulsion rules)

General Rules in the Canteen, Auditorium, AV Room, ECA & CCA

Responsibility of the student
Students are expected to maintain decorum at all times in the school.

Management

- Teachers will familiarise the students with the do's and don'ts of each activity (given in students' school diary).
- Teachers will be present at the activity area at all times.
- Teachers will communicate the expectations of the guests and external trainers in terms of behaviour, performance and any other rules to the students.

Corrective Measure

For Nursery and Kindergarten Students:
The student will receive formal counselling

For Primary Students: (Classes 1-5)

- The student will receive formal counselling
- Certain privileges or responsibilities will be temporarily suspend
- Parent will be notified

For Secondary Students: (Classes 6-12)

- The student will receive formal counselling the first time
- The second time, notification will be sent to parents. A warning letter will be issued and certain privileges or responsibilities will be temporarily suspended
- If the problem persists, the student will be suspended/expelled at the discretion of the Discipline Committee in consultation with the Principal. (Refer to school's Suspension & Expulsion rules)

Serious Violations

Students are expected to comply with the school rules and Singapore laws at all times. The school will familiarise the students with the school rules and the Singapore laws. Serious violations will be referred to the principal or his/her designee. The School is obliged to report any such offences to the authorities that at the simplest level may jeopardise the entire family's permit to reside in Singapore. (Refer to school's Suspension & Expulsion rules)

Corrective measure
For Primary Students: (Classes 1-5)

- Any student who is suspected of being in violation of this policy shall be immediately suspended from the school.
- The student may be subject to expulsion from school at the discretion of the Discipline Committee in consultation with the Principal. (Refer to school's Suspension & Expulsion rules)

For Secondary Students: (Classes 6-12)

- Any student who is suspected of being in violation of this policy shall be immediately suspended from the school.
- The student may be subject to expulsion from school at the discretion of the Discipline Committee in consultation with the Principal. (Refer to school's Suspension & Expulsion rules)
- Appropriate use of School Computer and Computer Facilities

Responsibility of the student

- Network is provided for the students to facilitate sharing, innovation and communication. All facilities must be regarded as privileges, which may be withdrawn at any time.
- Guidelines for appropriate use of computers and computer facilities (Please refer to the Social Media and School Network Policy also)
- Students are not to play games across the school network.
- Students are not permitted to use, possess, download or search for any program that is designed to reduce or bypass network security.
- Students must not store or transmit copyrighted material on the school network.
- Students are not to adjust any computer hardware.
- Students are not permitted to add or delete software or change the settings on any computer.
- The Internet is provided to assist student's education and is used with permission.
- Students will not look for distasteful images or bad language whilst online and will report any sites containing this if they come across them accidentally.
- Students must understand that they can only access sites relevant to educational work in school and they are not permitted to access social networking sites or visit sites not related to his/her curriculum.
- Students must not attempt to deliberately hack into the School network.
- Any electronic communication sent or received via School network can be monitored at any time without warning.

Management

The school will familiarise the students with the school rules and acceptable use policy. Any behaviour that interferes with the primary objectives will be considered as infringement of the school policy.

Corrective measure

For Primary Students: (Classes 1-5)

- The student will receive formal counselling
- Certain privileges or responsibilities will be temporarily suspended
- Parent will be notified.A warning card will be issued
- Action will be taken at the discretion of Level Coordinators and finally Principal/ Vice Principal depending upon the severity of the offence

For Secondary Students: (Classes 6-12)

- More than one corrective measure may apply for any breach of the school laws depending upon the severity of the breach. Repeated violations will be dealt with more harshly than a first time violation.

- The student will receive formal counselling for the first time.
- The second time, notification will be sent to parents. A warning letter will be issued and certain privileges or responsibilities will be temporarily suspended.
- If the problem persists, the student will be suspended/expelled at the discretion of the school Principal.
- Discipline Committee in consultation with the Principal. (Refer to school's Suspension & Expulsion rules)

Other Discipline Issues

Responsibility of the student

- Students are expected to comply with the school rules at all times in the school. Students must refrain from:
- Going to unauthorised areas
- Missing class(s)
- Indulge in frequent absenteeism from Classes
- Being present in school beyond school hours without teacher's permission/ supervision.

Corrective measures

For Primary Students: (Classes 1-5)

- The student will receive formal counselling
- Parent will be notified

For Secondary Students: (Classes 6-12)

- The student will be given a verbal warning the first time.
- The second time the student will receive formal counselling and parents will be notified and or called for a meeting.
- The third time a warning letter will be sent to the parent/s by the Subject teacher/Level Coordinator/Vice Principal. The warning letter will be recorded in the Class Teacher's file.
- If problem persists, action will be taken at the discretion of the Discipline Committee in consultation with the Principal

Part B

Unacceptable Behaviour

At any time, no student (or parent of a student, where applicable) of GIIS shall indulge in any of the following activities:

- Physical or verbal assault on a fellow student or teacher or any member of the staff;
- Use of abusive language, quarrelsome and riotous behaviour;
- Acting in a manner that is or may be detrimental to the reputation, dignity, interest, or welfare of the School;
- Contravention of the rules, policies, guidelines, codes of conduct, or procedures as may from time to time be prescribed by the School;
- An offence involving or resulting in criminal activity
- Theft, fraud or misapplication in connection with School funds or property of any kind;
- Mutilation/destruction of school records and property; or the property of another student, or employee of the school;
- Falsification or misuse of School documents or records, including (without prejudice to the generality of the foregoing) certificates in connection with degrees and other academic distinctions;
- Fraud, dishonesty, any act of bad faith, or impersonation of others, within or outside the School, in connection with the student's academic attainments or financial awards, the student's admission to the School, or otherwise in connection with the School;

- Contravention of conditions stipulated or undertakings made by the student in connection with admission to the School;
- Disrespectful behaviour, rumour mongering, character assassination, defamation of, assault or battery against any employee or student of the School;
- Sexual, racial, or any other kind of harassment of any employee or student of the School;
- Maliciously and without reasonable cause, laying a complaint against any employee or student of the School;
- Ragging, which term shall, without prejudice to the generality of the term, include conduct intended:
- To humiliate another student or hold such other student up to ridicule; or 14.2.To interfere with another student's peaceable enjoyment of his/her privileges,
- benefits, rights or facilities;
- Bullying: "Bullying" means repeated behaviour by an individual student, an individual student within a group of students, or group of students that is intended to cause the victim(s) to feel frightened, threatened, intimidated, humiliated, disgraced, ostracised, or physically abused. Bullying implies an imbalance in power or strength in which the student being bullied has difficulty defending him or herself. Bullying can take many forms, including physical, verbal, social / relational and/or cyber bullying;
- Plagiarism, giving or receiving unauthorised assistance in academic work, or other forms of academic dishonesty;
- Indulging in or encouraging any form of malpractice connected with examination or other school activities;
- Disruption or improper interference with:
- The academic activities or administration of the School; or
- The performance of duties by any employee of the School; indulging in any sort of agitation to coerce or embarrass the school authorities;
- Failure to comply with any disciplinary sanction or other requirement imposed on such student;
- Habitual late coming and frequent absenteeism;
- Insubordination and defiance of lawful order;
- Telling lies about students, teachers, parents or about any matters pertaining to the school;
- Possession and/or use of liquor or narcotics or cigarettes on the school premises;
- Possession and/or use in school premises of weapons, explosives, and other objectionable materials;
- Divulging confidential matters relating to school;
- Propagating or indulging in communal or sectarian activity;
- Discourages the public in seeking admissions or encouraging them in withdrawing admissions from the school or any other school being run by the management;
- Is discovered to have misled or cheated the school, by way of submitting false or fake documents/certificates or intentionally makes misleading statements to the school;
- Defames the school or the school management or the persons associated with the school in public or discloses incorrect information about the school so as to bring ill repute to the school or its management committee

or its present Employees or the institution as a whole;

- Adding or attempting to add harmful foreign substances to food or beverages, including spitting into food or beverages or spitting on food trays;
- Entering GIIS property when previously prohibited or remaining on school grounds after receiving a request to depart will be considered as a violation of school's code of conduct;
- Falsifying signatures or data on official record. Refusal to give correct identification or giving false identification when requested to do so by a staff member;
- Unauthorised distribution of literature on or near school property of inflammatory, libellous or slanderous material;
- Leaving school buildings or grounds during school hours without proper clearance; 35.Running and / or making excessive noise in the hall or building, Loitering, or occupying an unauthorised area in the school or on the school ground;
- Conviction by a court of law for criminal penalty.

Any student found to be in the possession of, taking or using any narcotics, e cigarettes, inhalants, stimulants, barbiturates, suppressants, hallucinogenic drugs, or marijuana and or alcohol is subject to suspension/expulsion from school.

As part of the guidelines on substance abuse, the school can conduct a random bag, locker or body checks for any of the banned substances or investigate based on complaint or rumour of misconduct.

All reasonable care will be taken to protect the student's legal rights and to ensure that his/her parents/legal/ local guardians are informed as soon as reasonably practicable after it becomes clear that the student may face formal disciplinary action, and also to make arrangements for the student to be accompanied and assisted by a parent, legal or local guardian.

Refusal of the student to permit a check by designated personnel appointed by the Principal, will be construed as an indication that the student is in possession or has used the banned Substance.

Breach of any of the above Unacceptable Behaviour by a student may lead to exercise of discipline powers by the School under the Suspension and Expulsion Policy.

Policy on Vandalism

Defining Vandalism

Any act involving wilful, deliberate or malicious damage, destruction and demolition in any manner to any property associated with the school, which includes tangible, intangible, intellectual property and any property of students, school teachers, staff members and anybody concerned with the school is termed as vandalism. Specific examples include glass breakage, any kind of destruction to the school buildings and grounds, destruction to property like chairs and desks, garbage bins, electrical and electronic equipment, plants, windows, etc. It also involves graffiti on walls, chairs and/or tables, windows etc. Vandalism is strictly against the school rules and regulations and the applicable Government laws.

Responsibility of the student

Students shall at all times, refrain from indulging in destruction of personal, school and other people's property. Any act of vandalism observed and/or noticed by a student must be immediately reported to school authorities.

Management

The teacher will educate students about taking care of own and school property. The teacher will assign responsibilities to students to care of the property and build a reward system to strengthen positive behaviour. The teacher will conduct a full investigation in case of any damage, loss and act of vandalism. When a student is found guilty of committing vandalism, corrective action will be taken against the student. Depending upon the severity of vandalism and frequency of the violation, and at the discretion of the Principal in consultation with the Country Director and/ or School management, the case of vandalism may be handed over to the police.

Corrective Measures

The following one or more corrective measures will be taken to reinforce positive behaviour. The student will be asked to complete the Student Incident Slip, at the discretion of the Coordinator/ Vice-Principal.

Primary Students (Classes 1-5)

- The student will receive formal counselling.
- Certain privileges or responsibilities will be temporarily suspended.
- The student will be fined for an amount more than the cost of repair or replacement of the property damaged.

Secondary Students (Classes 6-12)

- First-time violation will lead to imposition of a fine amounting to more than the cost of repair or replacement of the property damaged. In addition a warning will be issued. The warning will be recorded in the Class Teacher's file.
- Second time violation will lead to imposition of a fine amounting to more than the cost of repair or replacement of the property damaged. In addition, a two-day in-school suspension will be enforced. A notification will be sent to the parent. This will be recorded in the Class Teacher's file.
- Third-time violation will lead to imposition of a fine amounting to more

than the cost of repair or replacement of the property damaged. An out-of-school suspension will be enforced. This will be recorded in the Class Teacher's file.

- If the student's unacceptable behaviour continues, action will be taken by the Discipline Committee, in consultation with the Principal, which could also lead to expulsion from school.
- The School reserves the right to take any action under the Suspension and Expulsion Policy, in case a student is found to be in violation of this Policy.

Courses, Subjects Offered, Assessment and Examination Guidelines

The scope of evaluation at Global Indian International School extends to almost all areas of the student's personality development. It includes both scholastic and co-scholastic areas, and is comprehensive in nature.

Evaluation is continuous and reveals the strengths and areas of improvement of the students frequently, so that the learners have a better opportunity to understand and improve themselves. It also provides feedback to the teachers for modifying their teaching strategies according to individual student needs.

In view of getting a complete picture of the child's learning, assessment focuses on the learner's ability to:

- Learn and acquire desired skills related to different subject areas
- Acquire a level of achievement in different subject areas in the requisite measure
- Develop child's individual skills, interests, attitudes and motivation
- Monitor the changes taking place in child's learning, behaviour and progress over a period of time
- Respond to different situations and opportunities both in and out of school
- Apply what is learnt in a variety of environment, circumstances and situations
- Work independently, collaboratively and harmoniously
- Analyse and evaluate
- Be aware of social and environmental issues
- Participate in social and environmental projects
- Retain what is learned over a period of time
- The assessments are done with the purpose to achieve the following objectives:
- To help develop cognitive, psychomotor and affective skills
- To lay emphasis on thought process and de-emphasize memorisation
- To make evaluation an integral part of teaching-learning process
- To use evaluation for improvement of students achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial instructions
- To use evaluation as a quality control device to maintain desired standard of performance
- To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment
- To make the process of teaching and learning a learner-centred activity
- Assessments are done on a regular basis through journals, written work, portfolios, project work, classroom interactions, peer and /or self-assessments, cyclic tests along with many other learning tasks. There are two summative assessments at the end of each of the two semesters.

Course Titles

CBSE	
S No.	**Class**
1	CENTRAL BOARD OF SECONDARY EDUCATION - CLASS 1
2	CENTRAL BOARD OF SECONDARY EDUCATION - CLASS 2
3	CENTRAL BOARD OF SECONDARY EDUCATION - CLASS 3
4	CENTRAL BOARD OF SECONDARY EDUCATION - CLASS 4
5	CENTRAL BOARD OF SECONDARY EDUCATION - CLASS 5
6	CENTRAL BOARD OF SECONDARY EDUCATION - CLASS 6
7	CENTRAL BOARD OF SECONDARY EDUCATION - CLASS 7
8	CENTRAL BOARD OF SECONDARY EDUCATION - CLASS 8
9	CENTRAL BOARD OF SECONDARY EDUCATION - CLASS 9
10	CENTRAL BOARD OF SECONDARY EDUCATION - CLASS 10
11	CENTRAL BOARD OF SECONDARY EDUCATION - CLASS 11
12	CENTRAL BOARD OF SECONDARY EDUCATION - CLASS 12

IBDP	
	Course Title registered with CPE
1	The IB Diploma Programme - Year 1
2	The IB Diploma Programme - Year 2
IGCSE	
	Course Title registered with CPE
1	International General Certificate of Secondary Education (IGCSE) - Class 9
2	International General Certificate of Secondary Education (IGCSE) - Class 10
GLOBAL MONTESSORI PLUS	
	Course Title registered with CPE
1	Global Montessori Plus Programme - Nursery
2	Global Montessori Plus Programme - Kindergarten 1
3	Global Montessori Plus Programme - Kindergarten 2
CAMBRIDGE LOWER SECONDARY	
	Course Title registered with CPE

1	CAMBRIDGE LOWER SECONDARY PROGRAMME (CLASS 6)
2	CAMBRIDGE LOWER SECONDARY PROGRAMME (CLASS 7)
3	CAMBRIDGE LOWER SECONDARY PROGRAMME (CLASS 8)

INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME	
1	INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME 1
2	INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME 2
3	INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME 3
4	INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME 4
5	INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME 5

Subject Titles

MASTER COURSE/MODULE LIST
COURSE TITLE: GLOBAL MONTESSORI PLUS PROGRAMME - NURSERY
AWARDED BY: GLOBAL INDIAN INTERNATIONAL SCHOOL

Sr. No.	CLASS	REGISTERED AS
1	Nursery	Language Development - English
2	Nursery	Mathematics Development
3	Nursery	Music And Movement
4	Nursery	Environmental Awareness
5	Nursery	Motor Development
6	Nursery	Practical Life And Sensorial Exercises

COURSE TITLE: GLOBAL MONTESSORI PLUS PROGRAMME - KINDERGARTEN 1
AWARDED BY: GLOBAL INDIAN INTERNATIONAL SCHOOL

Sr. No.	CLASS	REGISTERED AS
1	Kindergarten 1	Language Development - English
2	Kindergarten 1	Mathematics Development
3	Kindergarten 1	Second Language Development - Tamil
4	Kindergarten 1	Second Language Development - Hindi
5	Kindergarten 1	Environmental Awareness
6	Kindergarten 1	Motor Development
7	Kindergarten 1	Practical Life And Sensorial Exercises
8	Kindergarten 1	Music And Movement

COURSE TITLE: GLOBAL MONTESSORI PLUS PROGRAMME - KINDERGARTEN 2 AWARDED BY: GLOBAL INDIAN INTERNATIONAL SCHOOL		
Sr. No.	**CLASS**	**REGISTERED AS**
1	Kindergarten 2	Language Development - English
2	Kindergarten 2	Mathematics Development
3	Kindergarten 2	Second Language Development - Tamil
4	Kindergarten 2	Second Language Development - Hindi
5	Kindergarten 2	Environmental Awareness
6	Kindergarten 2	Music And Movement
7	Kindergarten 2	Motor Development
8	Kindergarten 2	Practical Life And Sensorial Exercises
COURSE TITLE: CENTRAL BOARD OF SECONDARY EDUCATION CLASS 1 AWARDED BY: GLOBAL INDIAN INTERNATIONAL SCHOOL AFFILIATED TO CBSE		
Sl. No.	**CLASS**	**REGISTERED AS**
1	Class 1	Language 1 – English
2	Class 1	Environmental Education
3	Class 1	Language 2 – Hindi
4	Class 1	Language 2 - Tamil
5	Class 1	Language 2 – French
6	Class 1	Information And Communication Technology (ICT)
7	Class 1	Language 3 – Sanskrit
8	Class 1	Visual Arts
9	Class 1	Performing Arts – Dance
10	Class 1	Performing Arts – Music
11	Class 1	Performing Arts - Tabla
12	Class 1	Physical And Health Education

13	Class 1	Performing Arts-Speech And Drama
14	Class 1	Mathematics
15	Class 1	Yoga
COURSE TITLE: CENTRAL BOARD OF SECONDARY EDUCATION CLASS 2 AWARDED BY: GLOBAL INDIAN INTERNATIONAL SCHOOL AFFILIATED TO CBSE		
Sl. No.	**CLASS**	**REGISTERED AS**
1	Class 2	Language 1 – English
2	Class 2	Environmental Education
3	Class 2	Language 2 – Hindi
4	Class 2	Language 2 - Tamil
5	Class 2	Language 2 – French
6	Class 2	Information And Communication Technology (ICT)
7	Class 2	Language 3 – Sanskrit
8	Class 2	Visual Arts
9	Class 2	Performing Arts – Dance
10	Class 2	Performing Arts – Music
11	Class 2	Performing Arts - Tabla
12	Class 2	Physical And Health Education
13	Class 2	Performing Arts-Speech And Drama
14	Class 2	Mathematics
15	Class 2	Yoga
COURSE TITLE: CENTRAL BOARD OF SECONDARY EDUCATION CLASS 3 AWARDED BY: GLOBAL INDIAN INTERNATIONAL SCHOOL AFFILIATED TO CBSE		
Sr. No.	**CLASS**	**REGISTERED AS**
1	Class 3	Language 1 – English
2	Class 3	Social Science
3	Class 3	Language 2 – Hindi
4	Class 3	Language 2 - Tamil

5	Class 3	Language 2 – French
Sr. No.	**CLASS**	**REGISTERED AS**
6	Class 3	Information And Communication Technology (ICT)
7	Class 3	Language 3 – Sanskrit
8	Class 3	Visual Arts
9	Class 3	Performing Arts – Dance
10	Class 3	Performing Arts – Music
11	Class 3	Performing Arts - Tabla
12	Class 3	Physical And Health Education
13	Class 3	Performing Arts-Speech And Drama
14	Class 3	Mathematics
15	Class 3	Science
16	Class 3	Yoga
COURSE TITLE: CENTRAL BOARD OF SECONDARY EDUCATION CLASS 4 AWARDED BY: GLOBAL INDIAN INTERNATIONAL SCHOOL AFFILIATED TO CBSE		
Sr. No.	**CLASS**	**REGISTERED AS**
1	Class 4	Language 1 – English
2	Class 4	Social Science
3	Class 4	Language 2 – Hindi
4	Class 4	Language 2 - Tamil
5	Class 4	Language 2 – French
6	Class 4	Information And Communication Technology (ICT)
7	Class 4	Language 3 – Sanskrit
8	Class 4	Visual Arts
9	Class 4	Performing Arts – Dance
10	Class 4	Performing Arts – Music
11	Class 4	Performing Arts - Tabla
12	Class 4	Physical And Health Education

13	Class 4	Performing Arts-Speech And Drama
14	Class 4	Mathematics
Sr. No.	**CLASS**	**REGISTERED AS**
15	Class 4	Science
16	Class 4	Yoga
COURSE TITLE: CENTRAL BOARD OF SECONDARY EDUCATION CLASS 5 AWARDED BY: GLOBAL INDIAN INTERNATIONAL SCHOOL AFFILIATED TO CBSE		
Sr. No.	**CLASS**	**REGISTERED AS**
1	Class 5	Language 1 – English
2	Class 5	Social Science
3	Class 5	Language 2 – Hindi
4	Class 5	Language 2 - Tamil
5	Class 5	Language 2 – French
6	Class 5	Information And Communication Technology (ICT)
7	Class 5	Language 3 – Sanskrit
8	Class 5	Visual Arts
9	Class 5	Performing Arts – Dance
10	Class 5	Performing Arts – Music
11	Class 5	Performing Arts - Tabla
12	Class 5	Physical And Health Education
13	Class 5	Performing Arts-Speech And Drama
14	Class 5	Mathematics
15	Class 5	Science
16	Class 5	Yoga
COURSE TITLE: CENTRAL BOARD OF SECONDARY EDUCATION CLASS 6 AWARDED BY: GLOBAL INDIAN INTERNATIONAL SCHOOL AFFILIATED TO CBSE		
Sr. No.	**CLASS**	**REGISTERED AS**
1	Class 6	Language 1-English
2	Class 6	Language-2 Hindi

Sr. No	CLASS	REGISTERED AS
3	Class 6	Language-2 Tamil
4	Class 6	Language-2 French
5	Class 6	Language-3 Sanskrit
6	Class 6	Language -3 Hindi
7	Class 6	Language-3 Tamil
8	Class 6	Mathematics
9	Class 6	Science
10	Class 6	Social Science
11	Class 6	Information And Communication Technology (ICT)
12	Class 6	Performing Arts
13	Class 6	Visual Arts
14	Class 6	Health And Physical Education
COURSE TITLE: CENTRAL BOARD OF SECONDARY EDUCATION CLASS 7 AWARDED BY: GLOBAL INDIAN INTERNATIONAL SCHOOL AFFILIATED TO CBSE		
Sr. No.	**CLASS**	**REGISTERED AS**
1	Class 7	Language 1-English
2	Class 7	Language-2 Hindi
3	Class 7	Language-2 Tamil
4	Class 7	Language-2 French
5	Class 7	Language-3 Sanskrit
6	Class 7	Language -3 Hindi
7	Class 7	Language-3 Tamil
8	Class 7	Mathematics
9	Class 7	Science
10	Class 7	Social Science
11	Class 7	Information And Communication Technology (ICT)

Sr. No.	CLASS	REGISTERED AS
12	Class 7	Performing Arts
13	Class 7	Visual Arts
14	Class 7	Health And Physical Education

COURSE TITLE: CENTRAL BOARD OF SECONDARY EDUCATION CLASS 8
AWARDED BY: GLOBAL INDIAN INTERNATIONAL SCHOOL AFFILIATED TO CBSE

Sr. No.	CLASS	REGISTERED AS
1	Class 8	Language 1-English
2	Class 8	Language-2 Hindi
3	Class 8	Language-2 Tamil
4	Class 8	Language-2 French
5	Class 8	Language-3 Sanskrit
6	Class 8	Language -3 Hindi
7	Class 8	Language-3 Tamil
8	Class 8	Mathematics
9	Class 8	Science
10	Class 8	Social Science
11	Class 8	Information And Communication Technology (ICT)
12	Class 8	Performing Arts
13	Class 8	Visual Arts
14	Class 8	Health And Physical Education

COURSE TITLE: CENTRAL BOARD OF SECONDARY EDUCATION CLASS 9 AWARDED BY: GLOBAL INDIAN INTERNATIONAL SCHOOL AFFILIATED TO CBSE		
Sr. No.	**CLASS**	**REGISTERED AS**
1	Class 9	English -Language and Literature
2	Class 9	Hindi Course B

Sr. No.	**CLASS**	**REGISTERED AS**
3	Class 9	Tamil
4	Class 9	French
5	Class 9	Mathematics
6	Class 9	Science
7	Class 9	Social Science
8	Class 9	Computer Applications
9	Class 9	Painting
10	Class 9	Health And Physical Education
11	Class 9	Art Education
COURSE TITLE: CENTRAL BOARD OF SECONDARY EDUCATION CLASS 10 AWARDED BY: GLOBAL INDIAN INTERNATIONAL SCHOOL AFFILIATED TO CBSE		
Sr. No.	**CLASS**	**REGISTERED AS**
1	Class 10	English - Language and Literature
2	Class 10	Hindi Course B
3	Class 10	Tamil
4	Class 10	French
5	Class 10	Mathematics
6	Class 10	Science
7	Class 10	Social Science

8	Class 10	Computer Applications
9	Class 10	Painting
10	Class 10	Health And Physical Education
11	Class 10	Art Education

COURSE TITLE: CENTRAL BOARD OF SECONDARY EDUCATION CLASS 11
AWARDED BY: GLOBAL INDIAN INTERNATIONAL SCHOOL AFFILIATED TO CBSE

Sr. No.	CLASS	REGISTERED AS
1	Class 11	English Core
2	Class 11	Mathematics
3	Class 11	Informatics Practices
4	Class 11	Physics
5	Class 11	Chemistry
6	Class 11	Biology
7	Class 11	Computer Science
8	Class 11	Business Studies
9	Class 11	Accountancy
10	Class 11	Economics
11	Class 11	History
12	Class 11	Health And Physical Education

