



# Rome International School

## The School and its Philosophy

### **MISSION STATEMENT**

At Rome International School our mission is to provide a nurturing environment, in which children of all nationalities and faiths can explore and respect their own and each other's cultural and religious heritage. We aspire to equip our students with the skills needed to become life-long learners, so that every child is able to realise their unique gifts and talents and achieve their full potential. As educators, we aim to guide our children in the process of 'learning to learn', facilitating their development into inquisitive, active and open-minded students, capable of working independently and in a spirit of harmony and co-operation alongside others. We believe that such an education is needed to meet the challenges of the future and will produce individuals who are self-confident, resourceful and enterprising.

### Our History

Rome International School was founded in 1988. The Middle School was opened in 2001 and the High School was inaugurated in 2007. Taking into account all departments, from pre-school to Grade 11, we presently have an enrolment of over 500. With premises in the heart of Parioli, we offer an international education to those families who want to give their children the very best start in life.

Rome International School became an IB World School in June 2009 which means that we are fully authorized to offer the prestigious IB Diploma Programme to our High School students. We are now able to guarantee our students a rewarding academic journey from Kg to Grade 13, resulting in a passport to the best universities in the world.

## **ADMISSIONS POLICY AND ACADEMIC TRANSITIONS**

### Our Departments

Rome International School is made up of the following:

**Nursery, Kindergarten and Transition:** first language English for children from 2 to 5 years.

**Elementary School:** first language English for ages 5 to 11 (Grades 1 to 6).

**Middle School:** first language English for ages 11 to 14 (Grades 7 to 9).

**High School:** first language English for ages 14 to 18 (Grades 10 to 13).

### Admission

The admission of students to RIS is conditional upon our satisfactory appraisal that the school can offer a valuable educational experience for each child. Criteria that will be taken into account for admission are:

- representation from the international community and Italian families who respect the philosophy of the school;
- previous school experience and performance;
- the ability to work in the English language or to benefit from our instruction;
- EAL support programme;
- the likelihood of being able to profit from courses offered at the RIS, and in the case of the High School, that the student has a realistic expectation of passing the external GCSE and IB Diploma examinations.

Placement in a particular grade is dependent on:

- the age of pupil;
- reports from the previous school;
- consultation with parents;
- an interview with the pupil and tests (testing is needed for access to grades 7, 10, 12).
- A recommendation form from student's former school.

Our primary criterion for placement is the age of the child, although there is some flexibility for individual needs, and hence an overlap of ages may occur in any class, especially with admission in the later grades of Elementary School. Please note that children at RIS are placed into a class depending on their age on 1st September, since the school admission year runs from September to August and not from January to December. Individual cases could be discussed if the child's birthday fell close to the September deadline, although our experience suggests that children ultimately perform better when left in their own year group. This becomes increasingly evident in later years at school.

## Advancement through the Grades

### Elementary School (up to the end of Grade 6)

Children's progress through the school follows a carefully registered sequential pattern. In some school systems a student who does not reach a satisfactory standard during the course of a year must repeat the same grade the following year. This procedure is not automatic at RIS, since our courses are designed for groups of mixed ability and attainment levels, which enable students to make up lost ground with suitable work and support. As a consequence of this, the fact that a student moves up to the next grade in September is not always an indicator of satisfactory achievement. Close contact with teachers and careful study of reports will give an accurate picture.

There are, however, occasions when a student may be made to repeat the year if we are convinced that this would actually be beneficial to the child concerned. Such a decision would be taken after full consultation with the parents and all the teachers involved.

We discourage promotion that will involve 'advancing' a grade. This is only possible when a student has ability in all subject areas and is clearly outpacing all other students in class at such a rate that it is beneficial to move into a higher group. This follows satisfactory assessment to indicate that the student is capable of coping on a social and emotional level in the new grades, as well as keeping up with the academic work.