COURSE TITLE: CENTRAL BOARD OF SECONDARY EDUCATION CLASS 12
AWARDED BY: GLOBAL INDIAN INTERNATIONAL SCHOOL AFFILIATED TO CBSE

Sr. No.	CLASS	REGISTERED AS
1	Class 12	English Core
2	Class 12	Mathematics
3	Class 12	Physical Education

4	Class 12	Physics
5	Class 12	Chemistry
6	Class 12	Biology
7	Class 12	Computer Science
Sr. No.	**CLASS**	**REGISTERED AS**
8	Class 12	Business Studies
9	Class 12	Accountancy
10	Class 12	Economics
11	Class 12	Health And Physical Education
COURSE TITLE: INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME 1 AWARDED BY: GLOBAL INDIAN INTERNATIONAL SCHOOL		
Sr. No.	**CLASS**	**REGISTERED AS**
1	Class 1	English
2	Class 1	Mandarin
3	Class 1	French
4	Class 1	Hindi
5	Class 1	Mathematics
6	Class 1	Science and Technology
7	Class 1	Social Studies
8	Class 1	Arts
9	Class 1	Personal, Social and Physical Education
COURSE TITLE: INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME 2 AWARDED BY: GLOBAL INDIAN INTERNATIONAL SCHOOL		
Sr. No.	**CLASS**	**REGISTERED AS**
1	Class 2	English
2	Class 2	Mandarin

3	Class 2	French
4	Class 2	Hindi
5	Class 2	Mathematics
6	Class 2	Science and Technology
7	Class 2	Social Studies
8	Class 2	Arts
9	Class 2	Personal,Social and Physical Education
COURSE TITLE: INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME 3 AWARDED BY: GLOBAL INDIAN INTERNATIONAL SCHOOL		
Sr. No.	**CLASS**	**REGISTERED AS**
1	Class 3	English
2	Class 3	Mandarin
3	Class 3	French
4	Class 3	Hindi
5	Class 3	Mathematics
6	Class 3	Science and Technology
7	Class 3	Social Studies
8	Class 3	Arts
9	Class 3	Personal,Social and Physical Education
COURSE TITLE: INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME 4 AWARDED BY: GLOBAL INDIAN INTERNATIONAL SCHOOL		
Sr. No.	**CLASS**	**REGISTERED AS**
1	Class 4	English
2	Class 4	Mandarin
3	Class 4	French
4	Class 4	Hindi
5	Class 4	Mathematics

6	Class 4	Science and Technology
7	Class 4	Social Studies
8	Class 4	Arts
9	Class 4	Personal,Social and Physical Education
COURSE TITLE: INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME 5 AWARDED BY: GLOBAL INDIAN INTERNATIONAL SCHOOL		
Sr. No.	**CLASS**	**REGISTERED AS**
1	Class 5	English
2	Class 5	Mandarin
3	Class 5	French
4	Class 5	Hindi
5	Class 5	Mathematics
6	Class 5	Science and Technology
7	Class 5	Social Studies
8	Class 5	Arts
9	Class 5	Personal, Social and Physical Education
COURSE TITLE: CAMBRIDGE LOWER SECONDARY PROGRAMME CLASS 6 AWARDED BY: CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION		
Sr. No.	**CLASS**	**REGISTERED AS**
1	Class 6	SCIENCE
2	Class 6	ENGLISH
3	Class 6	MATHEMATICS
4	Class 6	ICT
5	Class 6	DIGITAL LITERACY
6	Class 6	GLOBAL PERSPECTIVES
7	Class 6	LANGUAGE-2 (Hindi, Tamil, French, Mandarin)

COURSE TITLE: CAMBRIDGE LOWER SECONDARY PROGRAMME CLASS 7 AWARDED BY: CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION		
Sr. No.	**CLASS**	**REGISTERED AS**
1	Class 7	SCIENCE
2	Class 7	ENGLISH
3	Class 7	MATHEMATICS
4	Class 7	ICT
5	Class 7	DIGITAL LITERACY
6	Class 7	GLOBAL PERSPECTIVES
7	Class 7	LANGUAGE-2 (Hindi, Tamil, French, Mandarin)

COURSE TITLE: CAMBRIDGE LOWER SECONDARY PROGRAMME CLASS 8 AWARDED BY: CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION		
Sr. No.	**CLASS**	**REGISTERED AS**
1	Class 8	SCIENCE
2	Class 8	ENGLISH
3	Class 8	MATHEMATICS
4	Class 8	ICT
5	Class 8	DIGITAL LITERACY
6	Class 8	GLOBAL PERSPECTIVES
7	Class 8	LANGUAGE-2 (Hindi, Tamil,French, Mandarin)
8	Class 8	Additional Subjects (Economics, Business Studies, Environmental Management, Design Technology)

COURSE TITLE: IGCSE CLASS 9 AWARDED BY: CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION		
Sr. No.	**CLASS**	**REGISTERED AS**
1	Class 9 IGCSE	First Language English
2	Class 9 IGCSE	English As A Second Language

Sr. No.	**CLASS**	**REGISTERED AS**
3	Class 9 IGCSE	Foreign Language French
4	Class 9 IGCSE	Hindi As A Second Language
5	Class 9 IGCSE	Computer Science
6	Class 9 IGCSE	Mathematics (Without Course Work)
7	Class 9 IGCSE	GCE 'O' Level Tamil Ordinary Level
8	Class 9 IGCSE	Biology
9	Class 9 IGCSE	Business Studies
10	Class 9 IGCSE	Chemistry
11	Class 9 IGCSE	Economics
12	Class 9 IGCSE	Physical Education
13	Class 9 IGCSE	Physics
14	Class 9 IGCSE	Literature (English)
15	Class 9 IGCSE	Global Perspectives
16	Class 9 IGCSE	ENVIRONMENTAL MANAGEMENT
COURSE TITLE: IGCSE CLASS 10 AWARDED BY: CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION		
Sr. No.	**CLASS**	**REGISTERED AS**
1	Class 10 IGCSE	First Language English
2	Class 10 IGCSE	English As A Second Language

3	Class 10 IGCSE	Foreign Language French
4	Class 10 IGCSE	Hindi As A Second Language
5	Class 10 IGCSE	Information And Communication Technology
6	Class 10 IGCSE	Computer Science
7	Class 10 IGCSE	Mathematics (Without Course Work)
8	Class 10 IGCSE	GCE 'O' Level Tamil Ordinary Level
9	Class 10 IGCSE	Biology
10	Class 10 IGCSE	Business Studies
11	Class 10 IGCSE	Chemistry
12	Class 10 IGCSE	Economics
13	Class 10 IGCSE	Physical Education
COURSE TITLE: IB DIPLOMA PROGRAMME YEAR 1 AWARDED BY: INTERNATIONAL BACCALAUREATE		
Sr. No.	**CLASS**	**REGISTERED AS**
1	IB Year 1	Biology Higher Level
2	IB Year 1	Biology Standard Level
3	IB Year 1	Business Management Higher Level (Bus. & Man.)
4	IB Year 1	Business Management Standard Level (Bus. & Man.)
5	IB Year 1	Chemistry Higher Level
6	IB Year 1	Chemistry Standard Level
7	IB Year 1	Computer Science Higher Level (Computer Sc.)
8	IB Year 1	Computer Science Standard Level (Computer Sc.)
9	IB Year 1	Creativity-action-service
10	IB Year 1	Design Technology Higher Level
11	IB Year 1	Design Technology Standard Level
12	IB Year 1	Economics Higher Level

13	IB Year 1	Economics Standard Level
14	IB Year 1	English A : Literature Higher Level
15	IB Year 1	English A : Literature Standard Level
16	IB Year 1	English A: Language & Literature Higher Level
17	IB Year 1	English A: Language And Literature Standard Level
18	IB Year 1	Environmental Systems And Societies—sl
19	IB Year 1	Extended Essay
20	IB Year 1	Film Higher Level
21	IB Year 1	Film Standard Level
22	IB Year 1	French Ab Standard Level
23	IB Year 1	French B Standard Level
24	IB Year 1	Hindi B Higher Level
25	IB Year 1	Hindi B Standard Level
26	IB Year 1	History Higher Level
27	IB Year 1	History Standard Level
29	IB Year 1	Mathematical Studies Sl
30	IB Year 1	Mathematical Studies Sl
31	IB Year 1	Mathematics Higher Level
32	IB Year 1	Mathematics Standard Level
33	IB Year 1	Physics Higher Level
34	IB Year 1	Physics Standard Level
35	IB Year 1	Psychology Higher Level
36	IB Year 1	Psychology Standard Level
37	IB Year 1	Spanish Ab Initio Sl
38	IB Year 1	Tamil B Standard Level
39	IB Year 1	Theory Of Knowledge
40	IB Year 1	Visual Arts Higher Level
41	IB Year 1	Visual Arts Standard Level
COURSE TITLE: IB DIPLOMA PROGRAMME YEAR 2 AWARDED BY: INTERNATIONAL BACCALAUREATE		

Sr. No.	CLASS	REGISTERED AS
1	IB Year 2	Biology Higher Level
2	IB Year 2	Biology Standard Level
3	IB Year 2	Business Management Higher Level (Bus. & Man.)
4	IB Year 2	Business Management Standard Level (Bus. & Man.)
5	IB Year 2	Chemistry Higher Level
6	IB Year 2	Chemistry Standard Level
7	IB Year 2	Computer Science Higher Level (Computer Sc.)
8	IB Year 2	Computer Science Standard Level (Computer Sc.)
9	IB Year 2	Creativity-action-service
10	IB Year 2	Design Technology Higher Level
11	IB Year 2	Design Technology Standard Level
12	IB Year 2	Economics Higher Level
13	IB Year 2	Economics Standard Level
14	IB Year 2	English A : Literature Higher Level
15	IB Year 2	English A : Literature Standard Level
16	IB Year 2	English A: Language & Literature Higher Level
17	IB Year 2	English A: Language And Literature Standard Level
18	IB Year 2	Environmental Systems And Societies—sl
19	IB Year 2	Extended Essay
20	IB Year 2	Film Higher Level
21	IB Year 2	Film Standard Level
22	IB Year 2	French Ab Standard Level
23	IB Year 2	French B Standard Level
24	IB Year 2	Hindi B Higher Level
25	IB Year 2	Hindi B Standard Level
26	IB Year 2	History Higher Level
27	IB Year 2	History Standard Level
29	IB Year 2	Mathematical Studies Sl

30	IB Year 2	Mathematical Studies Sl
31	IB Year 2	Mathematics Higher Level
32	IB Year 2	Mathematics Standard Level
33	IB Year 2	Physics Higher Level
34	IB Year 2	Physics Standard Level
35	IB Year 2	Psychology Higher Level
36	IB Year 2	Psychology Standard Level
37	IB Year 2	Spanish Ab Initio Sl
38	IB Year 2	Tamil B Standard Level
39	IB Year 2	Theory Of Knowledge
40	IB Year 2	Visual Arts Higher Level
41	IB Year 2	Visual Arts Standard Level

Annex A: Assessment for Global Montessori Plus Programme (GMP)

Observation and individual assessment made by teachers in the following areas:

1. Language development
2. Mathematics Development
3. Environmental awareness
4. Practical life and Sensorial Exercises
5. Motor development
6. Social and Emotional Development
7. Creative Development
8. Cognitive development
9. Motor development

A certificate is awarded upon completion of Kindergarten 2 of Global Montessori Plus Program

Annex B: Assessment for CBSE Classes 1 & 2

Assessments	Term 1	Term 2
Number of Assessments	2	2
Marks	25 marks each	25 marks each
Duration	45 minutes	45 minutes
Marking scheme not to be mentioned on the question paper		

Grades:

Grades (Out of 25)	
21-25	**A**
16-20	**B**
11-15	**C**
6-10	**D**
< 6	**E**
Assessment syllabus to be sent to parents one week before the exam date	

Templates Used:

- Question paper template
- Answer Key template
- Blueprint template
- Vetting form template

Printing of report cards:

- After every assessment (4 report cards)

Annex C: Assessment for CBSE Classes 3 to 5

There will be 2 periodic tests, half yearly and yearly exams

Exam syllabus:

Half Yearly Exam- Written exam for 50 marks with syllabus covered for Term 1

Yearly Exam - Written exam for 50 marks with syllabus covered in Term 2

Assessments for Term 1 : PT1 and half yearly exam

Assessments for Term 2 : PT2 and yearly exam

Term 1 (100 marks)		Term 2 (100 marks)	
No. of Periodic tests	1	No. of Periodic tests	1
Marks for PT1	25 marks	Marks for PT2	25 marks
Duration of PT1	45 minutes	Duration of PT2	45 minutes
Notebook and Homework	10 marks	Notebook and Homework	10 marks
Subject Enrichment	15 marks	Subject Enrichment	15 marks
Half Yearly Exam (1hr, 30 min)	50 marks	Half Yearly Exam (1hr, 30 min)	50 marks

Grades

Grades (Out of 50)	
41-50	**A**
31-40	**B**
21-30	**C**
15-20	**D**
< 15	**E**
PT syllabus to be sent to parents/students 2 weeks before the exam date and for Half yearly/ Yearly exam syllabus to be sent 2 weeks before the exam date	

Templates Used:

- Question paper template
- Answer Key template
- Blueprint template

Vetting form template

4 report cards per year- after every test/exam

Annex D: Assessment for CBSE Classes 6 to 8

The scheme for Classes 6-8 has been designed on Term Assessment basis with gradual increase in the learning assessment as the students move forward.

Scholastic Area:

The assessment structure comprises of two terms- i.e. Term 1 & 2

Subjects	**TERM 1(100 marks) April - September** (1st half of the session) **20 marks Periodic Assessment + 80 marks for Half Yearly Exam**		**TERM 2(100 marks)October- March)** (2nd half of the session) **20 marks Periodic Assessment + 80 marks for Yearly Exam**	
Language-1 English **Language- 2** Hindi Tamil French **Language-3** Hindi Tamil Sanskrit **Mathematics** **Science** **Social Science** **Information & Communication Technology**	**PA 20 marks** Periodic Test 1 & 2- 20 marks Weightage- **10 marks** of PT1 & PT 2 Notebook submission **5 marks** at term-end Sub Enrichment **5 marks** at term end	**Half Yearly Exam (September)** Written exam for 80 marks with syllabus covered till Half Yearly	**PA 20 marks** Periodic Test 3 & 4- 20 marks Weightage- **10 marks** of PT 3 & PT 4 Notebook submission **5 marks** at term-end Sub Enrichment **5 marks** at term end	**Yearly Exam (March)** Written exam for 80 marks with syllabus coverage as below: **Class 6**: 10% 0f 1st term covering significant topics + entire syllabus of 2nd term **Class 7**: 20% 0f 1st term covering significant topics + entire syllabus of 2nd term **Class 8:** 30% 0f 1st term covering significant topics + entire syllabus of 2nd term

Grades

Grades	
91-100	**A1**
81-90	**A2**

71-80	**B1**
61-70	**B2**
51-60	**C1**
41-50	**C2**
33-40	**D**
32 and below	**E (needs improvement)**
PT syllabus to be sent to parents/students one week before the exam date and for half yearly and yearly exam syllabus to be sent 15 days before the exam date	

Templates Used:

- Question paper template
- Answer Key template
- Blueprint template
- Vetting form template
- Answer script moderation form for half yearly and yearly exam

Printing report cards : 2 times a year - after half yearly exam and Yearly exam

Annex E: Assessment for CBSE Classes 9 to 10

Assessments for Term 1 :Pre Mid Term and Mid Term

Assessments for Term 2 : Post Mid Term and Yearly exam

Term 1		Term 2	
Pre Mid-term Marks (CBSE 9&10)	80 marks	Post Midterm Marks (CBSE 9&10)	80 marks
Duration for Pre Mid Term	3 hours	Duration for Post Mid Term	3 hours
Duration of Mid Term	3 hours Except for FIT	Final Exam Marks for CBSE 9	80 marks
Duration for FIT	2 hrs 30 mins	Pre Board Marks for CBSE 10	80 marks
		Duration for Final Exam and Pre-Board	3 hours Except for FIT
		Duration for FIT	2 hrs 30 mins

Annual examination for CBSE 9 & Board Exam for CBSE 10: 100 marks

Final examinations for CBSE 9 : 80 marks

Board Exam for CBSE 10 : 80 marks

Periodic test : 10 marks

(Periodic test marks is average of the best 2 tests of Pre Mid Term, Mid Term and Post Midterm Weighted to 10 marks).

Notebook submission : 5 marks

Subject enrichment : 5 marks

Grades

Grades	
91-100	**A1**
81-90	**A2**
71-80	**B1**
61-70	**B2**
51-60	**C1**
41-50	**C2**
33-40	**D**
32 and below	**E (needs improvement)**

Exam syllabus:

Pre-Mid term: Syllabus covered till one week before the examination MidTerm Written exam for 80 marks with syllabus covered for the entire Term 1

Post-Mid Term: The entire year syllabus

Pre Board Exam - 1 for class 10.

Yearly Exam - Written exam for 80 marks with syllabus covered for the entire year

Syllabus to be sent to parents/students two weeks before the exam date

Templates Used:

- Question paper template
- Answer Key template
- Blueprint template
- Vetting form template
- Answer script moderation form for half yearly and yearly exam

Printing report : 4 report cards a year for both class 9 and 10

Annex F: Assessment for CBSE Classes 11 and 12

Assessments for Class 11

Term 1 : CT1, CT2 and Sem-1 exam

Term 2 : CT3, Sem2/Annual Exam

Assessments for Class 12

Term 1 : CT1, CT2, CT3 and Sem-1 exam

Term 2 : PB1, PB2 and CBSE Board Exam for class 12

Marks for CT : 40 marks each

Duration for CT : 80 minutes

Sem 1 & Annual exam marks : 80

Duration for Sem 1 & Annual Exam : 3 hours

(Class 11)

Current weightage calculation:

In each subject 40% weightage is given for term1 marks and 60% weightage is given for term 2 marks. Further the split-ups are as follows:

In term1

CT1 : 5% weightage

CT2 : 5% weightage

Sem1 : 30% weightage

Total term 1 : 40% weightage

In term2

CT3 : 10% weightage

Sem2 : 50% weightage

Total term 2 : 60% weightage

For class 12

Only CBSE Board Exams marks and grades are printed by the Board in the mark list.

Grades

Grades for Class 11	
91-100	**A1**
81-90	**A2**
71-80	**B1**
61-70	**B2**
51-60	**C1**

41-50	**C2**
33-40	**D**
32 and below	**E (needs improvement)**

Grades (For class 12)

Grades for CBSE-12 Board Exam

From the passed candidates

Top one-eighth are awarded A1 grades

Next one-eighth are awarded A2 grades

Next one-eighth are awarded B1 grades

Next one-eighth are awarded B2 grades

Next one-eighth are awarded C1 grades

Next one-eighth are awarded C2 grades

Next one-eighth are awarded D1 grades

Next one-eighth are awarded D2 grades

Remaining are awarded E grades

Exam syllabus:

For class 12:

The portions covered one week before the CT1 as per ACP will be the portions for CT1

The portions covered after CT1 and one week before the CT2 and as per ACP will be the portions for CT2

The portions covered after CT2 and one week before the CT3 and as per ACP will be the portions for CT3 for class 12.

The entire portions done till August will be the portions for Sem 1 which is conducted in September

The entire portions will be tested in Pre-Board 1 and Pre-Board 2

For class 11:

The portions covered one week before the CT1 as per ACP will be the portions for CT1

The portions covered after CT1 and one week before the CT2 and as per ACP will be the portions for CT2

The entire portions done till August will be the portions for Sem 1 which is conducted in September

The portions covered after Sem 1 and one week before the CT3 and as per ACP will be the portions for CT3 for class 11.

The entire portions will be tested in Annual Exam / Sem 2.

CTs syllabus to be sent to parents/students one week before the exam date and for Sem 1 syllabus to be sent 15 days before the exam date

Following templates used : Question paper template, Answer Key template, Blueprint template, Vetting form template , Answer script moderation form for half yearly and yearly exam

Printing report cards :

2 times a year for Class 11 - after Semester1 exam and Semester 2 exam

For Class 12 -School report card is given for Sem 1, PB1 & PB2

Annex G: Assessment for IGCSE Classes 9 and 10

Assessments for IGCSE 9

Term 1 : CT1, CT2 and Sem-1 exam as per CAIE (Cambridge Assessment International Education) pattern

Term 2 : CT3, Sem2/Annual Exam as per CAIE pattern

Assessments for IGCSE 10

Term 1 : CT1, CT2 and Sem-1 exam as per CAIE pattern

Term 2 : CT3 and PB1, PB2 as per CAIE pattern

Term 1 (IGCSE 9)

No. of Cyclic tests : 2

Marks : 25 marks each (40 marks - sciences)

Duration for PT : 40 minutes

Sem 1 exam : 1

Sem 1 exam marks : 100 (%)

Duration for Sem 1 Exam : As per boards

Term 1 (IGCSE 10)

No. of Cyclic tests : 2

Marks : 25 marks each (40 marks - sciences)

Duration for PT : 40 minutes

Sem 1 exam : 1

Sem 1 exam marks : 100 (%)

Duration for Sem 1 Exam : As per boards

Term 2 (IGCSE 9)

No. of Cyclic tests : 1

Marks : 25 marks each (40 marks - sciences)

Duration for PT : 40 minutes

Sem 2 exam : 1

Sem 2 exam marks : 100 (%)

Duration for Sem 2 Exam : As per boards

Term 2 (IGCSE 10)

No. of Cyclic tests : 1

Marks : 25 marks each (40 marks - sciences)

Duration for PT : 40 minutes

Pre Board 1 : As per boards

Pre Board 2 : As per boards

Grades

Grades for IGCSE	
88-100	**A***
78-87	**A**
66-77	**B**
50-65	**C**
40-49	**D**
0-39	**E**

Exam syllabus for IGCSE 9 & 10

The portions covered one week before the CT1 as per ACP will be the portions for CT1

The portions covered after CT1 and one week before the CT2 and as per ACP will be the portions for CT2

The portions covered after CT2 and one week before the semester and as per ACP will be the portions for Sem 1 conducted in September.

The portions covered one week before the CT3 as per ACP will be the portions for CT3 (9 & 10)

The entire portions for the year will be tested for Sem 2 which is conducted in March (IGCSE 9)

The entire IGCSE syllabus will be tested in Pre-Board 1 and Pre-Board 2 (IGCSE 10)

Semester 1 syllabus to be sent 15 days before the exam date

Following templates used : Question paper template, Answer Key template, Vetting form template , Answer script moderation form for half yearly and yearly exam

Report card printing: twice a year. After sem1 & 2 (Class 9 IGCSE) and after sem1 and Preboard 2 (Class 10 IGCSE

Annex H: Assessment for IB Diploma Years 1 and 2

IB Y1

Assessments for Term 1 : FA1, FA2 -CT1, Sem 1

Assessments for Term 2 : FA3, FA4- CT2, Sem 2

IB Y2
Assessments for Term 1 : FA1, Sem 1
Assessments for Term 2 : Pre Board 1 & Pre Board 2

Term 1 (IBY1)
No. of Cyclic tests : 1
Marks : Percentage
Duration for CT : Subject specific
Sem 1 exam : 1
Sem 1 exam marks : 100
Duration for Sem 1 Exam : Subject specific
Term 1 (IBY2)
Sem exam : 1
Sem 1 exam marks : 100 (%)
Duration for Sem 1 Exam : Subject specific (IBY1)

Current weightage calculation:
Consolidation at the end of Year
The split ups are as follows:
In term1
FA1 : 5% weightage
FA2-CT1 : 10% weightage
Sem 1 : 20% weightage

(IBY2)
Consolidation at the end of Sem 1
FA1 : 10% weightage
Sem 1 : 90% weightage

Term 2 (IBY1)
No. of Cyclic tests : 1
Marks : Percentage
Duration for CT : Subject specific
Sem 2 / Yearly exam : 1
Yearly exam marks : Percentage 100
Duration for Yearly Exam : Subject specific

Term 2 (IBY2)

Pre Boards : 2

Marks : Percentage

Duration for exam : Subject specific

Pre Board 1 : As per boards

Pre Board 2 : As per boards

In term 2 (IBY1)

FA3 : 5% weightage

FA4 - CT2 : 10% weightage

Sem 2 : 50% weightage

School report card is given for Sem 2

Term 2 IBY2

Results printed for Pre Board 1

Grades

Grades for IB	
90-100	**7**
76-89	**6**
60-75	**5**
45-59	**4**
35-44	**3**
20-34	**2**
Less than 20	**1**

Exam syllabus

For IBY1

The portions covered one week before the CT1 as per ACP will be the portions for CT1

The entire portions covered till one week before the semester1 as per ACP

will be the portions for semester1

The portions covered after Semester 1 and one week before the CT2 and as per ACP will be the portions for CT2

The entire portions from the beginning of the year till one week before the semester 2 as per ACP will be the portions for Semester 2

For IBY2

The entire portions covered till one week before the semester1 will be tested for Sem 1 which is conducted in September

The entire portions will be tested in Pre-Board 1 and Pre-Board 2 (IBY2)

The entire portions covered 1 week before Sem I will be tested for Sem 1 which is conducted in September

Sem 1 syllabus to be sent 15 days before the exam date

Following templates used : Question paper template, Answer Key template, Vetting form template , Answer script moderation form for half yearly and yearly exam

Printing report cards

2 times a year for Year1 - after Semester1 exam and Semester 2 exam

For Year2-School report cards are given for Sem 1 and at the end of Pre Board1.

Annex I: Assessment Classes 6 to 8 CLSP

Assessments for Term 1 : CT1, CT2 and semester 1 exam

Assessments for Term 2 : CT3 and semester 2 exam

Term 1:

No. of cyclic tests : 2

Marks : 20 marks

Duration for CT : 40 minutes

No. of Semester Exam : 1

Semester Exam Marks: 100 marks

Duration for Semester Exam 1: 3 hours (Except ICT and GP)

Term 2:

No. of cyclic tests : 1

Marks : 25 marks

Duration for CT : 40 minutes

No. of Semester Exam : 1

Semester Exam Marks: 100 marks

Duration for Semester Exam 2: 3 hours (Except ICT and GP)

CT syllabus to be sent to parents/students one week before the exam date and for semester exam syllabus to be sent two weeks before the exam date

Following templates used :

Question paper template, Answer Key template, Blueprint template, Vetting form template , Answer script moderation form for semester exams

Report card printing : twice a year - after semester 1 and semester

Grades

Grades for CLSP 6-8	
88-100	**A***
78-870	**A**
66-77	**B**
50-65	**C**
40-49	**D**
0-39	**E**

Annex J: Evaluation of Co-Scholastic Aspects for CBSE Classes ɔ 12

All students are required to undergo various school based assessments in the Co-Scholastic areas.