### The Transition from Elementary to Middle School (Grades 6 to 7)

Our Middle School starts with Grade 7 and the transition of pupils already attending Rome International School is usually guaranteed, although serious consideration is given to students with special requirements, in order to assess whether the Middle School can cater for his/her needs or whether parents might be advised to consider alternative schooling.\* ( see below.)

Students will be expected to show the relevant competences in English and Mathematics, in the form of oral and written assessment, and Grade 6 teachers will be consulted about all individual cases in good time during their final year of Elementary School. Students intending to follow the Middle School mainstream Italian programme leading to the Italian *licenza media* exam will also be expected to pass assessment tests in Italian.

Grade 7 and 8 students learn how to adapt to a more structured and varied timetable and different subject teachers. Homework needs to be carefully organised.

External students applying for entry to our Middle School will be subject to an entrance test in English and Mathematics and reports from the previous school will be an important part of our assessment. Students accepted from Italian schools will usually be those with a good reason for wanting to continue their education in English (e.g. future plans to move to an Anglophone country, or those recently returned from a period abroad). However, students who show strong motivation to participate in an international education may be considered for entry on the understanding that they are willing to undertake at their own expense a private supplementary programme of English (not included in the school curriculum) to prepare for entry to the school and for as long as the school considers it to be necessary in order to make up any linguistic deficiencies.

Grade 9 is an intense year didactically for many of our students, especially those who also want to take the Italian *licenza media* examination. More hours of Italian will be guaranteed to ensure the best preparation possible, in addition to the mainstream school curriculum. IAL (Italian as an additional language) students will follow a specially designed programme. At the same time, the English subject teachers will be preparing the students for the greater responsibilities and demanding courses of the High School. Grade 9 students wishing to progress into Rome International High School will be required to take assessment tests in English and Maths (see below).

\*In very special circumstances, families will be informed that their child can be accepted into Middle School only on condition that external support for the student is guaranteed. This may be in the form of additional tutoring at home or even as continuous support in normal lessons during the school day by a qualified special needs teacher. In such cases the family will be responsible for both appointing and financing this extra support.

### The Transition from Middle to High School (Grades 9 to 10)

All internal and external students applying for entrance to our High School will also be expected to pass an entrance exam in English and Mathematics, which will be assessed exclusively by the relevant specialist teachers. These teachers' comments concerning individual performance in the test and their subsequent professional opinion of the applicant's suitability to follow our programmes, will be recorded on the relevant acceptance form. If either the English or Maths teachers give a negative report, the candidate cannot be admitted to RIS. There can be no exception to this rule. Applicants will also be required to have an oral interview with the Principal and/or Middle/ High School Leader/GCSE/IB Diploma Programme Co-ordinator.

If a student is seen to have good academic potential but has obvious weaknesses in his/her English language skills, there is still the possibility of being accepted under the following conditions:

- That he/she will have extra English support during and after school hours, at the personal expense of the family.
- That he/she may be put on a waiting list and accepted only if the class is not full and that extra help in the language would be given with the same conditions as above.

If the school deems it unrealistic at the end of Grade 9 that an internal student would be able to cope with the demands of the High School programmes then parents will be advised accordingly and enrolment into the High School denied. Any student who takes the Italian *licenza media* examination and does not pass it will also be denied entrance to the High School.

### Progression within the High School (Grade 10 through to 13)

Due to challenging academic demands of the GCSE and IB Diploma Programmes progression should not be considered as automatic from grade to grade. At the end of Grades 10 and 12, students will be expected to pass our internal end of year exams and have achieved a satisfactory report. If this is not the case they will be expected to repeat the grade successfully before further progression.

Progression from Grade 11 (GCSE) to Grade 12 (IB Diploma) for our internal students is subject to the attainment of at least a C grade in English, Mathematics and Science GCSEs. They should also gain appropriate grades in all subjects that they wish to take in the IB Diploma Programme. Our Italian mother-tongue students will also be expected to achieve a minimum C grade in our internal Italian Literature examination. If these requirements are not met students will be expected to repeat the grade and achieve the necessary results before progression to the IB Diploma Programme.

In the event of a student deciding against repeating year 11 and without the possibility of being accepted onto our IB Diploma programme, there is the possibility of transferring to an Italian school with certain requirements. RIS would give advice about this if and when necessary.

Although we expect to anticipate in good time a student's likelihood of encountering difficulties in passing the IB Diploma, in exceptional circumstances it is possible for a student to revert to taking a selection of individual IB Certificates in certain subjects, rather than the full IB Diploma. However, this is an option that we do not encourage and families should be aware that the student will have a limited range of university options with only certificates (certainly not the best universities worldwide nor to any university within Italy).

### Transition to University

RIS students who achieve a 33 point score in the IB Diploma Programme will be able to gain automatic access to the LUISS undergraduate courses that are taught in English.

This is a privilege for our students, as access to the LUISS undergraduate courses is restricted; students may normally only enrol after successful completion of an entrance test. Final admission also involves a ranking system based on the outcome of these entrance tests and the student's school records. Students at Rome International School therefore have a unique opportunity to bypass these admissions procedures.

### Middle and High School Attendance

We reserve the right to deny progression from one grade to the next if a student's absences exceed 20 days in a scholastic year and this is shown to be affecting their academic performance. We consider frequent absenteeism to be damaging to the individual student concerned and to the class as a whole.

### Class numbers

RIS will admit up to 22 pupils per class, whilst reserving the right to extend this to a maximum of 24 pupils if there are children of RIS teachers in the class. It is widely recognised that such children are an asset to a class because of their fluency as mother tongue English speakers. However, RIS reserves the right to exceed the above-mentioned limit in exceptional circumstances.

A waiting list will be used if necessary until numbers are sufficient to make two sections. At least 30 students would be needed before the creation of two sections could be considered. In the case of two sections being created, the School's academic boards (Elementary or Secondary as relevant) will be responsible for all decisions regarding the organisation of the two parallel classes; this

includes the drawing-up of class lists and any eventual changes. The board's decision is based on professional judgement and will be final. Grades 12 and 13 (IB DP classes) will divide naturally into smaller groups, depending on students' individual subject choices.

## **AMENITIES AND EQUIPMENT**

### Elementary, Middle and High School

The Elementary School forty two computers between individual grade classrooms and the Elementary School media centre. Each class has a weekly Information and Communication Technology (ICT) lesson with their class teacher. Electronic whiteboards are operative in nearly all classrooms.

The Elementary School has a library that aims at being the center of the PYP academic program. It is a vital link between the classroom and the world, as a place where students can learn and practice the skills needed to gather and interpret information and to build new connections with the help of a full time librarian. The library also stimulates "intercultural awareness" through the provision of materials reflecting a variety of cultures and languages. Our library continues to develop, with materials and technologies necessary to support the rigorous curriculum and extensive reading and study interests of the students.

The Middle/High School has its own library/multimedia centre, with a supply of fiction, non-fiction and reference books and multimedia resources. The number and variety of books and resources is constantly increasing, as teachers order new material deemed to be useful and necessary for the new programmes. A full time bilingual librarian is always on hand to give advice on reading material and to help find resources. Each class is allocated a time when they can go to the library and select books. The library is also open to High School students before and after school, at break times and during study time. We are also intending to set up an autonomous-learning centre, equipped with resources which will allow students to work independently in specific areas as required, for example in the recuperation of missed lessons or extra English practice.

The Middle/High School has its own media centre equipped with twenty five computers, with further computers available for student use in the Annexe and Library. Pupils have access to the internet under teacher control. There is a computer in every Middle/High School classroom. Students have weekly ICT lessons where they learn computing skills (in Year 10 ICT will be an optional GCSE where the student has elected for Physics GCSE), and they also have access to the lab for various other subjects. Electronic white boards are operative in all classrooms and teachers are trained to use them.

The Middle/High School has two science laboratories, where much hands-on practical and experimental work can take place. The new laboratory on the fifth floor is fitted with modern up to date equipment and furniture conducive to scientific learning. The wearing of a science lab-coat and protective glasses, when required by the teacher, is obligatory for all students using this lab.