Co-Scholastic Areas will be assessed on 5 point Grade for CBSE classes 1 to 12 – A, B, C, D, E

Grade	Indicator	Grade Point
A	Most indicators in a skill	5
B	Many indicators in a skill	4
C	Some indicators in a skill	3
D	Few indicators in a skill	2
E	Very Few indicators in a skill	1

Annex K: Assessment Modes

Central Board of Secondary Education (CBSE)

Class discussions

- Project work (individual or group)
- Research work
- Debate
- Presentation (individual or group)
- Continual Class tests or quizzes
- Practical tests
- Mid-year & end of course exam

International General Certificate of Secondary Education (IGCSE)

- Class discussions
- Project work (individual or group)
- Research work
- Debate
- Presentation (individual or group)
- Continual Class tests or quizzes
- Practical tests
- Peer assessment
- Written assignments
- Oral Examinations
- Listening Examinations
- Mid-year & end of course exam

International Baccalaureate Diploma Programme (IBDP)

- Class discussions
- Project work (individual or group)
- Research work
- Debate
- Presentation (individual or group)
- Continual Class tests or quizzes
- Practical tests
- Journals
- Portfolios
- Peer assessment
- Investigatory projects
- Exploration

- Commentaries
- Extended essay
- Written assignments
- Oral Examinations
- Mid-year & end of course exam

Policy on Return of Answer Scripts and Appeals on Results

For Nursery to K2:

No formal assessments

For Classes 1 to 5:

All answer scripts for all assessments / periodic tests / half-yearly / yearly are given to students of classes 1 to 5. Students may appeal for a re-evaluation/correction within two working days of receiving the answer scripts. Results of re-evaluation/corrections will be declared within six working days of the appeal and shall be final. No second appeal shall be entertained.

1. Classes 1 and 2: Assessment policy is relevant to all four assessments

2. Classes 3, 4 and 5: Assessment policy is relevant to all periodic tests / half-yearly / yearly exams

For Class 6-8 CBSE and Class 6 to 8 CLSP:

All answer scripts for all assessments / periodic tests / half-yearly / yearly or SA 1 and SA2 are given to students of classes 6 to 8CBSE and Class 6 to 8 CLSP. Students may appeal for a re-evaluation/correction within two working days of receiving the answer scripts. Results of re-evaluation/corrections will be declared within six working days of the appeal and shall be final. No second appeal shall be entertained.

For Classes 9 to 12:

All answer scripts of all examinations are shown to the students but scripts retained for the following classes as specified for a period of 5 years

Class 9 CBSE: Answer scripts of Annual exams are retained for a period of five years.

Class 10 CBSE: Answer scripts of Pre-board exam are retained for a period of five years.

Class 11CBSE: Answer scripts of Semester 2 are retained for a period of five years

Class 12 CBSE: Answer scripts of Pre-board 2 are retained for a period of 5 years.

Class 9 IGCSE: Answer scripts of Semester 2 are retained for a period of 5 years

Class 10 IGCSE: Answer scripts of Pre Board 2 are retained for a period of 5 years.

IBDP Year 1 : Answer scripts of Semester 2 are retained for a period of 5 years

IBDP Year 2 : Answer scripts of Pre Board exam 2 are retained for a period of 5 years

Assessment Policy : IBPYP

Philosophy of Assessment

We believe that assessment is an important component of teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:

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

Purpose of Assessment

The primary purpose of assessment in our school is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It defines what students know, understand and can do at different stages in the learning process.

Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it, and is meaningful to all members of the learning community.

- Students become effective, self-regulated learners who are actively engaged in assessment and act on constructive feedback, reflect on their progress, set goals for their learning and are engaged in making decisions on what they need to do to achieve these goals.

- Teachers become more effective when they continually learn about what students know and can do. They reflect on their practice, adjust their

teaching based on data, and offer timely, specific and well considered feedback to support learning.

- Parents become more informed when they understand the learning goals their child is working towards, and the progress their child is making. They extend their child's understanding and development of skills when they support learning. They contribute to their child's joy of learning and growth as a successful learner through sharing insights with the learning community.
- As a school, we become a more impactful learning community as we use assessment as a tool to evaluate the depth of our curriculum and the effectiveness of our teaching. We make decisions about targeting resources and support to the most pressing priorities and professional development needs.

Principles of Assessment

The PYP approach to assessment gives the students a vital role in the assessment process and engages the teachers in considering assessments as fit for purpose.

Characteristics of Highly Effective Assessment:

- Authentic- supports making connections to the real world to promote student engagement
- Clear and specific- includes desired learning goals, success criteria and the process students use to learn
- Varied- uses a wider range of tools and strategies that are fit for purpose in order to build a well- rounded picture of student learning
- Developmental- focuses on an individual student's progress rather than their performance in relation to others
- Collaborative- engages both teachers and students in the assessment development and evaluation process
- Interactive- encompasses ongoing and iterative dialogues about learning
- Feedback to feed forward- provides feedback on current learning to inform what is needed to support future learning and raises students' motivation.

What to Assess?

The significant content identified by the school supports the outcome of students becoming internationally minded. Teachers, then, plan multiple opportunities for their students to develop knowledge, conceptual understandings and skills to support self-regulatory learning.

The PYP approach to assessment recognizes the importance of:

- Monitoring and documenting the process of inquiry through careful observations of the inquiry process, teachers monitor students' ability to

make connections across subjects and to apply skills to construct new knowledge

- Monitoring, documenting and measuring conceptual understandings- on how concepts are recalled, explained and transferred through a range of learning experiences
- Monitoring and documenting approaches to learning skills for growth over time.

How to assess?

Assessment provides evidence to inform learning and teaching. Both students and teachers are continually asking themselves the questions "Am I making progress? How do I know?". They gather evidence of learning to answer these questions.

Types of Assessment

We believe that effective PYP assessment practice holistically integrates assessment for, of, and as learning to support effective learning and teaching.

Assessment for Learning (Formative Assessment)

Formative assessments are the tools to gather the feedback about Student learning, achievements and understanding about the concept. Formative assessment is integrated into the daily learning process. It provides Teachers and Students with information about how the learning is developing. It helps the Teacher to plan the next stage of learning.

All Student work will be assessed and used to provide feedback. A variety of assessment tasks are set to ensure that each Student gets some opportunity to attempt tasks in their chosen/preferred style. Tasks also vary – individual tasks, pair work, group tasks, sharing, presentations, projects (research and investigative), experiments are some examples of formative assessments. The assessments also include homework checks, questioning, teacher observation of student work, discussions etc. Students will be encouraged to do peer assessments as well as self-assessments for certain tasks.

The assessments directly relate to the unit objectives. They will usually involve Teachers assessing individuals against an agreed rubric.

Assessment of Learning (Summative Assessment)

Summative assessment occurs at the end of a teaching and learning cycle. Students are given the opportunity to demonstrate what they have learnt by applying their knowledge in new and authentic contexts. It's goal is to certify and to report on learning progress. It is generally conducted at the end of a unit, year level or developmental stage or programme. One summative assessment is conducted at the end of each unit. Students are often encouraged to self- evaluate.

Assessment as Learning

As part of the formative process, Assessments as learning helps students to take responsibility of their own learning and monitoring of future goals. Students reflect on their own work on a regular basis, usually through self and peer assessment and decide what their learning will be. Through this process, students are able to learn about themselves as learners and become aware of how they learn- become metacognitive (knowledge of one's own thought process). It's goal is to support students in learning how to become a self-regulated lifelong learner.

Assessments in the classroom will include-

- Using representative examples of student work or performance to provide information about student learning
- Collective evidence of students' understanding and thinking
- Documenting learning processes of groups and individuals
- Engaging students in reflecting on their learning
- Students assessing work produced by themselves and by others
- Developing clear rubrics/ checklist and other such tools Identifying exemplar student work
- Keeping records of test/task results.

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

Monitoring learning

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well considered feedback to feed forward for next steps in learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

Documenting learning

The documentation of learning is the compilation of the evidence of learning. Documentation can be physical or digital, and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.

Teachers use a range of methods to document student learning as a means of

assessing student understanding (This may include, but is not limited to videos, audio, photographs and graphic representations.):

- Learning logs or journals: These are used to record feedback and reflections of ongoing learning
- Learning stories: Narratives that document an instance when the learner shows knowledge, conceptual understandings or skills
- Portfolios: a collection of artifacts that can also contribute to reporting

Teachers may also use written records of student conversations, comments, explanations as well as annotated pieces of student work that may form part of a student's portfolio.

Portfolios

Schools have a responsibility to show evidence of student learning. As an example, portfolios are one method of collecting and storing information that can be used to document and assess student progress and achievement.

A portfolio is a record of student's involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies, and reflection. It provides a picture of each student's progress and development over a period of time both as individual and group learners.

Measuring learning

The measuring of learning aims to capture what a student has learned at a particular 'point of time.' Not all learning can be, or needs to be, measured. Each measurement tool used provides further data to support a larger picture of student achievement and progress in learning.

Analysing learning

Teachers use multiple data points to evaluate student progress. The aim is to organize, aggregate and disaggregate data to derive information to support evidence- based decision-making.

Teachers use a range of assessment tools and strategies to compile the most comprehensive picture of student progress and achievement over time. This includes the participation of the student within the process, which builds their assessment capability. Each tool and strategy chosen provides the learning community with accurate and accessible data on each student's learning.

These include, but are not limited to-

- Rubrics - An established set of criteria for rating students in all areas The descriptors tell the assessor what characteristics or signs to look for in

students' work and then how to rate that work on a predetermined scale.

- Exemplars - Samples of students' work that serve as concrete standards against which other samples are judged.
- Checklists - These are lists of information, data, attributes or elements that should be present.
- Anecdotal records- Anecdotal records are brief written notes based on observations of students.
- Continuums - These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

Reporting learning

Reporting on learning informs the learning community and reflects the question "How well are we doing?" It describes the progress and achievement of the students' learning, identifies areas for growth and contributes to the efficacy of the programme.

Grading System

At GIIS, for PYP Grades 1-5 we follow letter grades as this is descriptive of a level of achievement based on a set of criteria assessed against rubrics for each task set. Hence, assessments are criteria based; they reflect levels of achievement rather than percentages or marks. Student achievement for each learning area is reported using the following descriptors:

A*– Exemplary (A student exceeding grade level benchmarks)

A– Proficient (A student meeting grade level benchmarks)

B - Progressing (A student approaching grade level benchmarks)

C - Beginning (A student developing an understanding of grade level benchmarks)

N/A- Not Applicable (for example students who are new joiners or missed assessment for any reasons)

The following are some of the ways we report on learning:

Parent/ teacher/ student conferences: are scheduled throughout the year to share teachers' observations, acquire parental feedback, and gain student agreement to enhance student performance and progress on future assessments. Students are

expected to participate at these conferences. Teachers use this occasion to provide constructive suggestions on how the student might improve their performance against the assessment criteria.

Student-led conferences: are usually held towards the end of the school year. This conference will give students an opportunity to share their learning with their parents and showcase individual pieces of work and their learning journey through their portfolio.

Reports: Written reports are sent to parents at the end of each term, summarizing the student's progress in each subject, and the student's progress, with regards to attitude and behavior, both in and out of class.

The 5th Grade Student Exhibition: The 5th grade students collaboratively develop and present their own central idea reflecting a topic both local and global in nature that they are motivated to explore. Students engage in a cycle of inquiry by developing ideas to explore, researching, proposing solutions, taking action, reflecting, and presenting their learning process. This is an opportunity for the students to exhibit the attributes of the learner profile which they have been developing throughout the Primary Years Programme.

Giving and receiving feedback

Feedback has been identified as one of the most effective teaching practices and should, therefore, for the core of assessment. Effective teacher feedback offers opportunities for reflection and action. It encouraged learning adjustment, promotes continuous improvement and celebrates success. It helps students develop strategies to self-adjust and has a powerful influence on engagement and self-efficacy towards learning.

Feedback on knowledge, conceptual understandings and approaches to learning supports students moving towards their desired learning goals.

Assessment for Global Montessori Plus Programme (GMP)

Observation and individual assessment made by teachers in the following areas:

- Language development
- Mathematics Development
- Environmental awareness
- Practical life and Sensorial Exercises

- Motor development
- Social and Emotional Development
- Creative Development
- Cognitive development
- Motor development
- A certificate is awarded upon completion of Kindergarten 2 of Global Montessori Plus Programme

GIIS IBDP ASSESSMENT POLICY

Philosophy of Assessment

Assessment is an important part of the instructional cycle. It provides information about student learning and development, as well as a framework for planning, collaboration, and self-reflection. Assessment is a term used to cover all the various methods by which student achievement can be evaluated. Assessment instruments may include tests, examinations, extended practical work, projects, portfolios and oral work. A distinction is often made between *summative* assessment, aimed at determining the level of achievement of a student generally at the end of a course of study, and *formative* assessment, aimed at identifying the learning needs of students and forming part of the learning process itself.

Formative and summative assessment

Formal assessment of the DP includes some multiple-choice tests for a few subjects and examination papers for most subjects, intended to be taken at the end of the two-year course. A variety of other tasks like essays, research essays, written assignments, oral interviews, scientific and mathematical investigations, fieldwork projects and artistic performances are spread over different subjects and completed by students at various times under various conditions during their course.

The main purpose of the formative assessment is to provide detailed feedback to teachers and their students on the nature of students' strengths and weaknesses. Method of assessment involving direct interaction between teacher and student is particularly helpful here. The teacher is seen as a facilitator rather than a director of learning, and should make use of assessment tasks and instruments to help the students in improving skills and understanding rather than accurately measuring the level of each student's achievement.

Features of Formative Assessment

- Is diagnostic and remedial

- Makes provision for effective feedback
- Provides a platform for the active involvement of students in their own learning
- Enables teachers to adjust teaching to take account of the results of assessment
- Recognizes the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning
- Recognizes the need for students to be able to assess themselves and understand how to improve
- Builds on students' prior knowledge and experience in designing what is taught
- Incorporates varied learning styles to decide how and what to teach
- Encourages students to understand the criteria that will be used to judge their work
- Offers an opportunity to students to improve their work after they get the feedback
- Helps students to support their peer group and vice-versa

The various techniques used for formative assessments are:

1. Examinations (cyclic tests)
2. Assignments
3. Quizzes and competitions
4. Projects
5. Debates
6. Presentations
7. Group discussions
8. Club activities
9. Experiments
10. Research

Features of Summative Assessment

Summative assessment is used for quite different purposes, including the provision of information about student achievement, the certification and selection of students, an accountability mechanism to evaluate teachers and schools, and a driving force for curriculum reform.

Although the primary role of DP assessment is generally perceived to be that of certification of achievement, leading in most cases to a selection process for university admission, the other uses of summative assessment are also significant. DP assessment is a major tool for reinforcing the teaching of the curricular goals of the programme. Summative assessment methods are the most traditional way of evaluating student work – objective type, short answer, long answer etc.

Validity and reliability

According to the standard definition, the validity of an assessment is the extent to which it actually measures what it is stated to measure. The term reliability is used to define the accuracy of measurement resulting from an assessment, and how likely it is that the same result would be produced in slightly different circumstances. An assessment is reliable if a student would gain the same result were he/she to repeat the assessment on different occasions, and give the same result if different markers marked the assessment.

Validity and reliability are widely regarded as essential characteristics of any assessment system, particularly a high- stakes one where the outcome is of great importance to the student or the teacher.
In formative assessment, pre-eminence can be given to validity, while in summative assessment equal attention must be paid to both validity and reliability.

Diploma Programme assessment - aims and approaches

Assessment of the DP is high - stakes, criterion-related performance assessment. It is based on the following aims:

- DP assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning
- The published results of DP assessment (that is, subject grades) must have a sufficiently high level of reliability, appropriate to a high - stakes university entrance qualification
- DP assessment must reflect the international-mindedness of the programme wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language
- DP assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application)
- Assessment for each subject must include a suitable range of tasks and instruments / components that ensure all objectives for the subject are assessed
- The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information

Range of assessment tasks and assessment instruments

- A multiple-choice question, a short-response question, an extended-response question, an essay, a project, a single piece of work from a portfolio, and a research assignment are all examples of assessment tasks. An assessment instrument/component is made up of one or more tasks that are collected together, for the sake of thematic or content continuity, or for convenience. Examination papers, portfolio of work, project or research assignment are examples of assessment instruments, or components.
- The construct being assessed for each subject is defined by the objectives given at the beginning of each subject guide. The nature of what is to be assessed is thus precisely defined for students, teachers, parents / carers and examiners. The majority of assessment components are examination papers, made up of a wide variety of question types to suit the requirements of the subject. Question types include multiple-choice questions (used in only a small number of papers), short-response questions, structured problem-solving questions, open-ended problem-solving questions, essay questions, data-analysis questions, case studies and commentaries on supplied texts. The examinations are taken under controlled conditions, with student responses being marked externally by independent examiners.

- There are other tasks/components undertaken by students, with the guidance of their teachers, over an extended period, which are also externally marked by examiners. These include language A1 world literature assignments, language A2 written tasks, music investigations, theory of knowledge essays and extended essays. The assessment focus for all of these is on the quality of a finished written product, which makes them suitable for external assessment.
- A third type of assessment component is internal assessment, that is, student work marked by the teacher subject to external moderation. Internal assessment can often provide individual students with the opportunity to select their own topic or issue, following a particular interest and giving students greater control over their own learning. This flexibility of approach makes internal assessment a valuable addition to students' education, improving the validity not only of the assessment process, but also of the learning experience as a whole.
- There are some significant difficulties relating to internal assessment, such as ensuring reliability and authenticity, and preventing a too heavy workload

IB Diploma Programme assessment policy

a. All assessment in Diploma Programme subjects should relate directly to the course of study and its objectives via a policy, as far as it is practical, of discrete testing within each assessment environment (written papers/internal assessment and so on). A full range of assessment techniques should be used that reflect the international breadth of the IBO. The same assessment methodology should apply to related subjects but any substantial difference in the nature of higher level and standard level in a subject should be mirrored in their respective assessment models.
b. Diploma Programme assessment and grading procedures should ensure parity of treatment for all candidates irrespective of school, subject, response language or examination session. All grading and assessment judgments should be based on evidence and should not be subject to any form of bias.
c. All courses should normally have either three or four separate assessment components. Where appropriate, these components will include internal (school based) assessment as well as external assessment. No individual assessment component should normally be worth less than 20% or more than 50% of the overall assessment, and internally assessed components should in total contribute no more than 50% of the overall assessment. The balance between internal and external assessment must be such as to ensure that all the objectives of the course are adequately and appropriately assessed.
d. The duration of written examinations must not exceed five hours in total at higher level and three hours at standard level. No single written examination paper should be longer than three hours. Wherever possible, examination paper durations should be less than the prescribed maximum, as long as the examinations still provide for valid and reliable assessment. This restriction on duration is particularly relevant in those subjects where internal assessment or other externally marked components form a significant part of the overall assessment model.

e. The marking of teachers and examiners will be moderated using a mark/re-mark model followed by a statistical comparison to generate a moderation equation. There will be no cross-component moderation. All such re-marking will be based on identical assessment criteria to the original marking and will be based on sample work sent to an examiner acting as moderator.
f. Internal assessment should primarily address those skills and areas

of understanding that are less appropriately addressed through external examination papers; it should not be treated as another means for candidates to demonstrate, in a different context, what they could also do in an examination. There should be no undue duplication of skills assessed in both internal assessment and external examination.

g. Internal assessment should not be used as a tool for monitoring syllabus coverage, but should be focused on assessing student learning of particular skills. Where necessary, breadth of syllabus coverage should be assessed within external examinations.
h. Internal assessment tasks should not duplicate the kind of work that is carried out for extended essays in the same subject.
i. Wherever possible, internal assessment tasks should become an integral part of normal classroom teaching (and/or homework) for that subject. They should not be "add-on" activities. The work carried out for internal assessment is meant to be part of each student's learning experience.
j. For internal assessment marks to make a reliable contribution to a candidate's subject grade, the work that contributes at least half of the total internal assessment mark must be susceptible to moderation. This is a minimum, it being preferable wherever possible for all of the work that gives rise to the internal assessment mark to be available for moderation.
k. Where different internally assessed tasks are carried out over a prolonged period within a Diploma Programme course (to make up a portfolio of work, for example) allowance must be made for student improvement over this period. Thus, the final internal assessment mark should reflect a student's best level of performance during the course and not be merely an average of performance over the whole course.
l. Although the internal assessment may contribute from 20% to 50% towards any single subject result, the higher values in this range should only be used where there are particular grounds for giving a high weighting to internally assessed work.
m. Internally assessed work must be produced under conditions that are well documented and common to all schools for each course. In particular, the role of collaborative work, the degree of assistance that teachers can provide, the extent to which students can use external resources, and the permitted amount of redrafting of work, must be fully described.
n. The quantity of internally assessed work specified for a course must be no more than the minimum needed to satisfy its aims. Defined word limits should be given where possible for internally assessed tasks. The maximum word limit should be no more than is

necessary to complete the task

loma Program: External and Internal Assessments

Group 1

English A: Literature SL

Assessment component	Weighting
External assessment (3 hours) **Paper 1: Guided literary analysis (1 hour 15 minutes)** The paper consists of two passages from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	**70%** **35%**
Paper 2 Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)	**35%**
Internal assessment This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Individual oral (15 minutes)** Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)	**30%**

English A: Literature HL

Assessment component	Weighting
External assessment (4 hours) **Paper 1: Guided literary analysis (2 hours 15 minutes)** The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)	**80%** **35%**
Paper 2 Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)	**25%**
Higher level (HL) essay Students submit an essay on one work studied during the course. (20 marks) The essay must be 1,200–1,500 words in length.	**20%**
Internal assessment This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Individual oral (15 minutes)** Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)	**20%**

English A: Language and Literature SL

Assessment component	Weighting
External assessment (3 hours) **Paper 1: Guided textual analysis (1 hour 15 minutes)** The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	**70%** **35%**
Paper 2: Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (30 marks)	**35%**
Internal assessment This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Individual oral (15 minutes)** Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied. (40 marks)	**30%**

English A: Language and Literature HL

Assessment component	Weighting
External assessment (4 hours) **Paper 1: Guided textual analysis (2 hours 15 minutes)** The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)	**80%** **35%**
Paper 2: Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (30 marks)	**25%**
HL essay Students submit an essay on one non-literary body of work, or a literary work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length.	**20%**
Internal assessment: Individual oral (15 minutes) This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Individual oral (15 minutes)** Supported by an extract from both one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied. (40 marks)	**20%**

Group 2

Language B:

French B SL / Tamil B SL / Hindi B SL

Assessment component	Weighting
External assessment (3 hours)	**75%**
Paper 1 (1 hour 15 minutes) Productive skills—writing (30 marks)	**25%**
One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	
Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks)	**50%**
Listening comprehension (45 minutes) (25 marks)	25%
Reading comprehension (1 hour) (40 marks)	25%
Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	**25%**
Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	

Language B: Hindi B HL

Assessment component	Weighting
External assessment (3 hours 30 minutes)	**75%**
Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks)	**25%**
One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	
Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks)	**50%**
Listening comprehension (1 hour) (25 marks)	25%
Reading comprehension (1 hour) (40 marks)	25%
Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	**25%**
Individual oral assessment A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	

Language ab initio: French SL / Spanish SL

Assessment component	Weighting
External assessment (2 hours 45 minutes) **Paper 1 (1 hour)** Productive skills—writing (30 marks) Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.	**75%** **25%**
Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	**50%** 25% 25%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Individual oral assessment** A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)	**25%**

Group 3

Business Management SL

Assessment component	Weighting
External assessment (3 hours) **Paper 1 (1 hour and 15 minutes)** Based on a case study issued in advance, with additional unseen material for section B. Assessment objectives 1, 2, 3, 4 (40 marks) *Section A* Syllabus content: Units 1–5 Students answer two of three structured questions based on the pre-seen case study. (10 marks per question) *Section B* Syllabus content: Units 1–5 Students answer one compulsory structured question primarily based on the additional stimulus material. (20 marks) **Paper 2 (1 hour and 45 minutes)** Assessment objectives 1, 2, 3, 4 (50 marks) *Section A* Syllabus content: Units 1–5 Students answer one of two structured questions based on stimulus material with a quantitative focus. (10 marks) *Section B* Syllabus content: Units 1–5 Students answer one of three structured questions based on stimulus material. (20 marks) *Section C* Syllabus content: Units 1–5 Students answer one of three extended response questions primarily based on two concepts that underpin the course. (20 marks).	**75%** **30%** **45%**
Internal assessment (15 teaching hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Written commentary** Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1500 words. (25 marks)	**25%**

Business Management HL

Assessment component	Weighting
External assessment (4 hours and 30 minutes) **Paper 1 (2 hour and 15 minutes)** Based on a case study issued in advance, with additional unseen material for sections B and C. Assessment objectives 1, 2, 3, 4 (60 marks) *Section A* Syllabus content: Units 1–5 including HL extension topics Students answer two of three structured questions based on the pre-seen case study. (10 marks per question) *Section B* Syllabus content: Units 1–5 including HL extension topics Students answer one compulsory structured question primarily based on the additional stimulus material. (20 marks) *Section C* Syllabus content: Units 1–5 including HL extension topics Students answer one compulsory extended response question primarily based on the additional stimulus material. (20 marks) **Paper 2 (2 hour and 15 minutes)** Assessment objectives 1, 2, 3, 4 (70 marks) *Section A* Syllabus content: Units 1–5 including HL extension topics Students answer one of two structured questions based on stimulus material with a quantitative focus. (10 marks) *Section B* Syllabus content: Units 1–5 including HL extension topics Students answer two of three structured questions based on stimulus material. (20 marks per question) *Section C* Syllabus content: Units 1–5 including HL extension topics Students answer one of three extended response questions primarily based on two concepts that underpin the course. (20 marks)	**75%** **35%** **40%**