There are two music rooms, one for Elementary and one for Middle/High School use. Private music lessons are held in sound-proofed music rooms.

The Middle/High School Art Room is equipped with a kiln, which is used during regular classes for ceramics as well as during after school activities. There is a full time specialist Art teacher for all Middle and High school classes and for Grades 5 and 6. Art is offered as an option at GCSE level and also as part of the IB DP (Visual Arts).

Physical Education (PE) lessons take place in our large, covered basketball court, which ensures lessons in all weathers. There is also a smaller additional court for Middle/High School use. Middle/High School teachers also make use of the nearby space in Villa Ada to organise track events.

Students spend their recreation time in the garden or in the basketball court when it is not being used for lessons. Full supervision by staff is always guaranteed. A snack machine is available during break times for Middle/High School use

High School students are given more freedom during their recreation time and are not so strictly supervised. They have their own recreation spaces, internal and external, which are equipped with conversation corners and comfortable seating. Recreational resources are available. They are also allowed to use the snack machines in the main entrance hall and Annex during their break times. No pupil is permitted to leave the school grounds during the school day.

### Lunches

A full three course lunch is available to students at an extra cost. It is served in the lunch rooms, where it arrives hot from outside caterers every day, and is served to the students by our team of lunch staff. A weekly menu is published in the school weekly newsletter every Friday. Different menus are offered, catering for different age groups as well as religious requirements. Students not taking the cooked lunch can bring a packed lunch from home, to be eaten in another section of the lunch room, which is however always supervised by a teacher and assisted by lunch room staff. In this case a fee of 80 euros will be payable at the beginning of the school year. Parents requiring school lunches for their child will be asked to book them on a yearly basis, payable at the beginning of the year.

## **The Educational Programme**

### **CURRICULA**

#### The New Curriculum from Kindergarten to Grade 13

RIS has chosen to link with what we believe is the most prestigious of all educational systems, the International Baccalaureate Organisation (IBO).

In June 2009, RIS was granted full authorization to teach the International Baccalaureate Diploma Programme. This means that we have joined the family of IB World Schools. These are schools that share a common philosophy — a commitment to high quality, challenging, international education that Rome International School believes is important for our students. Our first cohort of IB DP students were awarded their Diplomas in 2011.

From September 2008, Rome International School has also been also a candidate school for the IBO Primary Years Programme (PYP)\*

**\*The Primary Years Programme (PYP)** is a transdisciplinary programme of international education designed to foster the development of the whole child. The PYP draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children.

Professional development is still key in helping the elementary staff implement the PYP program and its pedagogy. Several teachers have had the opportunity to attend IB regional workshops and RIS welcomed a team of experienced PYP workshop leaders for a third in-school workshop focused on teaching and learning through inquiry in the first week of September 2011. We had our pre-authorization visit in May 2011 which helped the school assess its readiness for the authorization visit in 2012.

### Secondary Programme

As part of the exciting growth of our High School (initiated in 2007) we began our first IB Diploma Programme cohort in September 2009. Whilst having two elements of the IBO curriculum firmly in place in the Elementary and High Schools (PYP and IB DP) we have decided against the full implementation of the IB Middle Years Programme. We are however committed to integrating a consistent didactic methodology in line with the IBO ethos and will be continuing to adopt more holistic approaches to knowledge, with inter-disciplinary co-operation and emphasis on students taking more responsibility for their own learning in the Middle Years. Our GCSE Coordinator and Middle School Leader will ensure that these principles are applied wherever possible whilst also ensuring that our Middle and High School students have a continuity of academic progression, as they continue to sit the Italian *licenza media* exams at the end of Grade 9 (where relevant) before proceeding to Grade 10 and 11, where they continue to follow the British National Curriculum as they are prepared for the externally assessed UK GCSE exams (General Certificate of Secondary Education) before beginning the IB Diploma Programme in Grade 12.

A brief introduction to the IBO is given in the following pages but if you would like more information then you can visit the website at [www.ibo.org](http://www.ibo.org).

The following table indicates progression through the Middle and High School grades, with the corresponding programme of study and academic year:

Grade in 2011/12	Course in 2011/12	Course in 2012/13	Course in 2013/14	Course in 2014/15	Course in 2015/16
7	Middle School Curriculum	Middle School Curriculum	Middle School Curriculum	IGCSE	IGCSE
8	Middle School Curriculum	Middle School Curriculum	IGCSE	IGCSE	IBDP
9	Middle School Curriculum	GCSE	GCSE	IBDP	IBDP

<b>10</b>	GCSE	GCSE	IBDP	IBDP	-
<b>11</b>	GCSE	IBDP	IBDP	-	-
<b>12</b>	IBDP	IBDP	-	-	-
<b>13</b>	IBDP	-	-	-	-

### **GCSE - General Certificate of Secondary Education:**

A two year course, followed in Grades 10 and 11 (normally 14 to 16 years of age), leading to a GCSE qualification (A\* to G grades) in each subject studied (usually between nine and eleven subjects for our students). GCSE is the programme of study followed by the majority of British and many international schools up to the age of 16.

### **IB DP - International Baccalaureate Diploma Programme:**

A two year course, followed in Grades 12 and 13 (normally 16 to 18 years of age), leading to the International Baccalaureate Diploma qualification (with a maximum point score of 45, composed of a maximum 7 in each of 6 subjects and up to 3 'bonus points' for the additional core components). Six subjects are studied, one from each of five compulsory subject areas and a sixth elective or Art subject, alongside compulsory Theory of Knowledge (TOK) and Creativity Action Service (CAS) core components. Students also have to complete an Extended Essay, independently researched and supervised by the school, in a subject of their choice. The IB Diploma is a highly prestigious internationally-recognised qualification, which is accepted for entrance to universities in Italy and to those of another 131 countries in the world. For more information on the IB Diploma see the relevant following section in this document.

### **IB PYP - International Baccalaureate Primary Years Programme:**

A trans-disciplinary programme of international education, **for children from 3 years of age to 11 years of age**. designed to foster the development of the whole child, therefore our Nursery class will not be part of the PYP.

For more information on the PYP see the website [www.ibo.org](http://www.ibo.org)

### The Early Years Department

*Nursery (for children who have reached the age of two years by the 30<sup>th</sup> September.)*

In this class much learning takes place through play and programmes are developmentally appropriate to the age of the children.

### The Kindergarten Class

In Kindergarten much learning takes place through play and programmes are developmentally appropriate to the age of the children.

In broad terms the curriculum consists of:

- Language and Literacy

- Mathematics
- Personal, Social and Emotional Development
- Physical Development
- The Arts: drama, music, visual arts
- Units of Inquiry:

These provide a trans-disciplinary approach to the teaching of Science and Technology and Social Studies and may incorporate Language and Mathematics and other subject areas where appropriate. See our web site for the Programme of Inquiry for the 2011/ 2012 academic year. (This is an outline of all of the trans-disciplinary units of work covered in each year group from Kindergarten to Grade 6).

### The Transition Class

Transition class pupils continue working towards clearly defined learning targets, building on the work done in Kindergarten and extending it.

In broad terms the curriculum consists of:

- Language:

Oral communication: listening and speaking

Written communication: reading and writing

Visual communication: viewing and presenting

- Mathematics:

Data handling: statistics and probability

Measurement

Shape and Space

Pattern and Function

Number

- Units of Inquiry:

These provide a trans-disciplinary approach to the teaching of Science and Technology and Social Studies and may incorporate Language and Mathematics and other subject areas where appropriate. See our web site for the Programme of Inquiry for the 2008/2009 academic year. (This is an outline of all of the trans-disciplinary units of work covered in each year group from Kindergarten to Grade 6).