Assessment component	Weighting
Internal assessment (30 teaching hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Research project** Students research and report on an issue facing an organization or a decision to be made by an organization (or several organizations). Maximum 2000 words. (25 marks)	**25%**

Economics HL

Assessment component	Weighting
External assessment (4 hours)	**80%**
Paper 1 (1 hour and 30 minutes) An extended response paper (50 marks) Assessment objectives 1, 2, 3, 4 **Section A** Syllabus content: section 1—microeconomics Students answer one question from a choice of two. (25 marks) **Section B** Syllabus content: section 2—macroeconomics Students answer one question from a choice of two. (25 marks)	**30%**
Paper 2 (1 hour and 30 minutes) A data response paper (40 marks) Assessment objectives 1, 2, 3, 4 **Section A** Syllabus content: section 3—international economics Students answer one question from a choice of two. (20 marks) **Section B** Syllabus content: section 4—development economics Students answer one question from a choice of two. (20 marks)	**30%**
Paper 3 (1 hour) HL extension paper (50 marks) Assessment objectives 1, 2 and 4 Syllabus content, including HL extension material: sections 1 to 4—microeconomics, macroeconomics, international economics, development economics Students answer two questions from a choice of three. (25 marks per question)	**20%**

Assessment component	Weighting
Internal assessment (20 teaching hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media. Maximum 750 words x 3 (45 marks)	**20%**

First assessment 2022

Assessment component	Weighting
External assessment(4 hours and 45 minutes)	**80%**
Paper 1(1 hour and 15 minutes) An extended response paper (25 marks) Assessment objectives: AO1, AO2, AO3, AO4 Syllabus content including HL extension material. Students answer one question from a choice of three. (25 marks)	**20%**
Paper 2 (1 hour and 45 minutes) A data response paper (40 marks) Assessment objectives: AO1, AO2, AO3, AO4 Syllabus content including HL extension material. Includes some quantitative questions. Students answer one question from a choice of two. (40 marks)	**30%**
Paper 3 (1 hour and 45 minutes) A policy paper (60 marks) Assessment objectives: AO1, AO2, AO3, AO4 Syllabus content including HL extension material. Includes both quantitative and qualitative questions. Students answer two compulsory questions. (30 marks per question)	**30%**
Internal assessment (20 teaching hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts. Maximum 800 words for each commentary (45 marks)	**20%**

Economics SL

Assessment component	Weighting
External assessment (3 hours)	**80%**
Paper 1 (1 hour and 30 minutes) An extended response paper (50 marks) Assessment objectives 1, 2, 3, 4 **Section A** Syllabus content: section 1—microeconomics Students answer one question from a choice of two. (25 marks) **Section B** Syllabus content: section 2—macroeconomics Students answer one question from a choice of two. (25 marks)	**40%**
Paper 2 (1 hour and 30 minutes) A data response paper (40 marks) Assessment objectives 1, 2, 3, 4 **Section A** Syllabus content: section 3—international economics Students answer one question from a choice of two. (20 marks) **Section B** Syllabus content: section 4—development economics Students answer one question from a choice of two. (20 marks)	**40%**
Internal assessment (20 teaching hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media. Maximum 750 words x 3 (45 marks)	**20%**

First assessment 2022

Assessment component	Weighting
External assessment (3 hours)	**70%**
Paper 1 (1 hour and 15 minutes) An extended response paper (25 marks) Assessment objectives: AO1, AO2, AO3, AO4 Syllabus content (excluding HL extension material) Students answer one question from a choice of three. (25 marks)	**30%**
Paper 2(1 hour and 45 minutes) A data response paper (40 marks) Assessment objectives: AO1, AO2, AO3, AO4 Syllabus content (excluding HL extension material). Includes some quantitative questions. Students answer one question from a choice of two. (40 marks)	**40%**
Internal assessment(20 teaching hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts. Maximum 800 words for each commentary (45 marks)	**30%**

History HL

Assessment component	Weighting
External assessment (5 hours) **Paper 1 (1 hour)** Source-based paper based on the five prescribed subjects. Choose **one** prescribed subject from a choice of five. Answer four structured questions. (24 marks) **Paper 2 (1 hour 30 minutes)** Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks) **Paper 3 (2 hours 30 minutes)** Separate papers for each of the four regional options. For the selected region, answer three essay questions. (45 marks)	**80%** **20%** **25%** **35%**
Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Historical investigation** Students are required to complete a historical investigation into a topic of their choice. (25 marks)	**20%**

History SL

Assessment component	Weighting
External assessment (2 hours 30 minutes) **Paper 1 (1 hour)** Source-based paper based on the five prescribed subjects. Choose **one** prescribed subject from a choice of five. Answer four structured questions. (24 marks) **Paper 2 (1 hour 30 minutes)** Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)	**75%** **30%** **45%**
Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Historical investigation** Students are required to complete a historical investigation into a topic of their choice. (25 marks)	**25%**

Psychology HL

Assessment component	Weighting
External assessment (5 hours) **Paper 1 (2 hours)** Section A: Three short-answer questions on the core approaches to psychology (27 marks) Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour. **One, two or all** of the essays will reference the additional HL topic (22 marks) (Total 49 marks) **Paper 2 (2 hours)** Two questions; one from a choice of three on each of two options (Total 44 marks) **Paper 3 (1 hour)** Three short-answer questions from a list of six static questions (published in this guide) on approaches to research (24 marks)	**80%** **40%** **20%** **20%**
Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Experimental study** A report on an experimental study undertaken by the student (22 marks)	**20%**

Psychology SL

Assessment component	Weighting
External assessment (3 hours) **Paper 1 (2 hours)** Section A: Three short-answer questions on the core approaches to psychology (27 marks) Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour (22 marks) (Total 49 marks) **Paper 2 (1 hour)** One question from a choice of three on one option (22 marks)	**75%** **50%** **25%**
Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Experimental study** A report on an experimental study undertaken by the student (22 marks)	**25%**

Group 4

Biology HL, Chemistry HL, Physics HL

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	10	10	1
Paper 2	36	18	18	2¼
Paper 3	24	12	12	1¼
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10

Biology SL, Chemistry SL, Physics SL

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	10	10	¾
Paper 2	40	20	20	1¼
Paper 3	20	10	10	1
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10

Computer Science HL

Assessment component	Overall weighting (%)	Approximate weighting of objectives (%)				Duration
		1	2	3	4	
Paper 1	40	21	12	7	n/a	2 hours 10 minutes
Paper 2	20	10	6	4	n/a	1 hour 20 minutes
Paper 3	20	9	7	4	n/a	1 hour
Internal assessment: Solution	20	6	5	3	6	30 hours

Computer Science SL

Assessment component	Overall weighting (%)	Approximate weighting of objectives (%)				Duration
		1	2	3	4	
Paper 1	45	24	13	8	n/a	1 hour 30 minutes
Paper 2	25	13	7	5	n/a	1 hour
Internal assessment: Solution	30	9	8	4	9	30 hours

Design Technology SL

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	30	30		¾
Paper 2	30	12	18	1½
Internal assessment Design project	40	All assessment objectives are tested equally		40

Design Technology HL

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	20		1
Paper 2	20	8	12	1½
Paper 3	20	10	10	1½
Internal assessment Design project	40	All assessment objectives are tested equally		60

Environmental systems and societies SL

Assessment component	Weighting %	Approximate weighting of objectives in each component (%)		Duration (hours)
		1 and 2	3	
Paper 1 (case study)	25	50	50	1
Paper 2 (short answers and structured essays)	50	50	50	2
Internal assessment (individual investigation)	25	Covers objectives 1, 2, 3 and 4		10

Group 5

Mathematics: Analysis and Approaches SL

Assessment component	Weighting
External assessment (3 hours) **Paper 1 (90 minutes)** No technology allowed. (80 marks) *Section A* Compulsory short-response questions based on the syllabus. *Section B* Compulsory extended-response questions based on the syllabus.	**80%** **40%**
Paper 2 (90 minutes) Technology required. (80 marks) *Section A* Compulsory short-response questions based on the syllabus. *Section B* Compulsory extended-response questions based on the syllabus	**40%**
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Mathematical exploration** Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	**20%**

Mathematics: Analysis and Approaches HL

Assessment component	Weighting
External assessment (5 hours)	**80%**
Paper 1 (120 minutes) No technology allowed. (110 marks) *Section A* Compulsory short-response questions based on the syllabus. *Section B* Compulsory extended-response questions based on the syllabus.	**30%**
Paper 2 (120 minutes) Technology required. (110 marks) *Section A* Compulsory short-response questions based on the syllabus. *Section B* Compulsory extended-response questions based on the syllabus.	**30%**
Paper 3 (60 minutes) Technology required. (55 marks) Two compulsory extended response problem-solving questions.	**20%**
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Mathematical exploration** Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	**20%**

Mathematics: Applications and Interpretation SL

Assessment component	Weighting
External assessment (3 hours) **Paper 1 (90 minutes)** Technology required. (80 marks) Compulsory short-response questions based on the syllabus. (80 marks)	**80%** **40%**
Paper 2 (90 minutes) Technology required. (80 marks) Compulsory extended-response questions based on the syllabus. (80 marks)	**40%**
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Mathematical exploration** Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	**20%**

Mathematics: Applications and Interpretation HL

Assessment component	Weighting
External assessment (5 hours) **Paper 1 (120 minutes)** Technology required. (110 marks) Compulsory short-response questions based on the syllabus.	**80%** **30%**
Paper 2 (120 minutes) Technology required. (110 marks) Compulsory extended-response questions based on the syllabus.	**30%**
Paper 3 (60 minutes) Technology required. (55 marks) Two compulsory extended response problem-solving questions.	**20%**
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Mathematical exploration** Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	**20%**

Group 6

Visual Arts SL

Assessment tasks	Weighting
External assessment	
Part 1: Comparative study Students at SL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts. • SL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). • SL students submit a list of sources used.	**20%**
Part 2: Process portfolio Students at SL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. • SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least **two** art-making forms, each from separate columns of the art-making forms table.	**40%**

Assessment tasks	Weighting
Internal assessment This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Part 3: Exhibition Students at SL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. • SL students submit a curatorial rationale that does not exceed 400 words. • SL students submit 4–7 artworks. • SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. SL students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.	**40%**

Visual Arts HL

Assessment tasks	Weighting
External assessment	
Part 1: Comparative study Students at HL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts. • HL students submit 10–15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). • HL students submit 3–5 additional screens which analyse the extent to which their work and practices have been influenced by the art and artists examined. • HL students submit a list of sources used.	**20%**
Part 2: Process portfolio Students at HL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. • HL students submit 13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least **three** art-making forms, selected from a minimum of two columns of the art-making forms table.	**40%**

Assessment tasks	Weighting
Internal assessment This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Part 3: Exhibition Students at HL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. • HL students submit a curatorial rationale that does not exceed 700 words. • HL students submit 8–11 artworks. • HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. HL students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.	**40%**

Film SL & HL

	External/ Internal	SL	HL
Textual analysis Students at SL and HL demonstrate their knowledge and understanding of how meaning is constructed in film. They do this through a written analysis of a prescribed film text based on a chosen extract (lasting no more than five minutes) from that film. Students consider the **cultural context** of the film and a variety of **film elements**. Students submit the following. a. A textual analysis (1,750 words maximum) and a list of all sources used.	External	30%	20%
Comparative study Students at SL and HL carry out research into a chosen area of **film focus**, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study. Students submit the following. a. A recorded multimedia comparative study (10 minutes maximum). b. A list of all sources used.	External	30%	20%
Film portfolio Students at SL and HL undertake a variety of film-making exercises in three **film production roles**, led by clearly defined **filmmaker intentions**. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film. Students submit the following. a. Portfolio pages (9 pages maximum: 3 pages maximum per **film production role**) and a list of all sources used. b. A film reel (9 minutes maximum: 3 minutes maximum per **film production role**, including one completed film).	Internal	40%	25%
Collaborative film project (HL only) Bringing together all they have encountered during the film course, students at HL work collaboratively in a **core production team** to plan and create an original completed film. Students submit the following. a. A completed film (7 minutes maximum). b. A project report (2,000 words maximum) and a list of all sources used.	Internal		35%
		100%	100%

Theory of Knowledge

The assessment model in theory of knowledge (TOK) has two components, both

of which should be completed within the 100 hours designated for the course.
Both the essay and the presentation are assessed using global impression marking.
The essay contributes 67% of the final mark and the presentation contributes 33% of the final mark.

First assessment 2015

The assessment model in theory of knowledge (TOK) has two components, both of which should be completed within the 100 hours designated for the course.

Both the essay and the presentation are assessed using global impression marking. The essay contributes **67%** of the final mark and the presentation contributes **33%** of the final mark.

Assessment component	Marks available
Part 1 Essay on a prescribed title **One** essay on a title chosen from a list of six titles prescribed by the IB for each examination session. The prescribed titles will be issued on the OCC in the September prior to submission for May session schools, and in the March prior to submission for November session schools. The maximum length for the essay is **1,600 words**. All essays are externally assessed by the IB.	10 marks
Part 2 The presentation **One** presentation to the class by an individual or a group (a maximum of three persons in a group). Approximately 10 minutes per student is allowed for the presentation. **One** written presentation planning document (TK/PPD) for each student. The teacher must use the assessment descriptors published in this guide to arrive at a mark for the presentation based on the student's presentation plan (on the TK/PPD) and his/her observation of the presentation itself. The teacher must record his/her observations of the presentation on the TK/PPD. A sample of TK/PPDs is selected and moderated by the IB.	10 marks

Extended Essay

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school. It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words. It is the result of approximately 40 hours of work by the student. Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.
The third and final mandatory reflection session is the viva voce, which is a concluding interview with the supervising teacher.

Criterion A: focus and method	Criterion B: knowledge and understanding	Criterion C: critical thinking	Criterion D: presentation	Criterion E: engagement
• Topic • Research question • Methodology	• Context • Subject-specific terminology and concepts	• Research • Analysis • Discussion and evaluation	• Structure • Layout	• Process • Research focus
Marks	Marks	Marks	Marks	Marks
6	6	12	4	6

Total marks available: 34

The IB Board Examinations

The examinations for each session take place over a period of approximately three weeks in May and November. Examinations are scheduled to avoid more than six hours of examining in a single day where possible, under normal circumstances. Friday afternoons are kept free from examinations as a means of extending at least some consideration to those schools whose working week is not Monday to Friday. The normal pattern for the examinations relating to a particular course is to schedule the two or three papers consecutively, starting one afternoon and finishing the next morning. The publication from IBO addressing the concerns of candidates with special assessment needs provides information to schools on how to put in place special assessment arrangements for candidates with individual needs, such as a specific learning difficulty, a behavioural difficulty, a physical, sensory or medical condition, or a mental health problem. GIIS is a May session school and hence students give their board examination in May. The students giving Tamil B SL finish their respective papers in November itself.

Publication of results

Diploma and certificate results are published to schools and university admission systems on 5 January and 5 July each year for the two examination sessions. The results are sent electronically, as are many other administrative processes relating to the examination system, such as candidate registration and most mark entry. Candidates are issued with a numeric grade from 1 to 7 for each subject entered and candidates following the full Diploma Programme will also receive letter grades for TOK and the extended essay, together with a total diploma points score.

From the May 2015 session the following failing conditions are applicable

- CAS requirements have not been met
- Candidate's total points are fewer than 24
- An N has been given for theory of knowledge, extended essay or for a

contributing subject

- A grade E has been awarded for one or both of theory of knowledge and the extended essay
- There is a grade 1 awarded in a subject/level
- Grade 2 has been awarded three or more times (HL or SL)
- Grade 3 or below has been awarded four or more times (HL or SL)
- Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count)
- Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL)
- The matrix for TOK and EE is updated as follows

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

RESPONSIBILITY and AUTHORITY

The Overseeing Authority of the Assessment Process is the Examination Board and GIIS Campus Principal who is assisted by Academic Supervisors / Coordinators.

The responsibility to conduct, review & evaluation procedures is done at the Academic and Examination Board (A & E Board) & Top Management Meeting (TMM). The implementation and percolation of improvements will rest with Academic Supervisors / Level Coordinators.

Assessment Schedule

Following is the assessment schedule for Year I and Year II

Class	Term	Type of Assessment	Month
IB Year 1	1	Formative Assessment I	July
		Cyclic Test I	August
		Semester I	November
	1	Formative Assessment II	January
		Cyclic Test II	February
		Semester II	May
IB Year 2	1	Formative Assessment I	July
		Semester I	September
	1	Pre-Board Examination I	January
		Pre-Board Examination II	March

Internal Grading Criteria

Following is the internal grading criteria used in the report card for both Year I and

Year II:

Marks Range	Grade	Grading Scale
90% - 100%	7	Excellent
75% - 89%	6	Very Good

60% - 74%	5	Good
45% - 59%	4	Satisfactory (passing)
35% - 44%	3	Weak
20% - 34%	2	Poor
< 20%	1	Very Poor

Consolidation of Results

Year 1

The consolidated result is calculated as follows :

SEM I : 5%(FA I) + 10%(CT I) + 20%(SEM-I)

SEM-II : 5%(FA I) + 10%(CT I) + 5%(FA II) + 10%(CT II) + 20%(SEM-I) + 50%(SEM-II)

Year 2

The consolidated result is calculated as follows :

Sem I : 10%(FA I) + 90%(Sem I)

INTEGRITY OF ASSESSMENTS

To ensure and maintain the integrity of the procedure it is:

· Invigilation and marking scheme is shared among all staff

· Invigilators are provided guidelines on proper handling of exam papers and maintaining of confidentiality and security of answer scripts

· All major or year-end answer scripts are stored for a period of five years

· Students are made aware of the varied assessments through:

o Student hand book

o Parent Orientation at the start of the new Academic year

o Annual Syllabus and worksheets uploaded on mygiis

o Date Sheet on mygiis portal

· Communication of Examination venue, Exam time table, Examination duration is done via MYGIIS and notice board displays

· The school upholds educational and pedagogical values and describes principles and practice for achieving educational goals relating to all aspects of assessment.

The school's assessment policy ensures:

1. Alignment with the requirements of IB usage of a range of innovative tools and strategies in the assessment process.
2. Through regular PTM s and Benchmarking sessions the school provides feedback to improve the learning process of the students.
3. The school provides a well-defined report card to record student progress aligned with the assessment philosophy of the programme.
4. The assessment data is used to improve the teaching - learning process.
5. Academic honesty, moral forthrightness and the spirit of true education is the goal each student strives for.
6. Teachers follow detailed assessment practices, covering both formative and summative aspects. They have specific guidelines for grading/marking, recording and reporting and correcting home-work or projects or assignments.

7. There exists a well-defined link between the school's admission policy and the assessment policy. The school seeks to deliver what it promises.
8. Criterion related assessment. It judges the students' progress to identify levels of attainment.
9. Accurately evaluate student performance, rather than just averaging attainment grades.
10. Examines the comprehensibility of the course for the individual student and seeks to verify that the student is actually able to recall, adapt and verify the knowledge accumulated.
11. Appropriate internal assessment timelines are provided at the beginning of each academic session to help the students and teachers to plan their lessons in realistically manageable loads.
12. A well-designed timeline helps reduce the stress on teachers and students and provides a symbiotic environment for the teaching-learning process.

RECORDS

Maintenance and updating the records is a big part of the assessment policy

· Minutes of Meeting of Academic and Examination Board are recorded
· Mark sheets as entered in the mygiis portal
· Consolidated mark list is prepared
· Answer Scripts are handed over to the exam department
· Printed Result Sheets prepared
· Result Analysis Sheet prepared by class teachers

· Parent Teacher Meet Feedback reports prepared and handed over to level coordinators

Connection to other policies

- GIIS Assessment Policy is closely linked to Academic Honesty & Integrity Policy – Students will adhere to all requirements of the Academic Honesty & Integrity Policy while completing assignments, homework, formative assessments, summative assessments, and all IB Diploma requirements including Extended Essay, Theory of Knowledge, and CAS.
- Language Policy – Student language needs will be considered when creating and implementing assessments.
- Inclusion & Special Educational Needs Policy – Assessments will follow all requirements outlined by the Inclusion & Special Educational Needs Policy.
- Bibliography
- IB Published: Handbook of procedures for the Diploma Programme 2015
- IB Published: Rules for IB World Schools: Diploma Programme (April 2014)
- IB Published: "Developing an assessment policy" in towards a continuum of international education
- IB Published: "Assessment policy" in The Diploma Programme: From principles into practice
- IB Published: Guidelines for developing a school assessment policy in the Diploma Programme
- IB Published: Candidates with assessment access requirements (July2014)
- IB Published: Meeting students learning diversity in the classroom (May 2013)
- IB Published: Towards a continuum of international education- Special educational needs School's Edu trust Operations Manual – Policy Number OM 5.6.2 – Assessment Proc

GIIS POLICY ON ACADEMIC HONESTY

Introduction

The principle of academic honesty is the cornerstone of a school community. Both the GIIS mission and vision and the attributes of the International Baccalaureate (IB) learner profile inform the policies and procedures in this document. As stated in the IB learner profile "Principled" is where learners strive to "act with integrity and honesty" as we question, inquire and act (IB learner profile in review: Report and recommendation (April 2013), page 21)

Philosophy

At GIIS, we believe that Academic honesty is an essential aspect of teaching and learning in IB programmes, where action is based on inquiry and reflection. In teaching, learning and assessment, academic honesty serves to promote personal integrity and respect for others and the integrity of their work. Upholding academic honesty helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills that they acquire during their studies.

Rationale

All students enrolled in the IB Programmes must understand the basic meaning and significance of concepts that relate to academic honesty, especially intellectual property and authenticity. However, a conceptual understanding alone is not sufficient, they must have the knowledge and practical skills to apply such concepts to their work.

Thus, all members of the school community have a responsibility to ensure that they are familiar with generally accepted standards and requirements of academic honesty. This document aims to facilitate the understanding and implementation of correct academic procedures.

Responsibilities relating to academic honesty

It is the school's responsibility to:

- Structure the curriculum in a manner that allows students to develop the habits of academic honesty over time
- Ensure that students adhere to the basic principles of academic honesty, as appropriate for their age level
- Ensure that all members of the school community understand the value of academic honesty
- Ensure that incidents of academic dishonesty are dealt with in a

manner appropriate to the assessment practices of the IB programme in question
- Promote a consistent approach to citation by the use of one common system (MLA)

It is the teacher's responsibility to:

- Show academic honesty in their own work
- Support students in developing the skills and attitudes required for completing assignments in an academically honest manner
- Use a common digital reliability system 'Turnitin' for all summative tasks in DP as part of regular routine for students
- Deal with incidents of academic dishonesty in an appropriate manner and refer incidents for further action if necessary

It is the librarian's responsibility to:

- Promote academic honesty within the school
- Act as a liaison for both teachers and students to provide ethical guidance regarding citations and common formats promoted by the school (MLA)
- Provide access to Turnitin to teachers and assistance to students
- Ensure current publications regarding ethical use of information are available to teachers and students (IBO, MLA or otherwise)

It is the parents' responsibility to:

- Establish effective communication with the school so that they understand the requirements of the programme and what is expected of students
- Encourage students to ask their teachers for advice if they are having difficulties with their work
- Support their child but be sure he or she is the one responsible for the work done
- Encourage students to plan each assignment and support them with scheduling of their work

It is the students' responsibility to:

- Take charge of their own work and be responsible for the consequences of any breaches of the standard of academic honesty
- Speak to teachers regularly about their work and show drafts of it at various stages in the production process
- Ask teachers for advice if they are, at any time unsure of what they have done in relation to referencing sources

Academic Honesty in the Primary and Secondary school

All aspects of Academic Honesty are communicated to the students and their parents during their orientation for induction into the diverse curricula offered by the School beginning from the PYP, IGCSE and IBDP. Not adhering to Academic Honesty Policy may jeopardize the IB Diploma Certificate and results of IGCSE. At all times, it is ensured that tools of education and monitoring are in place so that the students are being trained to cite the resources they are referring to while they are preparing their assignments.

IB defines academic honesty as, "a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, and role modelling and taught skills." GIIS promotes good practices and provides assistance in understanding and following academic honesty.

The principle of academic honesty should be viewed positively by students and become a natural part of their academic study. This is not a study skill that is confined to the completion of the IB Diploma Programme; it should remain with IB students throughout higher education and beyond.

Basic guidelines for PYP

At the PYP stage, the habit of quoting and acknowledging the work presented is encouraged. In the PYP, all teachers enable students to understand the need for academic honesty through various engagements and examples on a regular basis. Students are encouraged to cite the source of the research work that they bring during the units. The same is reinforced at the middle and senior secondary school. Special emphasis during PYP Exhibition shall be communicated to all students for ethical use of information during the exhibition process.

Basic Guidelines for IBDP

The Diploma Programme at GIIS requires academic rigor and active involvement of students in all aspects of the curriculum. The students are expected to behave and learn in an ethical way and observe the following practices:

- Students know that the purpose of an assessment, summative or formative, is to show what they know, understand, and can do and must provide their own work
- If collaboration has not been specified as permissible, the assignment must be individual honest effort
- Students must understand what constitutes academic honesty and

must also recognize that any behavior or activity that gives them unfair advantage goes against the school's and IB's philosophies
- Students must be aware that teachers have the right to refuse the work they do not believe in the authenticity of the work

Thus, academic dishonesty or any form of malpractice refers to behaviour that results in, or may result in any other candidate gaining an unfair advantage in one or more assessment components. This includes:

- Plagiarism: is defined as the representation of the ideas or work of another person as the candidate's own
- Collusion: is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- Duplication of work: is defined as the presentation of the same work for different assessment components and/or diploma requirements
- Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, disclosure of information about the content of an examination paper within 24 hours after a written examination)

Proactive Approach

The students know that deliberate cheating is wrong in any circumstance, at the same time they are trained to use academic material appropriately, such as, the use of quotations, downloading pages, or adapting material while working on major papers or projects.

School takes anticipatory measures by educating the students and parents the great value of the ethical qualities of personal integrity and academic honesty. Academic honesty is expected from all members of the school community - students, faculty, administration and parents.

The following proactive steps help the students understand and demonstrate Academic Honesty in their workIn the orientation session conducted in the beginning of the IBDP Programme the DPC briefs the parents and students the importance of academic honesty at GIIS

- Individual subject teachers explain the basic meaning and significance of academic integrity as a fundamental element at GIIS

and ensure that the students understand the importance of acknowledging the ideas and work of others

- A copy of the Citation and Referencing guidelines is given to students to educate them the appropriate referencing techniques
- Teachers demonstrate with exemplars what is expected in the task in relation to academic honesty and use of turnitin
- Teachers set clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted
- Teachers also discuss the benefits of submitting assignments that are correctly referenced and also devote time to teach and practice these skills – making them "second nature"
- Calendars for assignments are properly planned
- Regular meetings are held with faculty members to verify that all parties have a clear understanding of IB expectations

Consequences of Violations of Academic Honesty

Internal Sanctions

When the investigating teacher identifies any deviation from academic honesty, the following consequences will follow -

- The first Unintentional transgression results in a verbal cautioning, and the subject teacher draws the student's attention to the need to adhere and respect the requirements of academic honesty
- The second time, if a teacher has reason to believe that part or the whole of a candidate's draft work is plagiarised, it may lead to suspension of the student from school for a limited period of time. The parents are informed and the work submitted by the student is not accepted
- If suspected plagiarism is detected before a candidate signs the cover sheet, the issue is resolved within the school and not brought to the attention of the IB

External Sanctions

- If the candidate is found guilty of malpractice in the production of one or several assignments required for a component, the candidate is not eligible for a mark based on his or her performance in the remaining assignments for the component; no grades will be awarded for the subject.

Upholding academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire

during their studies.

Bibliography

The following documents were consulted in the process of developing this policy

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TAU 2016. Academic Honesty Policy. Tamagawa Academy and University Japan.

IBO. 2013. IB Learner Profile in review: Report and recommendation.

Assessment Appeal Policy

Students will be allowed at least seven working days from the release of assessment results to submit an appeal for results/awards and the appeal results will be released within a reasonable time from the date of appeal. The results of internal examinations and unit tests are released within one month of the conduct of the examination. The results of Graduating Class will be released by the examining body within 3 months of conduct of Examination.

Appeal Procedure for Students to seek clarifications on the Results (other than Board Classes 10 and 12)

- An email request by the parent is sent to the Level coordinator through mygiis. The request is then forwarded to the concerned teacher through HOD.
- The paper is re-evaluated, if need be the paper is shown to the candidate/parent. Modified marks may be re- entered if appropriate.
- The level coordinator sends a mail to the Parent with the final outcome after the appeal outcome is endorsed by the Examination Board.
- Appeal outcomes will be released within 4 weeks (for in-house courses) and not later than 8 weeks (for courses by external organisations) from the date of appeal.
- The CBSE Board has the policy of re-evaluation through “CBSE Rechecking, Revaluation and Verification of Marks Form”.
- The IBDP board has the policy of re-evaluation through “IBIS (International Baccalaureate Information System)- Coordinator’s website.
- The IGCSE Board has the policy of re-evaluation through CAIE (Cambridge Assessment International examinations) Direct website

NB: If students do not appeal within the stipulated time mentioned above, the results will be deemed accepted and final.

Promotion Policy

Scholastic Grades

For Kindergarten to Class 5

Schools are not permitted to retain students in these classes according to CBSE /IB PYP stipulations. However, if a student is found struggling with the curriculum and consistently does not show any improvement at all, it is advisable to hold personal meetings with the parents to counsel them about their child.

The sole objective of the first counselling session, which should take place after the first semester, is to give the child an opportunity to work harder to perform better.

After regular monitoring of the performance of such children, counselling should be repeated in February. In case the child scores below D in more than half of the subjects, it is indicative of the fact that the child will not be able to cope with the rigors of the next class. The parents are expected to make a written request to the school to retain the child in the existing class.

For Classes 6 to 8

1. Promotion is granted on the basis of the performance of the pupil during the entire session
2. Every student is required to get a qualifying grade D or above in all the subjects in the Scholastic Area.
3. A student getting an E grade in scholastic areas in one or more subjects will have to improve his/her performance in one subsequent attempt to obtain qualifying Grade D in these subjects.
4. 85% attendance (90% for Student Pass Holders) is imperative.

For CBSE Class 9

1. Every student is required to get a qualifying grade D or above in all the subjects in the Scholastic Area
2. A student getting an E grade in scholastic areas in one or more subjects will have to improve his/her performance in one subsequent attempt to obtain qualifying Grade D in these subjects.
3. 85% attendance (90% for Student Pass Holders) is imperative.

For IGCSE 9

1. Promotion is granted on the basis of the performance of the pupil during the entire session.
2. 85% attendance is imperative and the pupil must be present for all exams, otherwise s/he will not be eligible for any award.
3. A student must secure 40% in all the subjects in both the semesters for fulfilling the pass criteria.
4. In case the pupil has secured 35% in one subject and secured at least 40% in all the other subjects and has achieved a consolidated aggregate of at least 40 %, s/he may be considered for promotion to the next class in the 'weak pass' category.
5. Conditional promotion may be granted to a pupil whose score in any two subjects is 35% but has achieved a consolidated aggregate of 40%. However, s/he has to appear for and pass the Re-tests to be eligible for promotion to the next class.

Criteria for Fast Track Mathematics w/o coursework - Students opting for additional Mathematics must score an aggregate of 85% or more in Semester II and 88% and above in Mathematics in Semester II In class 8.

For IB Year 1

Promotion to IB Year 2 is subject to:

1. Achieving a total of 24 points (with at least 4, 4, 4 in HL subjects and 4, 4, 4 in SL subjects) as the final consolidated grade in IB Year 1.
2. Completion of at least two-thirds of CAS requirements
3. Completion of 60% of required number of laboratory reports, commentaries and other assignments as specified by the subject teacher.
4. Selection of Extended Essay subject and topic and submission of first draft of EE.
5. 85% Attendance. If the student does not meet this requirement, the decision to promote the student will be at the discretion of the school based on the reason for absence.
6. If the student fails to meet the above requirements, at the discretion of the Principal, the student will:
7. Be retained in IBY1 for one more year or
8. Be registered as a certificate candidate for the IB board exam

For CBSE Class 11

1. Promotion is granted on the basis of the performance of the pupil during the entire session
2. 85% attendance (90% for Student Pass Holders) is imperative.
3. A student must secure at least 45% in all the subjects in both the semesters for fulfilling the pass criteria.
4. In case the pupil has secured 40% in one subject and secured 45% in all the other subjects and has achieved a consolidated aggregate of at least 45%, he/she may be considered for promotion in the 'weak pass' category.
5. Conditional promotion may be granted to a pupil whose score in any two subjects is 40% but s/he has achieved a consolidated aggregate of at least 45%. However, s/he has to appear for and pass the re-tests to be eligible for promotion to the next class.

Students must be present for all exams, otherwise s/ he will not be eligible for any award.

For Class 10 & 12

Board promotion criteria applicable

**** The policies are subject to change and will be intimated accordingly***

Co-Scholastic Grades: The grades obtained in different co-scholastics will be converted into grade points by using a conversion scale.

Student Attendance Policy

Student Attendance Requirement Guidelines

- The School encourages all its students to be regular and punctual for their daily classes. Please note the attendance requirement and leave application guidelines as mentioned below:
- All students on a 'Student Pass' (irrespective of the classes they are studying in) should have a minimum attendance of 90% per month.
- All non-Student Pass holders from Class 6 onwards should have a minimum attendance of 85% per semester.
- All non-Student Pass holders from Kindergarten up to Class 5 should have a minimum attendance of 75% per term (can be relaxed at the discretion of the Principal).
- Immigration and Checkpoints Authority of Singapore (ICA) will be notified by the school whenever a student on Student Pass is absent continuously for more than seven (7) days or if the monthly attendance is less than 90% without a valid reason.
- Students on a Student Pass must submit a valid medical certificate to their class teacher, whenever absent on medical grounds.

Guidelines regarding communication of leave of absence for the student:

- A leave request for the ward(s) giving details of reasons and the specific dates for which leave is sought, should be made by the parent to the class teacher over e-mail or by sending a handwritten letter. If the duration of leave exceeds two (2) days, the parent is required to e- mail the School Principal.
- Diary note for absence will not be accepted, as it cannot be filed with the leave records by the class teacher.
- Phone calls will not be accepted for leave requests.
- Please note that as per regulatory requirements, failure to comply with 90% attendance prerequisite and continuous absence of seven (7) or more days without a valid reason by students on 'Student Pass' may lead to cancellation of their Student Pass by the ICA, as the school will be regularly reporting attendance details to ICA.

<u>Application and Renewal of Student Pass</u>

For those students who do not hold a Dependent Pass and are not Permanent Residents of Singapore, and wish to apply for a Student Pass, GIIS will assist students in their application. The Student Pass is issued by the Immigration and Checkpoint Authority (ICA), Singapore.

Please note that it is the responsibility of the parent to contact the school prior to expiry of the Student Pass, in order to apply for a renewal. Parents are required to contact the Admissions Department to request for a renewal.

Student Suspension & Expulsion Policy

Suspension from School Policy

What is suspension?

Suspension is the temporary removal of a child from school for violation of school policies and or school rules. It is a warning sign of unacceptable behaviour that needs to be addressed immediately. School suspension must be taken seriously and here's what parents and students need to know:
Suspension is a serious disciplinary action in which a student is removed from the regular classroom for a day or longer. Only the Principal has the authority to suspend a student. When an incident report is raised by a teacher / staff to the Discipline Committee, it is brought to the notice of the Principal.

Reasons for suspension

The reasons include (but not limited to) the following acts by a student whether during the school hours or after and whether inside the school premises or outside. Please note that any breach listed in the 'GIIS Code of Conduct' may also be deemed as a reason for suspension: (Please refer to the GIIS Code of Conduct)

1. Physical assault on peers, teachers, staff
2. Possession of weapons, drugs, alcohol, cigarettes and /or any articles prohibited by the school or law
3. Smoking
4. Use of drugs or alcohol
5. Vandalism including graffiti
6. Public display of affection in school campus or when in school uniform
7. Theft
8. Defiance or disregard to teachers
9. Threats and/or use of words like kill, bomb and others that connote a threat
10. Use of abusive language
11. Sexual harassment
12. Cyber-crime like hacking or misuse of social media websites
13. Rioting
14. Misbehaviour
15. Bullying
16. Ragging
17. Harassments of all sorts
18. Breach of School's Code of Conduct and/or guidelines for students issued by the school from time-to-time
19. The student or his/her parent is convicted for an offence involving honour, honesty or public morals and order
20. Discouraging the public in seeking admissions or encouraging them in withdrawing admissions from the school

21. Defaming the school or its teachers or management in public or carrying out unlawful activity against the school or its teachers or disclosing incorrect information about the school so as to

22. bring ill-repute to the school or its teachers or its present employees or the institution as a whole
23. The student or parent is discovered to have misled or cheated the school by way of submitting false or fake documents/certificates or made incorrect statements to the school
24. Passing anti-national remarks or participating in any anti-national activities or involved in any unlawful activity
25. Any other act or behaviour of a student and/or his/her parent which in the opinion of the Principal is likely to have an adverse effect on the reputation and/or goodwill of the School or the School Management.

Types of suspension

In-school Suspension (ISS)

ISS is usually for less serious acts. The decision taken is based on the nature, frequency of occurrence and severity of the act. Students serve the suspension in a special classroom, supervised by school staff. They are denied participation in school activities. The school will provide the student with suitable work to do which will be marked by a teacher. In-school suspension is recorded (ISS-R) in the student's data file in the case of students from Class 6 to 12 and is not recorded (ISS-N) in the case of primary students. Out-of-school Suspension (OSS)

A student is not allowed in the campus during the suspension with the only exception of scheduled meetings with school officials. Suspension is for a given period of time. Out-of-school suspension can lead to expulsion depending on the severity of the act and/or at the discretion of the Principal.

1. Procedure for OSS:Once an incident report is considered for out-of-school suspension the following steps are taken:
2. Case of indiscipline reported to the Discipline Committee
3. The Principal calls for a meeting with the Discipline Committee
4. Issue of letter of suspension. The letter of suspension from the Principal's desk will clearly state the period and the reason for the suspension
5. Conference with the parent(s)
6. Parents to be provided with first-hand accounts of the student's violation of the code of conduct, reasons for suspension, details of the incident including statements made by school staff, the expected duration of the suspension and recommendations for helping the student
7. The school counsellor to be present in the meeting
8. The student concerned to be present at the meeting
9. An opportunity to the student concerned to be provided for a hearing attended by the Principal and members of the Discipline Committee

10. An initial suspension may be for a period up to five days. With the approval of the Country Director and the Management of the School, the Principal may extend the suspension at his / her discretion

Expulsion from School Policy

What is an expulsion?

Expulsion is permanent removal of a student from school for violation of school policies and or code of conduct. Expulsion generally follows, but is not limited to, an out-of-school suspension.

The school expels a student as a last resort after trying to improve the student's behaviour through other means. However, notwithstanding the aforesaid, the school may in case of exceptional circumstances decide / take action to expel a pupil for a 'one-off' act.

The decision to expel a student can only be taken by the Principal in consultation with the Discipline Committee and with the approval of the Country Director and/or the Management of the School.

Why expulsion?

Expulsion may be (but not necessarily) a last resort in case of serious act and/or a consequence of (but not limited to) the following acts by a student whether during school hours or after and whether inside the school premises or outside:

1. Suspension
2. Breach of GIIS Code of Conduct (Please refer to the GIIS Code of Conduct)
3. Carrying weapons or firearms to school
4. Making a bomb threat to school, peers, teachers or community or nation
5. Deathly physical assaults
6. Use of abusive language, sexual harassment
7. Passing anti-national remarks or participating in any anti-national activities or involved in any unlawful activity
8. Possession of drugs or drug trafficking
9. Any of the acts mentioned in Clause 2 above (Reasons of Suspension) if in the opinion of the Principal or the Discipline Committee, expulsion is the appropriate action in such a case
10. Any other act or behaviour which in the opinion of the Principal and/or the Discipline Committee is of a serious nature

Procedure for Expulsion

1. Case of indiscipline reported to discipline committee
2. The Principal calls for a meeting with the Discipline Committee
3. Approval of decision by Country Director and/or the School Management
4. Expulsion letter is issued. The expulsion letter from the Principal's desk will clearly state the reasons for the expulsion
5. Conference with the parent(s)
6. Parents to be provided with first-hand accounts of the student's

violation of the code of conduct, details of the incident including statements made by school staff.

7. The school counsellor to be present in the meeting

8. The student concerned to be present at the meeting
9. Principal provides the student and the parent / guardian an opportunity to appear in person before the Board to challenge the reasons for the intended expulsion. The Board shall take the final decision regarding the expulsion of the student after hearing the contentions (if any) put forth by the latter or his / her parent / guardian
10. A written record of the meeting is maintained and the student's future education is a part of the discussion.
11. Once expelled from school the student is not permitted to enter school property, participate in extracurricular activities, or attend school-sponsored events.

Hand phone and Digital Device Policy

Responsibility of the Student

The school allows students to carry hand phones but does not allow the use of hand phones within the school premises without prior permission. In case, if a parent needs to communicate with his/her ward during school hours, they can call the school office. The school also has a coin phone for student use. Students from Classes 6-12 can carry phones. However, following rules must be adhered to:

1. Phones must be switched off at all times, when in the school premises.
2. If students need to contact their parents while in school, they can call from school office or use the coin phone.
3. Permission is granted only for the hand phones and school issued devices not for any other electronic devices, such as iPod, iPad, MP3 or any other electronic devices***.**
4. The school will not be responsible for any loss or damage to the phone.

Responsibility of the management

1. The class teacher would share the Dos and Don'ts of using hand phone and digital devices on the first day of every week.
2. Points will be reiterated during every assembly session and during morning announcements before school prayer begins.
3. Subject teacher would announce before starting the class on non-access of mobile phones.
4. Announcements are made during transit time.
5. Posters on no mobile phones to be displayed in each class.
6. The teacher will clearly state equipment/devices permitted in school.
7. The teacher will regularly remind students about safe-keeping of their personal hand phones.

8. The class teacher/coordinator will check for any equipment that is not permitted in school.
9. Any behaviour that interferes with the primary objectives of the policy will be considered as an infringement of the school policy.

Corrective Measures

a. If a student is found using a phone while in class, or outside the class within school premises, the phone will be confiscated for 24 hours. Mail will be sent to the parent by the Class Teacher. Phone will be returned by the Class Teachers on the following day.
b. Second time offence - the phone will be confiscated for 7 Days
c. Phone can be confiscated by any teacher / Coordinator (COD) and will be handed over to respective COD. COD maintains a month wise list of the number of violation cases and instructs class teachers accordingly. For the first time, the class teacher returns the phone after a day. For the second time offence discipline head returns the phone to the parent after 7 days. Confiscated phones will be labelled and handed over to the discipline head and will be returned to the student after a day / week based on the number of times of offence.
d. Repeat of offence, even after issuing of notifications to parents, will result in confiscation on a non-returnable basis.

In the event that a student brings a hand phone and loses it within the school premises, he/she is advised to report the incident immediately to a teacher or staff member. The school reserves the right not to conduct an extensive investigation or search that may lead to a loss of valuable curriculum time.

GIIS LANGUAGE POLICY

Introduction

The Language Policy document of Global Indian International School purports to explain how multilingualism is promoted to achieve intercultural understanding and international-mindedness. The document will also provide an insight into how languages are used in the working, formal and informal situations in the school context, taking into consideration the requirements of the various curricula offered and individual student needs. Though it is explicit that there has to be one common language, freedom is granted to the students taking into account the linguistic complexity that prevails in these environs.

School Language Philosophy

GIIS believes that language is the heart of learning and acknowledges that language acquisition and development is crucial to exploring and sustaining cultural identity, personal development, and intercultural understanding. Languages play a vital role in the construction of meaning as it empowers the learner and provides an intellectual structure to support conceptual development, critical thinking and inquiry. Language learning and teaching immerses students in the interplay between learning language, learning through language and learning about language. Although these aspects are inseparable, they are used to support an understanding of how language is learned and used to make meaning.

The Central Principles

GIIS identifies language as the supreme mode of communication and strives to equip the students with capabilities to succeed in a multilingual context

All students need to be encouraged to use the linguistic and the literary aspects of languages to use them to communicate and also comprehend the cultural elements associated with them

With a focus on multiculturalism, embracing new beliefs and practices happens through language studies

Values of empathy and tolerance begins with better communication, understanding of differences and respect for cultural and linguistic identity

Language Profile of the School

At GIIS students and staff come from backgrounds where English is as

widely used as their mother-tongue. Majority of the students come from Asian ethnicity for example from(India, Singapore, China, Korea, Philippines, Japan, Thailand, Sri Lanka, Bangladesh, Malaysia, Indonesia. All our students being children of expatriates or residents of Singapore, the school needed its First Language as a global and more comprehensive language like English. It is the language in 'which the organization communicates with its stakeholders and in which it is committed to providing all services needed for the implementation of the programs.' All communication on the school websites, all promotional material and other official documentation is through English.

As the world grows more mobile and closer, we believe that a student's First language need not only be the mother-tongue. In fact, in order to forge a better understanding of cultures and in order to equip our students with the proficiency to step out of a monolingual and mono-cultural setting, the school had decided to adopt English as its First language and the language of instruction.

All teachers at the Global Indian International School are language teachers in the sense that everyone, besides the Second Language teachers, communicate with their students and teach their subjects in English. Hence, the teaching and use of English is not limited to the English classrooms. English is the Language of Instruction and the Response language at GIIS. The teaching of English as a language and literary subject is started early, in the primary years and is gradually increased over the years as the students' progress to secondary classes.

Languages Taught at GIIS

Global Indian International School will provide language education programs based on

The principles and practices of NCERT India

The principles and practices of IGCSE

The principles and practices of IBDP

The principles and practices of IBPYP

The principles and practices of CLSP

The principles of UN Declaration of Human rights

The four different curricula offered at the secondary level at GIIS have English as the First language. Consequently, all students who seek admission into the IB Program have at least undergone 10-12 years of education of English as First Language. The choice of English therefore becomes naturally the A1 (Group1) subject.

English

In the *Primary Year Programme*, English being the language of instruction, plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking. It is recognised that the teaching of language should be in response to the previous experience, needs and interests of students, rather than the consequence of a predetermined, prescriptive model for delivering language. The PYP has three strands – oral language, visual language, written language, that are learned across and throughout the curriculum, with each strand being an integral component of language learning.

In *CBSE*, English language aims to develop student's imagination through language study. The learner develops communicative skills to perform various language functions through speech and writing. The methodology is based on a multi skilled, activity based, learner centered approach.

In *Cambridge Programme* (CLSP & IGCSE), English language learning allows learners to develop the ability to communicate clearly, accurately and effectively when speaking and writing. It aims to develop the use of a wide range of vocabulary, and the correct grammar, spelling and punctuation. It also aims to develop the learner's personal style and awareness of the audience being addressed.

For the *Diploma Programme*, GIIS offers English A: Literature and English A: Language and Literature at both SL and HL levels. Highly qualified and proficient teachers transact the subject. The school ensures that all English teachers receive IB training at workshops. The texts chosen at our school expose our expatriate students to various other cultures.

The English classes seek to promote and develop students' ability to enjoy the experience of reading literature in three major genres, fiction prose, poetry and drama, from different periods and cultures, nurturing in them the abilities to recall, narrate, summarize, select relevant detail, distinguish viewpoints, comment on plot and characterization, draw inferences, state opinions, explore themes, analyse the plot and evaluate and interpret writing using the critical terminology.

Listening, Speaking, Reading and Writing skills are developed to improve and enhance communication and presentation. The different literary genres are taught and students are encouraged to emulate structural patterns and forms. The English courses essentially focus on the

development of critical reading of a wide variety of literary works.

English Learning Support Programme (ELSP) in the PYP and CBSE

CBSE and PYP do not formally offer the ESL program, however, to assist our foreign language-speaking students in keeping pace with mainstream English classes, ELSP is offered for PYP students and CBSE Class 1 - 8. The objective ELSP is

To improve speaking, writing, reading and listening skills

To reinforce grammatical concepts taught in mainstream English lesson

To enable students to use functional English competitively in academic and everyday situations

The teachers instruct a minimum of 2 hours every week and use a variety of language instructional strategies to develop and improve students' language proficiency like story or text retelling, thinking maps, role playing, journal writing, language experience approach (LEA), total physical response (TPR) and others.

All assessments conducted are internal through examinations in CBSE and a combination of formative and summative assessments in the PYP.

In making a decision to exit a student from the ELSP at the end of the academic year, the following will be considered -

Student's ability to follow along and participate in the classroom lessons and activities without scaffolding and/or modifications for language

Student performance and work samples, including report cards, internal grade-level assessments, and English proficiency assessment.

English as a Second Language - for English Language Learners in the IGCSE and CLSP program

The ESL program is offered to students in IGCSE Grade 9 and 10. The students who are allowed to opt for ESL do not take English as First language.

IGCSE ESL Program is tailored to meet the linguistic, academic, and affective needs of students. Following are the objectives-

Provides LEP (Limited English proficiency) students with the instruction necessary to allow them to progress through school at a rate commensurate with their mainstream English-speaking peers

Help students to gain proficiency in functional English to perform successfully in academics.

Develop a learner's ability to use English effectively for the purpose of practical communication.

Form a solid foundation for the skills required for further study or employment using English as the medium.

Develop learner's awareness of nature of language and language learning skills

Promote learner's personal development by providing international exposure through the curriculum.

The ESL teachers instruct a minimum of 2 hours every week and use a variety of second language instructional strategies to develop and improve students' language proficiency like story or text retelling, thinking maps, roe playing, journal writing, language experience approach (LEA), total physical response (TPR) and others.

English as a Second Language is also offered to students in CLSP Grade 6 – 8.

English Learning Support Programme (ELSP) for the IBDP

In the Diploma Programme, non-native speakers are supported in reaching proficiency in English by receiving supported ELSP lessons each week, depending on need. ELSP classes provide students with a supportive, protected environment in which they can try out their language skills and develop confidence in their abilities. This support occurs either in the student's classroom or in a smaller group situation.

In their regular classroom situations, teachers are aware of the needs of the ELSP students and modify or differentiate lessons accordingly. In this way, the student not only achieves competency in meeting academic goals, but is also able to participate in school culture and become a fully integrated member of our community.

The Programme includes:

An initial assessment of a student's English level in the skills of speaking, listening, reading and writing

Determination of the kind of support the student needs, i.e., in-class support, small group instruction, intensive support in the initial phase, or specific skill focus

Some initial, intensive language focus on the basics of English, such as terminologies like: letter, word, sentence, paragraph, essay; sentence

structure; descriptive words; verbs; greetings; calendar/time vocabulary

Support for literacy depending on the grade level

An environment where learners feel comfortable and safe so that they are willing to take risks in learning the new language

A way to monitor the student's progress and needs through ELSP testing, observing performance within the classroom or small group, and skill development

Affirmation of the student's home language and continuous improvement of it outside of school

More appropriately leveled books, books on tape, and videos in English

Additional Languages Offered

At GIIS, students have the option of choosing either one of these additional languages from Kindergarten 1 to Grade 12 for approximately two and half hours per week.

Kindergarten choices:	Hindi / Tamil
IB PYP (1-5) choices:	Hindi / French / Mandarin
CBSE (1-10) choices:	Hindi / Tamil / French
CLSP (6 – 8) choices:	Hindi / Tamil / French / Mandarin
IGCSE (9 - 10) choices:	Hindi / Tamil / French
IBDP (11-12) choices:	Hindi / Tamil / French / French ab initio / Spanish ab initio
CBSE (6-8) additional 3rd language choices:	Hindi / Tamil / Sanskrit

Hindi/Tamil

At GIIS, Hindi / Tamil are offered as second languages from Kindergarten 1 and continued till Grade X CBSE, PYP, IGCSE, CLSP. After successful completion, the students have the option to take Hindi/Tamil languages under Language B course in the IBDP.

The objective is to develop language skills, intercultural understanding and expand an awareness of the world and fostering respect for cultural diversity.

As per the guidelines set by different boards such as CBSE, CLSP, IGCSE and IBO, syllabus content is divided into units consisting of lessons, topics and

activities as per the weightage.