- Physical Education
- The Arts: drama, music, visual arts

**N.B: Further and more complete details of the Nursery group, Kindergarten, Transition can be obtained from the school.**

### The Elementary School

### The Primary Years Programme

As from the 1<sup>st</sup> September 2008 Rome International School has become a Candidate School, for the IBO Primary Years Programme, with the long-term goal of becoming an authorised IBO PYP school. We believe that the IBO Mission Statement, in its aims *'to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect'* is exactly what we are aiming for with our students, in preparing them for the world of tomorrow. As part of the application process to become an authorised school, we have been developing our curricula, teaching practices and policies to enable us to meet this aim. This has involved the following changes in the Elementary School:

*Structured Inquiry* as a vehicle for learning has been gradually be introduced, so that this is a common method of teaching and learning in most subject areas.

Children have been encouraged to ask questions about what they are learning, and their questioning skills have been developed by their teachers, encouraging them to ask more open questions.

Children have been asked to consider how they could find things out for themselves, with support from their teacher, and which sources of information they could use. They have been asked to make predictions and to share their ideas and opinions.

Children have been asked to reflect on what they learn; how it affects things they already 'knew'; what it makes them now want to find out; how successful they have been and how they could be even more successful.

Children have been encouraged to exhibit and reflect on the attributes of the learner profile\* and to focus on the development of personal attitudes that contribute to the well being of the individual and of the group.

\* The learner profile is a set of ten attributes that will help the student become an internationally minded person

In the Elementary School pupils are instructed, in a transdisciplinary way, in the following subjects:

- English
- Italian
- Mathematics
- Science \*
- History \*
- Geography \*
- The Arts: drama, music, visual arts
- PE (Physical Education)
- Music
- ICT (Information and Communication Technology)

\* Science, History and Geography (Social Studies) are taught through Units of Inquiry as are the other subjects when appropriate. (See the Elementary School Programme of Inquiry for the academic year 2011/2012 on our web site).

The children have lessons with a specialist teacher for Physical Education, Music and Italian. There is also a full time librarian who works with all the classes. RIS has a specialist teacher for special needs and learning support, who works closely with the class teachers to provide extra support for those children who need it. Two EAL teachers help students who need extra support in English.

As we are aiming to teach knowledge, concepts and skills in context (in units which relate to real life and make trans-disciplinary links, so that what is learnt and developed is of maximum effect) the number of hours of instruction in any one subject in a week may vary for a class. All subjects (other than Italian) are conducted in English by mother-tongue experienced and qualified teachers. 3 hours per week are dedicated to Italian for Grades 3 – 5. In order to help prepare students for the Italian 5<sup>a</sup> Elementare exam Grade 6 have 4 hours of Italian. **French language** lesson are offered as an extended timetable option to Grades 2 and 3.

This year we will offer **Chinese language** lessons as an after school activity to Grades 2 and 3 and also to Grade 6 in order to give them a head start in this subject to be introduced to the Middle School in 2012.

**N.B: Further and more complete details of the Elementary School programme can be obtained from the school website.**

## **Middle Years Curriculum and international education at RIS**

Whilst at this time RIS is not pursuing a full implementation of the MYP, we plan to include many of the fundamental concepts of the MYP within our curriculum with the aim of developing the qualities of the IB Learner Profile. At RIS it is felt that the integration these concepts will act as a useful bridge between the Elementary, Middle and High School and help further develop the skills needed for the IB Diploma.

Our Grade 10 and 11 students follow the British National Curriculum, working towards the General Certificate of Secondary Education (GCSE) examinations at the end of Grade 11, usually gaining between nine and eleven GCSE qualifications in various subjects. All our students will take GCSEs in English Language, English Literature, Mathematics, Science, Humanities (History and Business, with Geography as an optional subject), ICT and Italian, with most students taking French, Spanish or Chinese as a third language. Art as an additional optional GCSE for those students who would like to gain a qualification in the subject. In addition to these externally assessed subjects, RIS students (not taking Art GCSE) continue to take PE, Music and Drama and have a weekly pastoral tutor session.