Teaching hours are allocated accordingly. Activities are designed to provide the language learning opportunities for enjoyment, creativity and intellectual development.

Under IBDP, the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL and the level of difficulty and demands of assessment and assessment criteria differentiate SL and HL.

Varied teaching methods such as A/V (Audio & video) clips, debates, and project-based assignments, group discussion, lecture and strategies such as games, group activities like quiz, dialogue, debate, projects assignments using modern technology are used.

French

GIIS offers foreign languages to help increase listening ability, memory, creativity and critical thinking - all of which are thinking processes that increase learning in general. Accordingly, students in GIIS start their language acquisition early, from Grade 1. French is offered in all curricula – CBSE (1 – 10), IGCSE, IBDP, PYP and CLSP.

The primary students in GIIS start with the basics of French as a second language, acquiring over a period of five years, an extensive vocabulary with grammatical and oral skills.

In CBSE, IGCSE, CLSP, PYP the syllabus incorporates all the four skills vital to language acquisition, namely - Reading, Writing, Speaking and Listening.

In IBDP the school offers French Ab Initio and French B SL. In French Ab Initio, no previous knowledge of French is assumed. The students learn to deal with everyday situations in a francophone country with an appreciation for French culture and civilization. The teachers use a large variety of materials to facilitate oral and written communication. At the end of the course, the student is expected to have a reasonably fluent command of the language.

The French B SL course targets students with at least a basic certification in French at the previous level. Along with oral and written command of French the student is also expected to acquire a deeper understanding of cultural perspectives, socio-political issues and customs and traditions in francophone countries. A wide range of methodologies and teaching aids are used in the transaction of the syllabus. To facilitate acquisition of oral communication skills, websites like Sound cloud, Wikispace and Edmodo are used.

Different strategies are incorporated in the language learning process using a holistic instructional approach using communicative, AV as well as the traditional grammar - translation methods.

Spanish ab initio

The school introduced Spanish ab initio in IBDP in the academic year 2015 – 2016. No previous knowledge of Spanish is assumed. Students learn to appreciate Spanish culture and civilization. Teachers use a large variety of materials to facilitate oral and written communication. At the end of the course, students are expected to have a reasonably fluent command of the language.

Sanskrit

The school delivers Sanskrit as the third language to students of CBSE 6 – 8. No previous knowledge of Sanskrit is assumed. Teachers use a large variety of materials to facilitate oral and written communication.

At the end of the course the student is expected to have a reasonably fluent command of the language.

Mandarin

GIIS also offers Mandarin as an option for second language for IB PYP and CLSP students.

The primary students in GIIS start with the basics of Mandarin as a second language, acquiring over a period of five years, an extensive vocabulary with grammatical and oral skills. Along with oral and written command of Mandarin, students are also expected to acquire a deeper understanding of cultural perspectives, socio-political issues and customs and traditions that comes with the language. A wide range of methodologies and teaching aids are used in the transaction of the syllabus. To facilitate acquisition of oral communication skills websites like Sound cloud, Wikispace , youtube and Edmodo are used.

Different strategies are incorporated in the language learning process using a holistic instructional approach using communicative, AV as well as the traditional grammar - translation methods and the use of Pin Yin.

Mother Tongue support

The development of a students' mother tongue is essential for cognitive development and the maintenance of cultural identity. Mother tongue language development is significant for all learners, and any other language used in constructing meaning, is intimately connected to a student's relationship with the world and how they come to feel about the world. We actively include parents in working with teachers, staff and

administrators to be a part of and aware of their children's language development. The Primary years programme at GIIS provides a learning environment that furthers intellectual and personal growth, enhances language development, and promotes internationalism through the study of not just the language of instruction but also the additional languages such as Hindi, French and Mandarin (as one of the official host country languages).

Impetus for Mother Tongue support

In keeping with the school's beliefs in language acquisition and in line with the IB philosophy, the school provides impetus to language development through the following opportunities throughout the school year -

Exposure to language stimuli-visual, audio and digital-during enrichment activities outside classes, during weekly school assemblies, debates, spell-o-well competitions, oral presentations etc.

Allowing the use of mother tongue within the parameters during group work or discussions and special events such as Hindi Divas and International Mother Language Day etc.

PYP Students carry out surveys to complete their language profile in order to acknowledge and become increasingly aware of their cultural diversity. Events, such as the PYP Language week help draw attention towards the rich and diverse multilingual community that we are through a host of activities, in turn, allowing us to celebrate internationalism at the school

Exposure to listening exercises in language through guest speakers, especially the LLS (Leadership lecture series) also bring in cultural elements into their presentations thus facilitating cultural awareness and enrichment

School-supported self-taught language

IB Diploma Programme School Supported Self-taught Literature is offered to diploma programme students. The two-year course focuses on literature and is only offered at a Standard Level. The course focuses on the development of literature skills in the student's mother tongue language. All assessments, both internal and external, are completed in the target language and assessed externally. Students are eligible for a bilingual diploma in this case. This programme is supported by external tutors. Parents are responsible for the payment to the external tutors. The school assists the students in the language and literary skills needed for the IBDP SSST programme and the Diploma Programme Coordinator provides the support to tutors to ensure that the curriculum delivered

meets the standards of the school and IBO.

Resources for developing language skills

The Library offers an accessible collection of literature, reference materials and other text-based resources in English, Hindi, Tamil and French, in digital and physical forms. The school currently has extensive library resources both digital and hard copy.

The school media centre is resourced with fiction, non-fiction, multicultural books, world classics, autobiographies, and global issue and reference books, all of which are accessible to learners and teachers in order to promote international mindedness

Actively seeking to add useful and relevant multilingual resources to the Library taking into consideration the recommendation of the whole school's community

Resourcing students and enabling access to information through the teaching of information literacy (refer GIIS Academic Honesty policy for more details)

All teachers coordinate with the librarian when planning units to integrate research skills and information literacy through the use of language

Ensuring a systematic broadening of resources and literary collections in languages other than the language of instruction

Organizing book fairs for the school community providing books and resources that accommodates for all learners

Inviting authors, speakers and parents to read and discuss stories to support the units of inquiry

Providing teachers with different levelled books for each grade level to build their mini-library inside their classrooms

Conducting library classes where students are introduced to the library system, the different genres of books available and the borrowing system for all grades starting from Grade 1 up to Grade 12

Implementation and Review of Policy

The implementation of language policy is the responsibility of the whole GIIS community. The Principal, Vice Principal, Academic Supervisors, Coordinators, Head of Department for languages, Librarian along with teachers have all worked on drawing the initial language policy, reviewed by the Principal. An annual review is done with the whole school community and shared with the parents at the beginning of each scholastic

year.

Steering Committee

The GIIS Language policy steering committee comprises of the following members:

- Principals of GIIS Smart Campus and GIIS East Coast Campus
- Vice-Principals of GIIS SMART Campus and GIIS East Coast Campus
- Academic Supervisors of GIIS SMART Campus
- All Curriculum Coordinators of GIIS SMART Campus and GIIS East Coast Campus
- Head of Department for various Languages of GIIS SMART Campus and GIIS East Coast Campus
- Librarians of GIIS SMART Campus and GIIS East Coast Campus
- Language teachers of GIIS SMART Campus and GIIS East Coast Campus

The members of the steering committee will ensure that the procedures needed to develop the language philosophy and policy of the school are in place and ensure that the process of compilation and review is collaborative and involving all, using a range of strategies.

At GIIS, the language of the host country is promoted and encouraged. Administrators, teachers, librarians and other school staff who require professional development in the fields of language learning and teaching, and on how to make sure the language policy becomes a working document are given timely professional training. Parents are given clarity about the language policy during the admission process. The language policy incorporates the other language needs of the community and the legal requirements as a result of government legislation. The school's policies are kept informed to the whole school community.

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GIIS POLICY ON INCLUSION AND SPECIAL EDUCATION

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A. Introduction & Background

In every community and country, children and adolescents are the most important natural resource. Their well-being, capabilities, knowledge and energy will determine the future of villages, cities and nations around the world. Education today, is no longer teaching the three R's. The aim of education is to help children grow into productive, capable citizens who can help their communities grow and prosper.

To achieve their potential, school children must participate fully in educational activities. To do this, they must be healthy, attentive and emotionally secure. Schools can help promote the health of staff, families and community members as well as the health of students. There is much evidence to support the interrelationship between education and health; **at Global Indian International School (GIIS), we believe in holistic development of our students in an inclusive environment.**

B. Philosophy: Health promoting school

According to the World Health Organization (WHO, 1996), A Health-Promoting School views "health" as physical, social and emotional wellbeing. It strives to build health into all aspects of life at school and in the community. A health promoting school is one that constantly strengthens its capacity as a healthy setting for living, learning and working.

From country to country, even within different regions and communities of one country, GIIS schools have distinct strengths and needs. By building on those strengths and drawing on the imagination of students, parents, teachers and administrators, at every GIIS school can find new ways to improve health and address health problems. This is at the heart of the process of becoming a Health-Promoting School.

As a Health Promoting School, GIIS:

1. Engages health and education officials, teachers, students, parents, and community leaders in efforts to promote health, with
    - families and community groups involved in the school
    - school/community projects and outreach
    - health promotion for school staff
2. Strives to provide a safe, healthy environment, including
    - sufficient sanitation and water
    - freedom from abuse and violence
    - a climate of care, trust and respect
    - social support and mental health promotion
    - safe school grounds
    - opportunities for physical education and recreation
3. Provides skills-based health education, with
    - curricula that improve students' understanding of factors that influence health and enable them to make healthy choices and adopt healthy behaviours throughout their lives
    - curricula that include critical health and life skills, a focus on promoting health and well-being as well as preventing important health problems, and information and activities appropriate to children's intellectual and emotional abilities
    - training and education for teachers and parents
4. Provides access to health services, with
    - services of screening for academic, emotional and developmental difficulties
    - school nurse for providing first aid and monitor and address immediate physical health concerns and injuries
    - partnerships with local health agencies that will provide

service

5. Implements health-promoting policies and practices, such as
    - an overall policy supported by school administration and management as well as teaching practices that help create a healthy psychosocial environment for students and staff
    - policies on equal treatment for all students
    - policies on drug and alcohol use, tobacco use, first aid and violence that help
      prevent or reduce physical, social and emotional problems
6. Strives to improve the health of the community by
    - participating in community health projects, GIIS strives towards health
      promotion and prevention programmes through Universal, whole school programmes and targeted approaches for children with special education needs (SEN).

C. Terminology & Definitions

1. Special education needs

Students have the intellectual capacity to meet all curriculum and assessment requirements. However, they require special arrangements to demonstrate their level of achievement.

They may display the characteristics of one or more of the following special educational needs.

- **Specific learning issues, language and communication disorders**
    1. Difficulty in learning. Learning disabilities refers to ongoing problems in one of three areas, reading, writing and math, which are foundational to one's ability to learn. (for example, problems interpreting music notation, dyslexia, dyscalculia)
    2. Speech and language issues refer to problems in communication and related areas such as oral motor function. These delays and disorders range from simple sound substitutions to the inability to understand or use language. (for example, aphasia, dysphasia, articulation problems)
- **Social, emotional and behavioural issues**
    1. Includes but not limited to attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD); autistic spectrum disorders; withdrawn, depressive or suicidal attitudes; obsessive preoccupation with eating habits; school phobia; substance abuse; disruptive antisocial and uncooperative behaviour; and anger,

separation anxiety, performance anxiety or anxiety related disorder, frustration and violence

- **Physical and sensory conditions**
    1. Physical disabilities include a wide range of conditions that are not always immediately obvious, but affect mobility
    2. Sensory issues: hearing—embraces an extensive range of hearing loss from mild to profound and can present communication difficulties; visual—includes difficulties with either the structure or function of the eye, affecting vision
- **Medical conditions**
    1. The most common being: congenital heart disease, epilepsy, asthma, cystic fibrosis, haemophilia, sickle cell anaemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukaemia and other cancers
- **Mental health issues**
    1. A wide range of conditions that can affect a person's state of mind, ranging from psychotic conditions, such as schizophrenia and manic depression, to eating disorders, anxieties and emotional distress caused by circumstances in a candidate's life

2. The Inclusive School

The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school.

Salamanca Framework for Action, 1994

D. Current Provisions in Singapore

Ministry of Education's (MOE) goal for the education of students with Special Educational Needs (SEN) is to enable each student to optimize his potential and prepare him to participate in and pursue a productive and meaningful life in society. MOE adopts a differentiated approach to cater to the needs of students with SEN by placing them in the appropriate educational setting that can best serve their needs. Students with mild SEN and have the cognitive abilities and adequate adaptive skills to learn in a large-group setting are supported in mainstream schools. Those who

require intensive specialized assistance in their education to fully optimize their potential attend government funded Special Education (SPED) schools run by Voluntary Welfare Organizations (VWOs). These schools have customized facilities and specially trained teachers and allied health professionals who cater to the students' specific needs. There are 20 SPED schools which offer customized educational programmes to meet the learning needs of students with disabilities such as Mild Intellectual Disability, Moderate to Severe Intellectual Disability, Autism Spectrum Disorder, Multiple Disability and Sensory Impairment.

E. Responsibility

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

(*Learning diversity and the IB Programmes: Special educational needs within the International Baccalaureate Programmes*, 2010:3)

In keeping with the philosophy of health promotion and responding to the diverse learning needs, the primary stakeholders are:

a. School administrators i.e. Principal, Academic Supervisors, Coordinators School management and curriculum development team
b. Teachers, students, staff
c. Parents & caregivers
d. At GIIS, Singapore, the designated department for these efforts is the **Student Support Department,** under the direct leadership of the school Principal.

GIIS provides for:

- A full time School Counselor for identification and management of Special education needs defined earlier
- A full time Career Counselor

F. Special Education Needs (SEN) in Primary School

1. Behavioral, Social, Emotional & Developmental issues

a. For students who have been **already diagnosed** with conditions such as Attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), autism spectrum disorders, speech and language delays etc. and the information **is shared** at the time of seeking admission

- Pre admission evaluation to assess the severity of the challenges and assess if the school can adequately address them with the existing resources

- Post admission, regular class room observation to identify challenging behaviors, regular support and psychoeducation with the class teacher for classroom management strategies
- Individualized Behavior modification plan targeting specific areas such as inattention, impulsivity, disruptive behaviors
- Individual sessions with the students for enhancement and development of organization skills, social skills, time management, group participation skills etc
- Interaction with parents to establish a comprehensive plan to aid the student's educational and developmental needs.

b. For students **who are referred to the counselor** with recurrent behavioral problems via the academic supervisors

- Parent meeting to apprise them of the concerns and gather background information and history
- After parental consent, individual session with the child for screening and ruling out behavioral and emotional disorders
- Behavior modification, individual sessions, classroom management, strategies in collaboration with the class teacher
- Parent education for seeking formal diagnostic/ evaluation from recognized Child Development
- Referral to external agencies for specialized therapy/occupational therapy.

2. Learning Specific Issues

a. For students who have already been **diagnosed** with conditions such as dyslexia, dysgraphia and dyscalculia and have documentation from recognized institutes

- Apply for student specific appropriate exam accommodations from the relevant educational boards (IGCSE/CBSE) such as extra time, scribe, and exemption from third language during Board Examination
- Provide similar accommodations during internal school assessments
- Testing and assessment in a separate area with the school counselor who can provide support such as reading the question paper, transcribing the answer in case it is illegible due to spelling errors or illegible writing and/or act as a prompter
- Assignment of peer tutor/buddy for ensuring that class work completion, accurate record of homework assignments and other communications in the almanac etc.

- Individual counselling for building self-esteem and prevention of spiraling of co-existing behavioral problems

b. For students who are suspected of SLD's based on school screening

- Psychoeducation with the parents and motivating them to seek formal diagnostic evaluation from recognized Child and Adolescent Health Departments

3. **Medical conditions or Health Related Issues**

In conjunction with the school nurse and academic coordinators, sensitize the teachers to the nature of illness and its possible impact on behavior and academics. Specifically,

- Provide for appropriate accommodations in the attendance requirements of the school
- Ensure up to date academic material including notes, photocopies, and assignments etc.
- Consider limited portions during internal examination
- Extension in deadlines where appropriate
- Consider expanded role of the school nurse in administering and/or monitoring medication, if so requested by the parents
- Individual counselling for dealing with stress associated with chronic illnesses

G. SEN in IB Diploma Programme

GIIS concurs with the IB belief that all students should be allowed to demonstrate their ability under assessment conditions which should be as fair as possible.

The school will authorize special arrangements which do not require pre approval of IB Board as detailed in *Candidates with assessment access requirements (July2014)* whenever it is determined that a SEN student is at a disadvantage and cannot demonstrate his/her level of attainment.

At the discretion of the coordinator (or head of school), the following arrangements are permitted in examinations without prior authorization from the IB Assessment Centre.

1. A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group. For example, lighting may be a particular consideration

for a candidate with a visual impairment, or a room with an echo may be difficult for a candidate with autism. Furthermore, a candidate's condition or the nature of the inclusive assessment arrangement (for example, a scribe, a computer) may disturb other candidates, in which case a separate examination room is justified. If the examination is taken in a separate room, all regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.

2. The coordinator may arrange for appropriate seating to meet the needs of individual candidates (for example, sitting near the front may be appropriate for a candidate with vision or hearing difficulties).
3. An assistant, if necessary a nurse, may be in attendance if this is necessary for the welfare or safety of a candidate. The assistant must not be another candidate or a relative of the candidate.
4. A candidate who normally uses an aid (for example, a coloured overlay, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying aid, coloured filter lenses) is allowed to use the aid in examinations. Note: It is in breach of regulations if candidates are found in possession of any other mobile devices in the examination room.

5. A candidate with a hearing condition may receive instructions from a communicator. This arrangement must be confined to explaining the conduct of the examination and the instructions in an examination paper. The communicator must not convey information about any aspect of a question in the paper without prior authorization from IB Assessment centre.
6. If a candidate has difficulties in reading or attention, test directions may be clarified by the invigilator or a designated reader. This arrangement must be strictly confined only to clarifying the directions and the instructions and not the content of the questions.
7. Magnifying devices to enlarge and read print may be used by candidates with vision issues. These may include magnifying glasses and line magnifiers.
8. For a candidate who has colour blindness, the coordinator (or invigilator) is permitted to name colours in an examination paper (for example, on a map in a geography examination). However, no other form of assistance may be given without authorization from the IB Assessment centre.
9. A candidate who is hypersensitive to sound is permitted the use of

noise buffers such as headsets, earplugs and individual workstations with acoustic screens. If an individual workstation is employed, all regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.

10. A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions. The amount of time permitted for rest breaks is not counted towards the duration of the candidate's examination. Rest breaks must be supervised to ensure that the security of the examination is maintained. There must be no communication with, or disturbance to, other candidates. The amount of rest time and number of breaks permitted must be pre-determined and will depend upon the candidate's circumstances, although 10-minutes per hour is the general recommendation. During a rest break, the candidate is not permitted to read, respond to the examination paper or write notes of any kind. Candidates may be allowed to leave the room for all or part of the rest periods. For example, a candidate with diabetes may be provided rest breaks to check blood sugar levels and take medication. If a candidate's personal examination timetable is such that, with rest periods and additional time more than six and a half hours of examinations would take place in one day, rescheduling should be requested.
11. A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions. A prompter would ensure that a candidate pays attention to the examination. The use of the prompter should not disturb other candidates. The coordinator or invigilator may act as a prompter, but the examination must be conducted according to IB regulations. In all cases, the prompter may only prompt the candidate and not provide any form of assistance. The prompt may be a gentle tap on the candidate's arm or desk/table but should not be given verbally. The prompter must not draw the candidate's attention to any part of the examination paper or script. The prompter should be familiar with the candidate's behaviour so that he/she knows when the candidate is off-task. The candidate should be familiar with the kind of prompt that he/she would likely receive from the prompter. The prompter should be in a position that provides a view of the candidate's disposition rather than his/her work. The candidate should not feel as though he/she is under pressure or scrutiny.

12. At the discretion of the coordinator, a candidate may be given additional time to complete assignments during the two-year

programme (for example, the extended essay, the theory of knowledge (TOK) essay) without authorization from the IB. However, if an extension to the deadline for the submission of work for assessment is required, the coordinator must contact IB Answers (See section 4.7 Access to extensions and exemptions).

School will seek prior authorization from the IB Assessment centre for all other arrangements.

If a Diploma Programme candidate has difficulties meeting the requirements for creativity, action, service (CAS), IB Answers will be consulted.

In collaboration with the Counsellor, Parents, School's IB Coordinator and recommendation of outside experts, application for special arrangements is made as outlined in the publication ***Candidates with special assessment needs*.** The accommodations can include:

1. Modifications to exam papers—size of font, coloured pape
2. Extensions to deadlines
3. Assistance with practical work
4. Additional time
5. Rest periods
6. Information and communication technology
7. Amanuenses/scribe and transcription
8. Readers

In alignment with IB's principle of affirming identity and building self-esteem, the school counsellor carries out the following Universal programmes:

1. Psychoeducation sessions with all the grades (IB YR 1& 2, IGCSE-8, 9, 10 and CBSE 1 to 12 for promoting personality development. The topics covered in these interactive sessions with participatory methodology are based on an yearly needs assessment. Effort is made to incorporate suggestions and feedback from significant stakeholders (students, teachers, parents)
2. Students are encouraged to seek individual support from the Student Support Department for the common adolescent development issues related to family, friends, self-esteem, conflicts, relationships, educational choices etc.
3. Parental awareness and psychoeducational programmes are carried out twice a year to address topical issues such as internet safety, building resilience, and improving communication with adolescents, limit setting etc.

H. Documentation

In line with the Role of SEN teachers in IB World Schools as suggested in the document - *Towards a continuum of International education 2008,* the school counselor maintains a detailed record for all the students with special education needs to monitor their progress and to facilitate communication about their needs. It includes:

1. A history with background details of past experiences and family situation
2. Copies of past assessments
3. Reports from remedial teacher/speech therapist/occupational therapist or other professionals outside of the school
4. Minutes of meetings with family, student, staff and other professionals
5. Special interventions and strategies employed so far to assist learning
6. Record of classroom observations
7. Record of individual counselling sessions with the student

The documentation is used in making a case for accommodations to the relevant boards as well as to liaison with outside experts who may need school feedback and observation for monitoring progress of the individual.

Sources

World Health Organization (WHO, Geneva, 2002). *Prevention and Promotion in Mental Health.* http://www.who.int/mental_health/media/en/545.pdf (Accessed on 23 Nov 2015)

1. IB Published: *Candidates with special assessment needs(*May 2011)
2. *Learning diversity in the International Baccalaureate programmes: Special education needs within the International Baccalaureate programmes.(August 2010)*
3. IB Published: *Candidates with assessment access requirements (July2014)*
4. IB Published: *Meeting students learning diversity in the classroom(*

May 2013)
5. IB Published: *Handbook of procedures for the Diploma Programme 2015*
6. IB Published: *Rules for IB World Schools: Diploma Programme (April 2014)*
7. IB Published: *Towards a continuum of international education*- Special educational needs, Pg 28-32.(September 2008)

Child Protection Policy

- **Philosophy**

At Global Indian International School (GIIS) we recognise our duty and responsibility to protect and safeguard the interests of all children. Children have the right to feel safe, respected and secure. Children are able to grow and develop best in an environment that is free from danger, neglect and abuse. GIIS is interested in the well-being of our students and the wider community at all times and will take necessary measures to protect them from all forms of neglect and abuse, be it within or external to the school premises. Our school fully recognises the contribution it must make to prevent abuse of children and to support pupils in school.

1. Terminology & Definitions

Child Abuse: 'Any act of commission or commission by a parent or guardian… (or any other person)… which would endanger or impair the child's physical or emotional wellbeing or that are judged by a mixture of community values and professionals to be inappropriate' (Singapore Ministry of Social and Family Development 2002)

Categories of Abuse: Physical Abuse; Neglect; Sexual Abuse; Emotional and Psychological Abuse.

Safeguarding: The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.

Significant risk of harm: 'significant risk of harm' is the threshold which justifies compulsory intervention in the best interests of the child.

2. Child Protection Procedure

The Principal is the Designated Person for Child Protection and in his/her absence it would be Vice Principal and if he/she is also unavailable then the senior most member of the Child Protection Committee would serve as the designated person.

2.1 Disclosure of abuse perpetrated outside of school

If a member of staff suspects a child has been abused or neglected by someone outside of school, the following procedures should be implemented:

1. GIIS staff will report concerns immediately to their Level Coordinator.
2. The Level coordinator will inform the Designated Person for Child Protection (DPCP). The DPCP (Principal/Vice Principal/ Most senior member of academic team) will involve the relevant members of the Child Protection Committee.
3. The school counsellor records all information and is responsible for keeping all records and evidence safe.
4. In the event of suspected sexual abuse happening, it is a requirement for the school to contact the Child Protection and Service (CPS) or the Police. For cases happening within the context of the family, the family should not be alerted to the allegations being made and the report can either be made with the police or CPS. For sexual abuse cases happening outside the context of the family, the family should be informed of the incident and a report needs to be made to the CPS/Police. The school should record any disclosure factually.

Please Note - The 'paramountcy principle' supports agencies making decisions in the best interests of the child, and this may mean not disclosing information to parents.

In the event of other forms of abuse, depending on the risk of harm to the child, the committee can decide to keep a watching brief or discuss the issues with parents or contact CPS for advisory discussion. The School Counsellor will record and follow up with the developments.

If there are obvious signs of harm, the student will be taken to the School Nurse immediately. If the student is in need of urgent medical attention, he/she should be taken to the nearest hospital. If it is not possible or advisable to obtain parent consent the CPS should be contacted for consultation. Where we suspect the abuse has occurred or is about to occur and the child is unsafe and in imminent risk of further harm, we are committed to reporting the matter to

Child Protection Service

Helpline at **1800 777 0000 (office hours) or the Police**

Where we suspect that the abuse has been perpetrated by someone close to the family or within the family network, the child protection committee member will contact the family and discuss ways on how the student could be kept safe and managed more appropriately. Full consideration should be given as to whether contact with the immediate family would increase the risk of harm.

2.2 Disclosure of alleged abuse perpetrated by a staff member

The following procedures apply where a member of staff has been implicated:

- Meeting with Student/Alleged Victim - The Principal/DPCP will communicate with the student/s directly along with the school counsellor. If there is more than one student who has been a victim of abuse, the students will be interviewed individually. A summary of what was learned from investigations will be made by the counsellor.
- The DPCP/Principal will coordinate interviews with any bystanders/witnesses and notes will be taken for Form 1
- Meeting with Accused Staff Member - The accused staff member will be requested to attend a meeting with the Principal/DPCP and questioned regarding the accusations being made. The meeting will be documented. Notes from this meeting will be recorded on the Form 1 Contacting Parent/Caregivers - Parents/Caregivers of the student/s being questioned will be contacted by telephone by the Principal/DPCP and informed of the meetings that took place. The alleged victim's parents will be invited into school to discuss the issue face to face.
- The Principal/DPCP will be committed to taking action. Consideration will be given as to whether that member of staff should face suspension pending further investigations.
- Communication with Child Protection Agency - The Principal/DPCP will report the matter to Child Protection Services Helpline at 1800 777 0000 (office hours) or the police after careful consideration of the seriousness of offence. Parents of student victim/s will be made aware of their right to do this also. The Principal/DPCP will keep those directly concerned with the case up to date with developments.
- Counselling - With permission from parents/caregivers, student victim/s and the suspected staff member will be offered in-school Counselling. Off-campus professional Counselling contact details will also be offered.

2.3 Disclosure of Abuse by another Student

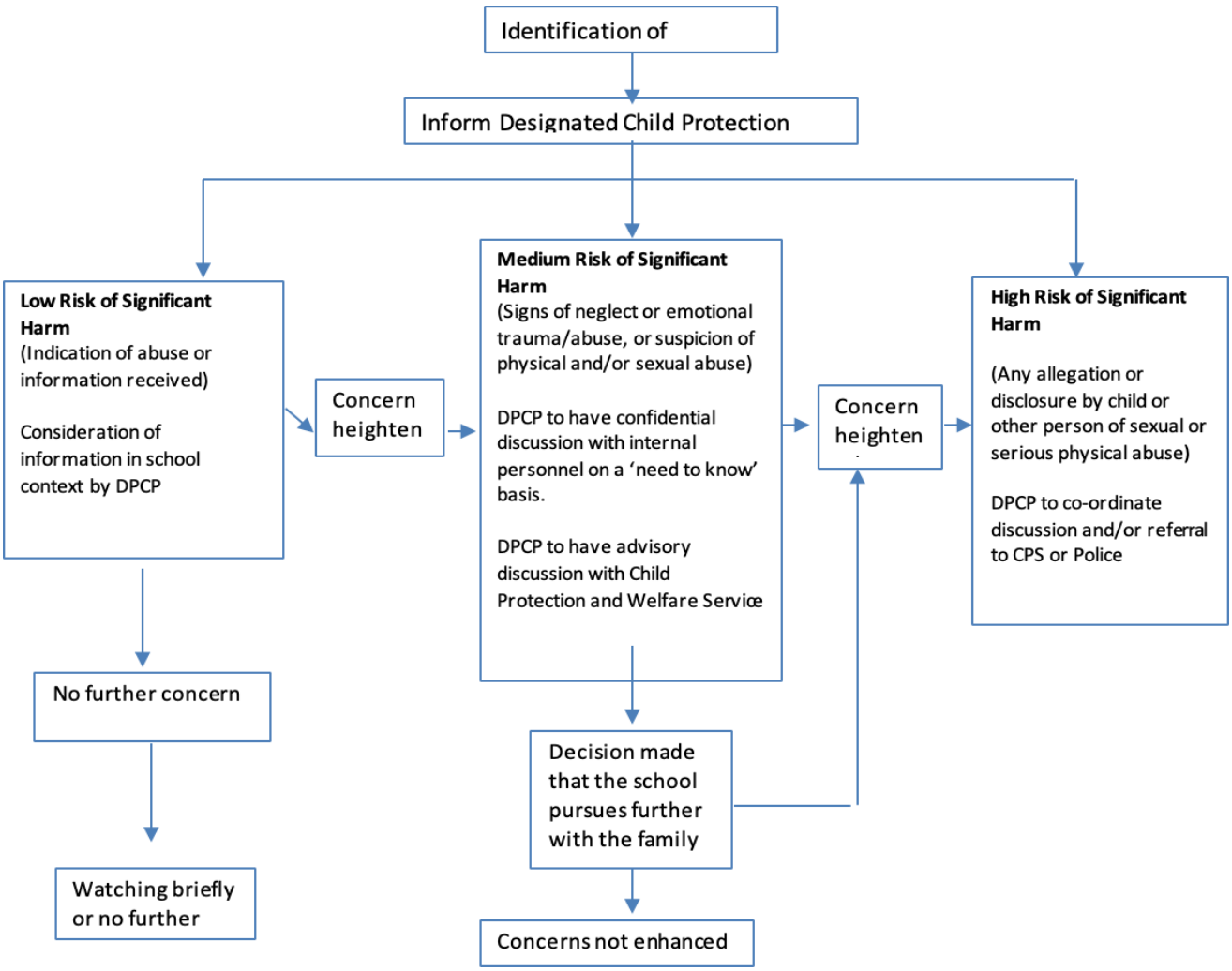
If a student in the school is suspected of abusing another student, the following steps should all take place within the school day.

- Initial Record of Concern - The adult who has suspicions of a student being abused by another child, or is approached directly by a student about being abused, completes a written statement, and hands it to the relevant academic level coordinator. The coordinator reaches out to DPCP who involves the relevant members.
- Meeting with the Victim – The Academic level coordinator along with the school counsellor will meet with the victim directly. In the case of more than one victim, children will be interviewed individually and a summary of what was learned from investigations will be made by the school counsellor.
- Meeting with Bystanders – The Academic level coordinator along with school counsellor will communicate with possible witnesses, individually, about the abuse that has occurred, and make notes to contribute to Form 1.
- Meeting with Accused Student/s – The Academic level coordinator along with the school counsellor will meet and communicate with each of the student/s, accused of causing abuse individually. Notes from this meeting will be recorded on Form 1.
- Consultation - Consultation and agreement between the Principal, Academic Coordinator and School counsellor.
- Parents of Accused Student/s Contacted - If abuse by student/s proves to be beyond doubt, the student/s are collected from wherever they are on the school campus and asked to bring their bags to the Academic coordinators office. The parents/caregivers of the student/is accused of abuse towards another student/s will be telephoned to attend a meeting with the Principal/DPCP/Academic coordinator before being asked to take their child/children home for the rest of the day. An offer of Counselling for their child will be made.
- Parents of Victims Contacted - Parents/Caregivers of the student/s who were abused will be contacted by telephone by the Academic coordinator and informed of the meetings that took place. The course of action will be explained regarding the student/s that carried out the abuse on their child and an offer of Counselling for

their child made.

- Action – As per the school discipline policy the Principal will take action. In extreme cases, expulsions will be considered. Further consequences including an apology letter to the victim/s, suspension and exclusion from upcoming events will be considered.
- Communication with Child Protection Agency - The Principal and/or DPCP may report the matter to Child Protection Service Helpline at 1800 777 0000 (office hours) or the police after careful consideration of the seriousness of offense. Parents of student victims will be made aware of their right to do this also.

2.4 Child Protection Process Chart



3. Record Keeping

The School Counsellor should use Form 1 to record all information concerning a suspicion, allegation or disclosure of child abuse. All prior notes should be attached to this document. Form 1 should contain facts regarding the issue, the actions the school took and the actions the school decided not to take with explanation.

All records of Child Protection allegations, suspicions, or disclosures are maintained by the school counsellor and kept securely under lock and key.

Form 1

RECORD OF CHILD PROTECTION CONCERN – FORM 1

(To be completed by the School Counsellor with any other attached notes for reference) Child's Name: Gender: Class:

Date and Time of Concern:

Concern initially reported by:

Account of the Concern :

(what was said, observed, reported and by who)

Additional Information:

(context of concern/disclosure/details of any physical and emotional signs/witnesses) Indication of any markings on body outline:

Resulting Action:

(what did you do/say following the concern, and what you chose not to do)

Action When By Whom

Your Name:

Your Signature: Date:

(dd/mm/yyyy)

Your Position in School:

27 B) Suicide Prevention and Response Protocol - GIIS

Contents

1. Introduction
2. Warning signs of Suicide
3. When a Student Verbalizes Suicidal Thoughts at School
4. Suicide Risk Screening Form
5. Safety Plan
6. School Re-Entry Protocol
7. School Re-Entry Meeting Notes Form
8. Document for Parents with At Risk Students
9. List of Helpline Numbers
10. References

1. Introduction

The statistics about suicide are alarming, yet largely unrecognized. In India alone, in 2016 the number of suicides in India had increased to 230,314. Suicide was the most common cause of death in both the age groups of 15–29 years and 15–39 years. To understand and act on the matter of suicide it is necessary to know the various terms and their definitions:

- Suicide: is defined by the American Psychological Association as the act of killing yourself, most often because of depression or other mental illness.
- Suicidal ideation: is a term used by mental health professions to describe suicidal thoughts and feelings (without suicidal actions). For example, people experiencing suicidal ideation commonly report that they feel worthless, that life is not worth living, and that the world would be better off without them. The presence of suicidal ideation, occurring alone in the absence of any plans to act out actual suicide, anchors the low/less-dangerous end of the suicide risk continuum. The potential for someone engaging in suicide is still there, but the risk is not acute (i.e., immediate).
- Suicide Gesture/ Attempts: Actual attempts to kill yourself are labeled "suicidal gestures" or "suicide attempts" by mental health professionals, no matter how ineffective those attempts may ultimately be. Suicidal gestures may be acted out with full lethal intent, or they may be acted out half-heartedly, more as a means of communicating the depths of your pain to others around you than an actual effort to end your life. Regardless of the intent and degree of seriousness that motivates them, suicidal gestures are often dangerous events. Even ambivalent, half-hearted suicidal gestures can result in a completed suicide.

2. Warning Signs of Suicide

Schools play an important role in the development and protection of mental health for the students. Teachers and peers in the school have the opportunity to identify signs of suicide, and take the necessary actions. The following diagram lists out the signs to be aware of that may hint at suicide.

3. When a Student Verbalizes Suicidal Thoughts at School

(To be used by school counselors, school psychologists and school administrators.)

4. Suicide Risk Screening Form

- The following adobe document is a link to the suicide risk screening form.
- The student should fill this in if he shows warning signs of suicide and is believed to be at risk of suicide.
- Accordingly the student should be deemed either at a high, medium and low risk.
- After which the above-mentioned steps can be followed.

5. Safety Plan

When a student shows the warning signs of suicide, a suicide safety plan should be worked on mutually with the student and shared with the respective authorities.

6. School Re-entry Protocol

Consider a comprehensive plan if the student who attempted suicide is to return to school. Follow the below mentioned checklist:

- Obtain an official consent for re-joining school from the student's therapist or medical aid.
- Designate a school contact person for student re-entry following a suicide attempt.
- Plan when and where the student will check-in with site contact.
- Anticipate the need for additional counseling. Consider what resources are available for onsite counseling support if needed.
- Obtain an authorization to release medical information to coordinate with outside service providers.
- Inform necessary teachers regarding the student's absence and re-entry plan. Teachers should work with the student to make up missed assignments.
- If key students are affected by the student's absence, provide them with appropriate resources and/or information.
- Clarify the plan for regular contacts with a parent/guardian if

appropriate.

- Clarify with the student's family regarding what information (if any) they feel appropriate to share with the student's peers/classmates and teachers.

Any number of issues are likely to surface and will need to be considered on a case-by-case basis and addressed at the re-entry planning session. It is very likely that some of the school staff, the family, the mental health professional and the student will express concerns.

Some of the more common issues are listed below:

A. Issue: Social and Peer Relations

Options:

- Schedule a meeting with friends prior to re-entry to discuss their feelings regarding their friend, how to relate and when to be concerned.
- Place the student in a school-based support group, peer helpers program but not as the helper, or buddy system.
- Be sensitive to the need for confidentiality and how to restrict gossip.

B. Issue: Transition from the hospital setting

Options:

- Visit the student in the hospital or home to begin the re-entry process with permission from the parent/guardian.
- Consult with the student to discuss what support he/she feels that he/she needs to make a more successful transition.
- Seek information about what the student would like communicated to friends and peers about what happened.
- Request permission to attend the treatment planning meetings and the hospital discharge conference.
- Arrange for the student to work on some school assignments while in the hospital. Include the therapist/counselor in the school re-entry planning meeting.

C. Issue: Academic concerns upon return to school

Options:

- Ask the student about his/her academic concerns and discuss potential options. Arrange tutoring from peers or teachers.
- Modify the schedule and adjust the course load to relieve stress.
- Allow make-up work to be adjusted and extended without penalty. Monitor the student’s progress.

D. Issue: Medication

Options:

- Alert the school nurse to obtain information regarding prescribed medication and possible side effects.
- Notify teachers if significant side effects are anticipated.
- Follow the policy of having the school nurse monitor and dispense all medication taken by the student at school.

E. Issue: Family concerns (denial, guilt, lack of support, social embarrassment, anxiety, etc.)

Options:

- Schedule a family conference with designated school personnel or homeschool coordinators to address their concerns.
- Include parents in the re-entry planning meeting.
- Refer the family to an outside community agency for family counseling services.

F. Issue: Behavior and attendance problems

Options:

- Meet with teachers to help them anticipate appropriate limits and consequences of behavior.
- Discuss concerns and options with the students
- Consult with discipline administrator
- Make home visits or regularly schedule parent conferences to review attendance and discipline records.
- Arrange for counseling for students.

G. Issue: On-going support*

Options:

- Talk to the student about his/her natural contact at school – try to assign the person who already has a relationship with the student.
- Maintain contact with the therapist and parents.
- Ask the student to check in with the school counselor daily/weekly.
- Utilize established support systems, Student Assistance Teams, support groups, friends, clubs and organizations.
- Schedule follow-up sessions with the school psychologist or home school coordinator. Provide information to families on available community resources when school is not in session.

7. School Re-entry Meeting Notes Form

Student Name: Incident Date:

Date: Absence

Date(s) From/To:

Re-entry meeting participants:

Discuss the following

1. Steps taken by family and the student to follow up on suicidal ideation or attempt. Discuss resources in place or connect to additional resources.
2. Recommendations by student's medical practitioner and/or therapist
3. Questions/concerns about missed work, credits, absences etc.
4. School safety plan. (Restrictions during lunch/passing periods. Supervision during after school activities/sports. When to notify teachers/coaches/after school activity supervisors and by whom. Duration of safety plan and check in/review process.)
5. Next steps in case of continued safety concern. (When a student needs to go home and with whom.)
   Student: _____ Date: _____
   Parent: _____ Date: _____
   Counselor: _____ Date: _____
   Administrator: _____ Date: _____

8. Document for Parents with at risk students

It's important to learn about the factors that can put a teen at risk for suicide. Spend some time reading these ten ways you can help prevent a tragedy from occurring. The more you know, the better you'll be prepared for understanding what can put your child at risk.

a) Don't let your teen's depression or anxiety snowball

Maybe your child is merely having a bad day, but maybe it's something more if this mood has been going on for a couple of weeks.

Fact: 9 in 10 teens who take their own lives met criteria for a diagnosis of psychiatric or mental health condition or disorder—more than half of them with a mood disorder such as depression or anxiety.

Depressed people often retreat into themselves, when secretly they are crying out to be rescued. Many times, they are too embarrassed to reveal their unhappiness to others, including Mom and Dad. Boys in particular may try to hide their emotions, in the misguided belief that displaying the feeling is a fifty-foot-high neon sign of weakness.

Let us not wait for children or youth to come to us with their problems or concerns. Knock on the door; park yourself on the bed, and say, *"You seem sad. Would you like to talk about it? Maybe I can help.*

b) Listen—even when YOU ARE teen is not talking

Not all, but most kids who are thinking about suicide (this is called suicidal ideation) tip off their troubled state of mind through troubled behaviors and actions. Studies have found that one trait common to families affected by a son or daughter's suicide is poor communication between parents and child.

However, there are usually three or more issues or factors going on all at once in a child's life at the time when he or she is thinking about taking his or her life.

These include but are not limited to:

- Major loss (i.e., break up or death)
- Substance use
- Peer or social pressure
- Access to weapons
- Public humiliation
- Severe chronic pain
- Chronic medical condition
- Impulsiveness/aggressiveness
- Family history of suicide

If your instinct tells you that a teenager might be a danger to himself, heed your instincts and don't allow him to be left alone. In this situation, it is better to overreact than underreact.

c) Never shrug off threats of suicide as typical teenage melodrama.

Any written or verbal statement of "I want to die" or "I don't care anymore" should be treated seriously. Often, children who attempt suicide had been telling their parents repeatedly that they intended to kill themselves. Most research supports that people who openly threaten suicide don't really intend to take their own lives; and that the threat is a desperate plea for help. While that is true much of the time, what mother or father would want to risk being wrong?

Any of these other red flags warrants your immediate attention and action by seeking professional help right away:

- *"Nothing matters."*
- *"I wonder how many people would come to my funeral?"*
- *"Sometimes I wish I could just go to sleep and never wake up."*
- *"Everyone would be better off without me."*

- *"You won't have to worry about me much longer."*

When a teenager starts dropping comments like the ones above or comes right out and admits to feeling suicidal, try not to react with shock *("What, are you crazy?!"*) or scorn (*"That's a ridiculous thing to say!"*). Above all, don't tell him or her, *"You don't mean that!."* Be willing to listen nonjudgmentally to what he or she is really saying, which is: *"I need your love and attention because I'm in tremendous pain, and I can't seem to stop it on my own."*

To see your child so troubled is hard for any parent. Nevertheless, the immediate focus has to be on consoling; you'll tend to your feelings later. In a calm voice, you might say, *"I see. You must really, really be hurting inside."*

d) Seek professional help right away

If your teenager's behavior has you concerned, don't wait to contact your pediatrician. Contact a local mental health provider who works with children to have your child or youth evaluated as soon as possible so that your son or daughter can start therapy or counseling if he or she is not in danger of self-harm. However, call your local mental health crisis support team or go to your local emergency room if you think your child is actively suicidal and in danger of self-harm.

e) Share your feelings

Let your teen know that he or she is not alone and that everyone feels sad, depressed, or anxious now and then, including moms and dads. Without minimizing his anguish, be reassuring that these bad times won't last forever. Things truly will get better and you will help get your child through counseling and other treatment to help make things better for him or her.

f) Know the warning signs

Pay attention to children talking about wanting to die or kill himself or herself, feeling hopeless, having no reason to live, or being a burden to others.

- Suicide notes are a very real sign of danger and should always be taken seriously. These notes may be in the form of letters, emails, social media posts or text messages.
- If someone has attempted suicide in the past, they are more likely to try again.
- Watch for children making final arrangements like saying goodbye to friends; giving away prized possessions; or deleting social media

profiles, pictures or posts.

- Making sudden dramatic changes can be a sign too. Watch out for teens withdrawing from friends and family; skipping school or classes; becoming less involved in activities that were once important; avoiding others; having trouble sleeping or sleeping all the time; suddenly losing or gaining weight; or showing a disinterest in appearance or hygiene.
- A suicidal child or adolescent may show an increased interest in guns and other weapons may seem to have increased access to guns or pills, or may talk about or hint at a suicide plan.
- Sudden risky behaviors can indicate suicidal thoughts. Watch for increased use of alcohol or drugs, showing rage or talking about seeking revenge. Self-injury is also a warning sign for young children and teenagers.

9. Helpline Numbers

Suicide Prevention:

1. Samaritans of Singapore (SOS) For people in crisis, thinking of suicide or affected by suicide. 24 hours Counselling: 1800–221 444
2. Care Corner Counselling Centre For the Mandarin–speaking community with family, marital or personal problems. Daily: 10.00am – 10.00pm Closed on public holidays 1800–353 5800
3. Counselling and Care Centre For those who are facing emotional, psychological, relationship and marital problems. Mon to Fri: 9.00am – 4.00pm 6536–6366
4. Eagles Mediation and Counselling Centre (aka EMCC) For individuals, couples and families experiencing emotional and/or relational problems. With special focus for helping those who seek to rebuild their lives. Mon & Fri 9.30am – 5.30pm Tue to Thu 9.30am – 9.00pm Sat: 10.00am – 4.00pm 6788–8220
5. REACH Counselling Centre For individuals, couples and families, with a particular focus on marital and family work. Mon to Fri: 9.00am – 5.00pm Sat: 9.00am – 1.00pm 6801–0730
6. WINGS Counselling Centre For individuals of all ages with socio–emotional, personal or family–related problems. Mon to Fri: 8.30am – 5.30pm Sat: 9.00am – 1.00pm 6383–5745

10. References

The document was established with the assistance of the following resources:

- https://www.sos.org.sg/get-help/other-available-resources
- https://blog.chocchildrens.org/suicide-prevention-what-parents-need-to-know/
- https://www.maine.gov/dhhs/mecdc/population-health/inj/suicide-training/gatekeepertraining/documents/guidelines-student-returns-to-school.pdf
- https://www.healthychildren.org/English/health-issues/conditions/emotional-problems/Pages/Ten-Things-Parents-Can-Do-to-Prevent-Suicide.aspx
- https://ndarc.med.unsw.edu.au/sites/default/files/ndarc/resources/SAK%20screener%20computerised%20updated.pdf
- https://www.chat.mentalhealth.sg/mobile/get-the-facts/suicide/
- https://www.shorelineschools.org/cms/lib/WA02217114/Centricity/Domain/98/Response%20Protocol%20for%20Suicidal%20Ideation.pdf
- https://www.healthiersf.org/resources/CRM/documents/E1.pdf
- https://www.sos.org.sg/

Social Media & School Network Guidelines

Social media is an evolving and rapidly growing communication platform, allowing for two-way social interaction between people and organisations. In short, social media is about people. Use of social media is reflective of individuals and of organisations they are associated with. The spread and reach of content posted on social media channels is vast; postings are available and can be viewed by people worldwide in seconds.

Social media is changing the way we use the internet to interact with one and another. It is rapidly becoming a part of our daily lives. Social media refers to online community sites including Facebook, MySpace and LinkedIn, file sharing sites such as Google Photos and YouTube; blogs, forums and micro- blogging sites like Twitter. These guidelines would be updated from time to time as new social media platforms, communities, trends and cultures develop.

The Global Indian International School's Marketing & Communications Team, along with assigned staff co-ordinators, are authorised to post content on its social media channels. GIIS recognises that social media is a two-way engagement and interaction platform, which facilitates an open dialogue and discussion of ideas that are beneficial for the organisation, and/or individuals in their learning capacity. Always be considerate and transparent about your engagement on social media channels, as you represent GIIS as an employee or student. Your online behaviour impacts the organisation's reputation and we encourage you to positively engage in sharing views and ideas on social media channels. As employees and students of GIIS, it becomes critical for us to stay connected and relevant.

Keeping the above in mind, remember:

- Protect your own Privacy - Do not upload posts or divulge any information that will compromise your privacy or professional confidentiality. Beware of scammers and identity thieves. Only accept invitations to share information from people you know. Utilise privacy settings to control access to your network, web pages, profile, post blogs, etc
- Identify with your own Identity - Always use your real name to post or share content on social media. If you are sharing or posting content on behalf of GIIS, and wish to promote school activities or achievements identify yourself as a student or staff member
- Maintain respect - Sharing content, thoughts and views with others is the ideal of engaging in social media. Always be respectful and avoid inflammatory, racist or offensive language. Do not upload offensive or explicit written, audio and video content.
- Be responsible online - You are responsible for any content or comments personally made by you. Always maintain a clear and calm-minded approach for sharing any content online. Ensure that

you always protect your privacy and do not insult, threaten or deride anyone on the grounds of caste, religion, race, nation, gender or circumstances in a manner that goes against GIIS' code of conduct.

- Think before making any post - Social media has a strong 'viral' quotient, making any comment, post or sharing of thoughts, ideas or events reach out to people worldwide in a matter of seconds. Be mindful of what you post. Search engines and archival systems save information, which can be retrieved years after the post has been made.

- Cyber Bullying - Cyber bullying is considered as an act of harassment. Do not indulge in this crime in any manner whatsoever.
- Maintain Personal and Organisational Confidentiality - Do not post any information that is confidential personal or commercial information about GIIS, its students, teachers or staff members. Posting the same may breach legal obligations or GIIS' policies and procedures.
- Privacy Settings - Only accept invitations to share information from people you know. Utilise privacy settings to control access to your network, web pages, profile, posts blogs, etc.
- Manage your time spent online - Users should allocate a certain amount of time using social media to avoid over usage and manage time for studies, co-curricular activities and other important work.
- Plagiarism - Publishing your opinions, art, writing and other works makes them subject to plagiarism. Although an effective way to share your work, content online is public and can be used without prior permission and knowledge of the user. Users must be cautious of what is published to maintain the genuineness of their work.At the same time users must also not plagiarise online content and must be aware that it is important to give appropriate citations and references.
- Precautionary use of photo uploads - Social media involves photo-based communication, and a large number of images. These can be manipulated and used in other areas without the user coming to know. Hence, caution should be exercised to protect your identity, and above all, integrity.

Guidelines for posting on Facebook and other Social Media platforms

Any post on the school page that is offensive, defamatory, off subject, abusive, or selling external services, events or activities will automatically be marked as spam and removed.
No parent or student shall give misleading facts / opinions or any blog(s) / website(s) / social media channel(s) about the school or any teacher. If they are defamatory in nature, or deemed to be so by the Internal Review Committee (IRC), it would be considered as a serious breach.
Use of school logos, images or photographs on personal social profiles is strictly prohibited. If a user has any question or feedback to share in relation to classes, activities or any school-facilitated service, he/she is requested to contact the respective teacher-in-charge or Campus Principal through the official GIIS web portal, www.mygiis.org
Parental Consent will be taken before using photographs of their wards in the school's social media publications.

School Internet

Global Indian International School provides internet access as a facility to supplement the delivery of its learning programmes. The benefits of having access to the internet are invaluable for both educators and students.
Amongst the vast resources on the internet are some materials that are not suitable for school-aged children. It is not appropriate to locate material that is illegal, defamatory, or offensive. Such conduct will lead to the immediate loss of network access and disciplinary actions.

Users Can

- Participate in projects using the Internet in a directed manner to support curriculum and research activities.
- Use the internet to locate materials to meet educational requirements.
- Access a variety of information including news resources, information databases, the holdings of other libraries, etc.

Users Cannot

- Locate material that is illegal, defamatory, or offensive.
- Use the network for commercial or for-profit purposes.
- Use the network for any illegal activity, including violation of copyright or other contracts.
- Resort to cyber bullying or harassment.
- Use the network to access obscene or pornographic material.
- Damage computer, computer systems or computer networks.
- Invade the privacy of other network users.
- Gain unauthorised access to computer networks, resources or materials

LIST OF HOLIDAYS

Weekday	Date	Holiday Name
Friday	April 10,2020	Good Friday
Friday	May 1,2020	Labour Day
Thursday	May 7,2020	Vesak Day
Sunday *	May 24,2020	Hari Raya Puasa
Friday	July 31,2020	Hari Raya Haji
Sunday *	August 9,2020	National Day
Saturday	August 15,2020	Indian Independence Day
Saturday	November 14,2020	Deepavali
Monday	November 16,2020	Deepavali
Friday	December 25,2020	Christmas Day
Friday	January 1,2021	New Year's Day
Tuesday	January 26,2021	Republic Day
Friday & Saturday	February 12 & 13,2021	Chinese New Year

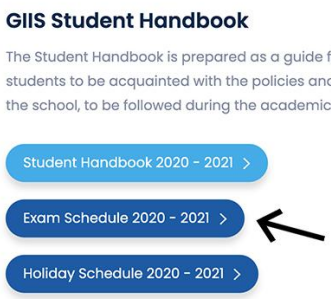
**** The Monday that follows will be a public holiday***

VACATIONS & BREAKS

For All Classes				
Month	**From**	**To**	**No. of Days**	**Remarks**
June	Monday, June 8, 2020	Tuesday, June 30, 2020	23	School Reopens on Wednesday, July 1, 2020
Sem1 Break	Monday , Sept 21, 2020	Sunday, Sep 27, 2020	7	School Reopens on Monday, Sept 28, 2020
December	Monday, December 7, 2020	Tuesday, January 5, 2021	30	School Reopens on Wednesday, January 6, 2021
Sem2 Break	Monday, March 22, 2021	Sunday, April 4, 2021	14	School Reopens on Monday, April 5, 2021
Total no. of holidays			74	
Total no of working days: 200				

Exam schedule

Following is the link for assessment schedule for various classes and courses: https://singapore.globalindianschool.org/about/faculty



Fee Protection Scheme (FPS)

The Committee for Private Education, under the Enhanced Registration Framework, requires all Private Education Institutions to protect the fees paid by the students.

The Fee Protection Scheme (FPS) serves to protect students' fees in the event a private education institution is unable to continue operating due to insolvency, and/or regulatory closure. The Fee Protection Scheme also protects students if the private education institution fails to pay penalties or return fees to the student arising from judgments made against it by the Singapore courts.

EduTrust-certified private education institutions are required to adopt the Fee Protection Scheme to provide full protection to all fees paid by their students. All fees refer to all monies paid by the students to be enrolled in a private education institution, excluding the course application fee, agent commission fee (if applicable), miscellaneous fees (non-compulsory and non-standard fee paid only when necessary or where applicable, for example, the re-exam fee or charges for credit card payment, etc.) and GST.

Fee Protection under the Insurance Scheme

Under the fee insurance scheme, private education institutions will purchase insurance protection from any one of the Committee for Private

Education-appointed insurance companies for every one of their students to protect their fees.

GIIS has appointed LONPAC INSURANCE BHD, as the insurance company, for protecting the fees under Fee Protection Scheme.

Students studying in an EduTrust-certified private education institution need to pay fees of up to a maximum of 12 months of their course duration to their private school.

Medical Insurance Policy

In compliance with the requirements of the Committee for Private Education, GIIS has a medical insurance scheme in place for all students. The Medical Insurance provided is as per the requirements under EduTrust.
GIIS has appointed AXA as the insurance provider. Please find details of benefits and coverage in the links mentioned below.

Click here to view the Medical Insurance Certificate Click here to view the Product Summary
Click here to view the Benefits Schedule Click here to view the Combined Claim Form

Students who need to make a claim under the Medical Insurance Policy should submit the Claim Form to the Admissions Department. Alternatively, you can write to admissions3.sg@globalindianschool.org or contact (+65) 69147013.

Withdrawal Policy

GIIS uses the following definitions

1. Withdrawal – this means that the student contract is terminated and the student is no longer a student of the GIIS.
2. Transfer – this means that a student changes the course of study but remains as a student of GIIS. For an approved change of course request, the original student contract must be terminated and a new contract must be signed. There is no requirement to execute a new Student Contract for change of campuses.
3. Deferment – this means the student applies for long leave and does not attend class within the leave period.

Withdrawal Policy

GIIS's withdrawal policy covers the following areas:

1. Circumstances of Withdrawal due to non-delivery of the course;
2. Withdrawal due to other reasons;
3. Withdrawal during Cooling off Period;
4. Withdrawal Conditions;
5. Withdrawal Timelines; Withdrawal due to Non-delivery of the Course

GIIS will notify the Student within three (3) working days upon the wledge of any of the following:

1. It does not commence the Course on the Course Commencement Date;
2. It terminates the Course prior to the Course Commencement Date;
3. It does not complete the Course by the Course Completion Date;
4. It terminates the Course, for any reason, prior to Course Completion Date;
5. It is of the view that the Student is not suitable for admission into GIIS;
6. The Student's Pass application is rejected by Immigration and Checkpoints Authority (ICA);
7. The Student fails to obtain any approvals from any other governmental organizations including but not limited to the Ministry of Education (MOE), thus rendering the Student being unable to attend GIIS or unable to continue to attend GIIS; or
8. The Student is expelled from GIIS for a serious breach of any of GIIS' rules or regulations GIIS shall, within seven (7) working days of notifying the Student in writing of the above circumstances, provide the Student with information and details of the alternative confirmed course arrangement, or, any other arrangements to the best of GIIS' ability that will allow the Student to make a timely and appropriate decision on the alternative arrangements.

Withdrawal due to Other Reasons

If the Student withdraws from the Course for any reason other than those stated in "Withdrawal Due to Non Delivery of the Course" section above, the School will, within two (2) working days of receiving the Student's written notice of withdrawal, acknowledge and inform the Parents on exit interview and subsequently accept / reject the withdrawal.

Withdrawal during Cooling-off Period

GIIS will provide the Student with a cooling-off period of seven (7) working days after the date that the Contract has been signed by both parties. If the Student submits a written notice of withdrawal to the School within the cooling-off period, GIIS will acknowledge withdrawal application, inform parents and obtain feedback during exit interviews.

Withdrawal Conditions

GIIS will process withdrawal request if the following conditions are compiled:

1. Withdrawal needs to be applied online in GIIS portal viz., myGIIS with all the particulars. Any other form of request is not acceptable;
2. Provides sufficient notice of four (4) months to GIIS;
3. Exit Interview is completed;
4. No pending dues from the Student;
5. Student Contract is terminated;

Timelines for Completing Withdrawal

Parent submits online withdrawal application. GIIS will acknowledge withdrawal application within two (2) working days and inform the Parent on exit interviews. The date of exit interview may be changed according to the convenience of both the Parents and Principals of GIIS campus. However, an exit interview cannot be conducted after the withdrawal effective date.

Student contract is deemed to be terminated within two (2) working days from the withdrawal effective date, even if it is not cancelled by the Parent or Admissions Team. Withdrawal effective date is the last attendance date of the Student. Withdrawal process will be completed and relevant documents will be kept ready for submission to the parent within seven (7) working days.

Transfer Policy

GIIS's transfer policy covers the following areas:

1. Change of Course within the same campus;
2. Change of campus within GIIS;
3. Transfer Conditions;
4. Transfer Timelines;

Change of Course Within Same Campus

GIIS will allow students to transfer from one course to another within GIIS in the following circumstances:

1. Grade 8 Students who meet the necessary criteria may request transfer between the courses on offer from Grade 8 i.e., Central Board of Secondary Education (CBSE), and IGCSE.
2. Grade 9 Students who meet the necessary criteria may request transfer between the courses on offer from Grade 9 i.e., Central Board of Secondary Education (CBSE), and IGCSE.
3. Grade 11 Students who meet the necessary school criteria may request transfer between the 2 courses on offer from Grade 11 i.e. International Baccalaureate Diploma (IBDP) and Central Board of Secondary Education (CBSE).

In the event of a change of course as mentioned above, a new Student Contract shall be executed between GIIS and the Student to reflect the change of course and the old student contract should be terminated.

Change of Campus Within GIIS

GIIS will allow students to transfer from one campus to another campus on the following basis:

1. Parents approach principal of the originating campus with transfer request and attends the exit interview;
2. Principles of the originating campus consults with the Principal of

the campus where students wanted to transfer with respect to criteria and vacancies;

3. The transfer is accepted only when both the principals approves transfer

In the event of change in campus with no change in the course, only the student profile would be changed in GIIS portal viz., myGIIS. There is no requirement to execute a new Student Contract for change of campuses.

Transfer Conditions

GIIS will process transfer request if the following conditions are compiled:

1. Transfer needs to be applied online in GIIS portal viz., myGIIS with all the particulars. Any other form of request is not acceptable;
2. Provides sufficient notice of one (1) month to GIIS;
3. No pending dues from the Student;

Timelines for Completing Transfer

Parent submits online withdrawal application. GIIS will acknowledge application for transfer within two (2) working days and inform the Parent to meet the Principals. The date of meeting may be changed according to the convenience of both the Parents and Principals of GIIS campus. Decision on transfer to be made within three (3) weeks of transfer request. Student Profile in myGIIS will be changed and communicated to the Parent within three (3) working days.

General Guidelines on Transfers and Withdrawals The following are guidelines to be observed:

1. Admission team will inform the Parent on implications of Student Pass if the student withdraws from the school.
2. Admission team will manage and coordinate with relevant government authority for issue or cancellation of Student Pass. All applicable regulations concerning student pass need to be complied by the Admission team.
3. Admission team will handle all communications to Parents mentioned in this policy for withdrawal due to non-delivery of the course or for any other reasons, except for issue of Transfer Certificate (TC).
4. The Notice period of withdrawal will not be relaxed except under the following circumstances:
    a. Student moving out of Singapore due to medical treatment of himself or the Parent;
    b. Parent loses the Job and hence need to relocate outside Singapore;
    c. Student transferred out of School due to behavioural issues;
5. Parents need to pay the shortfall, if any, in the notice period for withdrawal. However, the Parent need not pay for the shortfall in the withdrawal notice period, under the circumstances mentioned in (d) above.
6. All the documents including transfer certificate (TC) will be issued only when the parent pays all their pending dues. Issue of TC will be handled by Finance.
7. Parents can also approach the Admission team for transfer of

course or campus. Admission team will coordinate with the principals and communicate the decision to the Parent.

8. If the withdrawal or transfer is not completed within the specified timeline, Parents can escalate it to the Finance Controller. If it is still not completed in four (4) working days, Parent can escalate it to Director Business and Strategy.

Deferment Policy (Long Leave Policy)

GIIS allows students to apply for long leave. For example, a child and the parents may have to go back to their home country for an extended period of time. The student does not pay fees during this long leave period. There is no make-up of the lessons missed.

Withdrawal Procedure

The process for withdrawal (from withdrawal application till issue of TC) is described below:

1. Parent applies online for withdrawal in mygiis portal.
2. Withdrawal is accepted by Admission and forwarded to Principal for exit interview.
3. Principal conducts exit interview. The Parent may choose to cancel the withdrawal of their child. In such cases, the application for withdrawal is cancelled by Admission based on the feedback of exit interview.
4. During the exit interview, the Parent may persist with withdrawal of their child. The application is approved by the Principal and forwarded to Finance for further process. Students are marked in Z Section.
5. If Parent extends the withdrawal date, billing, if any, is done for an extended period. (f)Finance checks for pending fee dues and informs parents to pay. Once Parent pays, the approved withdrawal application is forwarded to the Manager – F&A.
6. Manager – F&A checks and gives final clearance for Withdrawal. TC is issued on or after Last Attendance date. FPS insurance is cancelled by Finance.
7. Student Contract is cancelled by Admission and Student is de-registered in mygiis system. Student Pass, if any, is cancelled by the Admission team.

Transfer Procedure

The following are the type of transfers requested by Students:

1. Change of Course within the same campus;
2. Change of campus within GIIS;
3. Change of Course as well as Campus;

Change of Course Within the Same Campus

The process for transfer of course within the same campus is described below:

1. The parent applies online for transfer of course.
2. Application for transfer is acknowledged by the Admission team.
3. Principal gets the request and approves the transfer if the academic

criteria is met.

4. The parent pays outstanding fees, if any.
5. Admission Team terminates the Contract between GIIS and the Parent.
6. Parent executes a new contract for the new course.
7. Section is Allocated by Admission team and informed to the Parent
8. Billing is done by F&A and FPS Insurance is purchased, if required.
9. Fees are collected from the Parent.

Procedure for Change of Campus Within GIIS

The process for change of campus within GIIS is described below:

1. Parent applies online for transfer of campus.
2. Application for transfer is acknowledged by the Admission team.
3. Principal of the originating campus gets the request and approves the transfer after discussing with the Principal of the campus where the transfer is requested. The transfer depends on vacancy.
4. Parent pays outstanding fees in the originating campus, if any.
5. Section is Allocated by Admission team and informed to the Parent

Procedure for Change of Course as well as Campus

The process for change of course as well as campus is similar to the process mentioned in "Change of Course Within the Same Campus" The only difference is the confirmation required from the Principal of the campus where transfer is requested. This confirmation is based on academic criteria and vacancies.

Deferment Procedure

The student / parent submits an application for long-leave to the Campus Principal, giving the reasons for the request. The Campus Principal studies and processes the request, obtains the approval of Associate Director Academic Quality Assurance for the arrangement, and gives a reply to the parent.

Refund Policy

1 The criteria for refunds are mentioned in the Student Contract executed by the Parent with GIIS. The refund policy covers the following areas:
   - Withdrawal due to Non Delivery of the Course;
   - Withdrawal due to other reasons;
   - Withdrawal during Cooling off Period;
   - Category of Fees refunded
   - Non-refundable fees;
   - Refund Amount / Percentages;
   - Refund Conditions;
   - Timelines for refund; and
   - Refund on humanitarian grounds

2 Refund applies only when the Parent pays the fees and subsequently withdraws their child from the school.
   - <u>Refund for Withdrawal due to Non-Delivery of Course</u>

3 GIIS will notify the Student within three (3) working days upon the knowledge of any of the following:
   - It does not commence the Course on the Course Commencement Date;
   - It terminates the Course prior to the Course Commencement Date;
   - It does not complete the Course by the Course Completion Date;
   - It terminates the Course, for any reason, prior to Course Completion Date;
   - It is of the view that the Student is not suitable for admission into GIIS;
   - The Student's Pass application is rejected by Immigration and Checkpoints Authority (ICA);
   - The Student fails to obtain any approvals from any other governmental organizations including but not limited to the Ministry of Education (MOE), thus rendering the Student being unable to attend GIIS or unable to continue to attend GIIS; or
   - The Student is expelled from GIIS for a serious breach of any of GIIS' rules or regulations;

4 GIIS shall, within seven (7) working days of notifying the Student in writing of the above circumstances, provide the Student with information and details of the alternative confirmed course arrangement, or, any other arrangements to the best of GIIS' ability that will allow the student to make a timely and appropriate decision on the alternative arrangements. Refund, if any, will be made based on Table 3A in Refund Amount / Percentages below (Paragraph 3.9)

Refund for Withdrawal due to Other Reasons

5 If the Student withdraws from the Course for any reason other than those stated in Withdrawal Due to Non Delivery of the Course, the School will, within seven (7) working days of receiving the Student's written notice of withdrawal, refund to the Student an amount based on Table 3B in Refund Amount / Percentages below.

Refund for Withdrawal during Cooling-off Period

6 The School will provide the Student with a cooling-off period of seven (7) working days after the date that the Contract has been signed by both parties. The Student will be refunded fees already paid, based on Table 3A in Refund Amount / Percentages below ,if the Student submits a written notice of withdrawal to the School within the cooling-off period, regardless of whether the Student has started the course or not.

Category of Fees Refunded

7 The following category of fees are refunded

- Tuition Fees;
- Student Welfare Fees;
- Activity Fees;
- Bus Fees
- Resource Fees
- Building Development Fees;
- School Event Fees;
- Technology Fees

8 Non-Refundable Fees

- Registration or Application Fees are non-refundable under any circumstances. It is not refundable even if the Student has not started the course. However, Registration or Application Fees will be refunded for new admissions, subject to administrative charge, if the Student Pass is rejected by Immigration and Checkpoints Authority, Singapore (ICA).

9 Refund Amount / Percentages

- The refund amount for each circumstance is as per the table below
- Refund Amount for Withdrawal due to Non Delivery of the Course

The applicable amount of refund for each scenario is given below:

Refund amount for Withdrawal	Refund amount
Refunded amount for withdrawal related to any of the circumstances set out in Paragraph 3.3 (a) to (d) above	100%
Student not suitable for admission into GIIS [Paragraph 3.3 (e)]	100%
Rejection of student pass application for new joinees [Paragraph 3.3 (f)]	100% *
Rejection of student pass application of existing students [Paragraph 3.3 (f)]	Pro rate unused portion of the fee
Student unable to attend GIIS due to failure to obtain any approvals from any other governmental organizations including MOE [Paragraph 3.3 (g)]	100%

Student is expelled from GIIS [Paragraph 3.3 (h)]	Pro rate unused portion of the fee
Student withdrawn during cooling off period [Paragraph 3.6]	100%

* Registration fees will also be refunded subject to Administrative charge of $ 50

TABLE 3B: Refund Amount for Withdrawal due to Other Reasons

The applicable amount of refund for each scenario is given below:

Refunds on Humanitarian Grounds

10 There are certain circumstances where refunds are made even though the GIIS is not obliged to do so as per the contract & refund policy. Refund is based on humanitarian and goodwill gesture from GIIS. The following are some of the circumstances:

- Parent loses the Job and hence need to relocate outside Singapore;
- Student moving out of Singapore due to medical treatment of himself or the Parent; The decision made by GIIS is final and binding on parents. It is not subject to review in any arbitration centre or in a court of law.

General Guidelines on Refund Policy

11 Parents can approach Principals with a refund request for withdrawals (Withdrawals for Other Reasons, During Cooling Off Period, or on Humanitarian Grounds)

12 Refunds will be processed based on requests by the Parents and approval by the committee consisting Country Director and Finance Controller.

13 GIIS bills Students only for a term period of four (4) months instead of the whole academic year, considering cash flow situations of the Parents. If Parents applies for withdrawal and it is approved one month before the commencement of the term, GIIS will not bill for the subsequent term. This is done for the benefit of the parents even though GIIS is not contractually obliged to do so. Example: Term 2 for the academic year 2014-15 starts in August 2014. Parents applied for withdrawal and approved by GIIS on or before July 31, 2014. The withdrawal effective date as per application is September 20, 2014. GIIS will bill only till September 2014. It will not bill for the balance period in the term viz., October and November 2014.

14 In case Parent gives insufficient documents for refund, GIIS will notify within three (3) working days. Parents need to provide requisite documents within seven (7) working days. Failure to provide the documents will result in forfeiture of refund, unless otherwise extension is approved by the Finance Controller and Country Director.

15 In the event of non-payment of fee refunds within the specified timeline, Parents can escalate it to the Finance Controller. If a refund is not made within four (4) working days, Parent can escalate it to the Country Director.

Committee for Private Education (CPE)

In order to regulate the private education sector in Singapore, Committee for Private Education (CPE) has been established under the Private Education Act 2009. All Private Education Institutes (PEIs) are required to comply with the regulations under the new Act.
For more details about CPE, Enhanced Registration Framework (ERF) and the EduTrust Certification Scheme or Private Education in Singapore, please visit the website of Committee for Private Education (CPE) at https://portal.ssg-wsg.gov.sg/feedback or call at 6785 5785.

Feedback and Complaint Management System

a. GIIS accepts feedback / complaints in writing in hard copy (e.g. letter) or soft copy (e.g. email) from the public, staff, students or parents or via the MyGIIS system. .

b. The feedback may be a:
   i. Complaint**:** An expression of dissatisfaction made to GIIS, with respect to its services, applicable statutory and regulatory requirements consistently not met; or
   ii. Compliment: An expression of praise, admiration with focus on maintaining or enhancing stakeholder satisfaction; or
   iii. Others - Suggestions or comment with respect to services / courses offered by GIIS.

c. The recipient acknowledges the feedback via email, within 2 working days.

d. For feedback with the nature of (b) and (c), the recipient compiles the feedback, analyses these during internal review and where appropriate may incorporate them into improvement plans. For feedback with the nature of (a) (complaints), the recipient, after analysing the feedback, replies to the parent or complainant by providing the necessary information or reasons in writing to close the complaint within 7 working days of receipt of the complaint. Alternatively, for complaints under the purview of another person, the recipient may forward the complaint to that process owner.

e. The process owner analyses the complaint, investigates the matter, and replies to the parent or complainant by providing the necessary information or reasons in writing to close the complaint within 7 working days of receipt of the complaint. The process owner copies the reply to the first recipient who can then close the case on her side.

f. Should the issue remain outstanding despite the reply, the process owner, in consultation with his supervisor, works to resolve the matter within 14 working days.

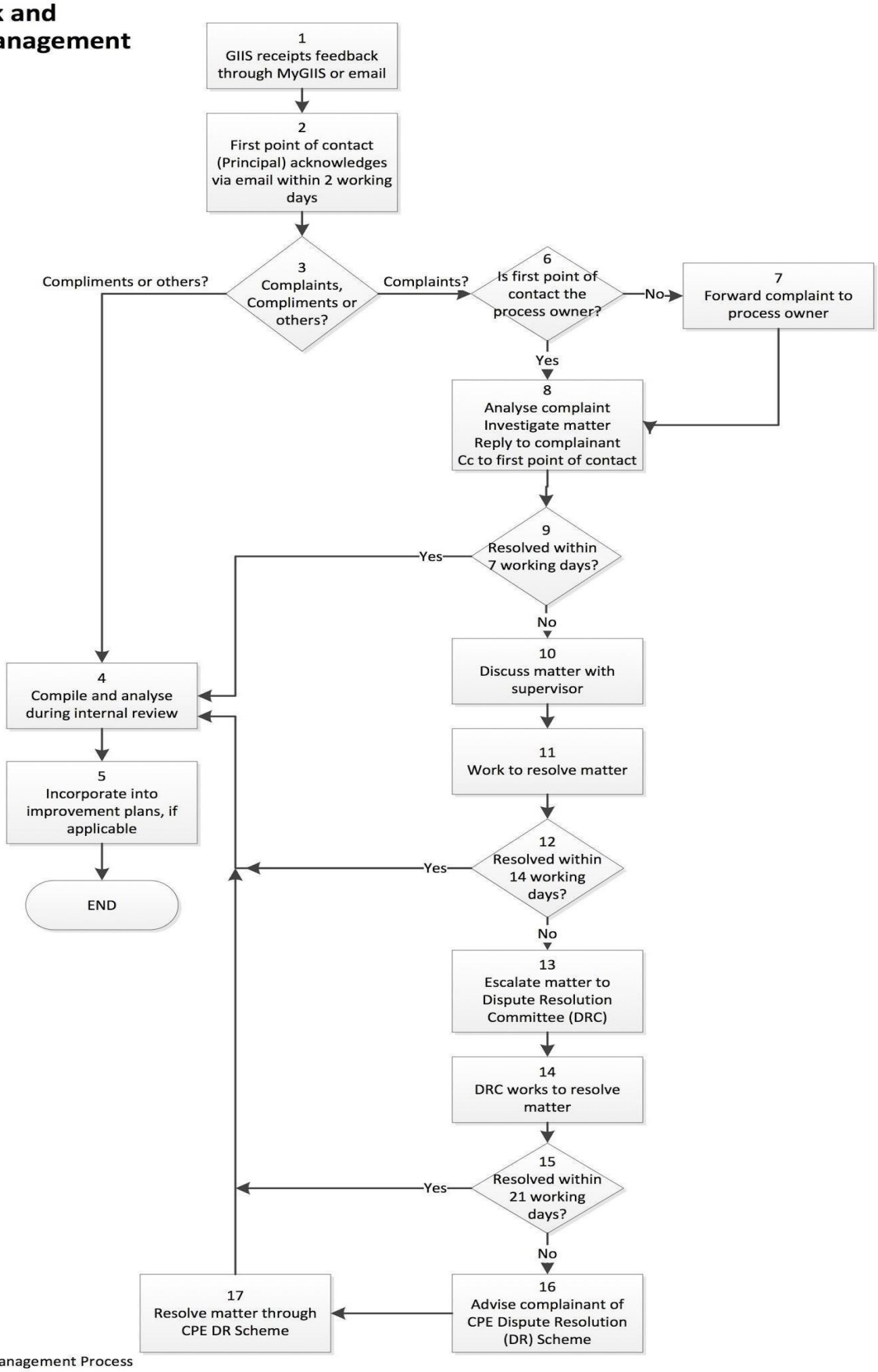
g. If the complaint still remains open, then the difficult-to-resolve complaint shall be escalated to the Dispute Resolution Committee to be addressed through the dispute resolution policy framework within 21 working days.

h. If the process owner has not developed a solution agreeable to the complainant, the matter is escalated to the GIIS Dispute Resolution Committee, which is chaired by the Country Director with the Academic and Examination Board as Members.

i. The Country Director and relevant Campus Principal will manage the discussions with the complainant to work to resolve the matter within 21 working days.

j. If no acceptable solution is worked out, the Country Director will propose that the matter be resolved through the CPE Student Services Centre, using the Dispute Resolution Scheme of the Committee for Private Education, which is described on the CPE website. This dispute resolution scheme may, where appropriate, involve the Singapore Mediation Centre (SMC) or Singapore Institute of Arbitrators (SIArb) as the mediation centres.

GIIS Feedback and Complaint Management Process



Feedback and Complaint Management Process