GCSEs grades are on a scale from A\* (excellent) to U (unclassified) and we aim for all our students to achieve at least a C grade in each of their subjects. This grade is achieved through a combination of coursework, undertaken at home and in some cases under ‘controlled assessment’ in school and final examinations (taken in May and June of Grade 11), except for Mathematics and modern foreign languages (Italian, French, Chinese and Spanish), which are assessed through examinations only.

GCSEs have been offered in Britain since 1986 are well-respected internationally. They provide students with an excellent grounding for the skills and knowledge required for the IB Diploma.

### *The International Baccalaureate Diploma*

Following the rigorous IBO inspection visit in April 2009, Rome International School was granted full authorization to offer the IB Diploma Programme to our High School students and our first cohort started the programme in September of the same year. Authorization provides an assurance that the school has the quality of teaching, amenities and equipment in order to be in line with the IBO requirements.

Upon successful completion of GCSE in Grade 11, students are able to progress to the two year IB Diploma Programme, which is a highly prestigious qualification, recognised for its academic excellence worldwide. RIS students wishing to enter the IB DP are required to achieve at least a C grade in English, Maths and Science GCSE and appropriate grades in all subjects which the student intends to continue studying in the IB diploma. External students have to pass RIS entrance exams in English and Maths (and Italian if this is to be taken as a first language).

The IB Diploma requires students to study a choice of six subjects, one from each of the following subject areas: First Language; Second Language; Individuals and Societies (Humanities); Science; Maths; Arts or an elective from another subject area (either a third language or second Science or Humanities subject). They choose to study three of these subjects at Higher and three at Standard Level, and can achieve up to 7 points for each subject. With the possibility of three additional 'bonus' points for completing the compulsory Extended Essay, Theory of Knowledge (TOK) course and Creativity Action and Service (CAS) component, the maximum possible score is 45 points, with a minimum of 24 points and no failing conditions required to pass the Diploma, provided that there are no failing conditions

### *Italian Licenza Media Examination*

All students wanting to take the Italian Licenza Media exam are prepared for this over the first three years of Middle School. The exam is taken at the end of Grade 9 in June. Students sit the exam at an Italian school and are assessed by external teachers. The hours given over to Italian classes are significantly higher during Year 9 to meet the extra demands of the programme. Candidates are expected to attend all relevant classes in order to qualify for entrance to the exam. These classes generally begin at 8 am to give time for the study of the additional Italian programmes.

**Further and more complete details of the Licenza Media programme and IAL can be obtained from the school.**

Although our didactic programmes, mentality and philosophy remain firmly international, RIS values the Italian cultural identity as an important element of every single student's formation. Italian students will have every possibility to keep in touch with their mother-tongue language and culture as well as to have full preparation for their important Italian exams at the end of Middle School. Non-Italian students are also encouraged to embrace the Italian culture and language.

All students take a third language; French, Spanish or Chinese, as part of their programme of study. In order to meet with Italian law, all students from grades 7, 8 and 9 who intend to take the Italian *Licenza Media* exam (at the end of Grade 9) will be required to study two modern European languages. One of these, of course, is English and at Rome International School the other will be a choice between French or Spanish. This means that as from the academic year 2008 -2009, Chinese will be offered to Middle School students as a payable extra for all classes and lessons will take place outside the daily timetable (before or after school.)\* Latin will also be offered as an extra-curricular subject.

### Allocation of Hours

The Middle and High School day is composed of 6 lessons, of 60 minutes, separated by a 20 minute break in the morning and 40 minutes at lunch time. Lessons are usually singles, but may be combined to form double blocks, especially used in the teaching of Italian language and for the older students in some subjects. The core academic subjects -English, Maths, Science, Humanities and Italian (Language, History and Geography)- are allocated the majority of our teaching hours, alongside the additional subjects; Third Language, ICT, Art, Drama, Music, PE and Form-time.

The following table gives an indication of the current allocation of hours per week for each grade, based on the regular timetable, which may be collapsed from time to time to allow for school trips and other activities.

Subjects taught in 60 minute blocks

Subject	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
ENGLISH	5	5	4	4	4
MATHS	5	5	4	4	4
SCIENCE	3	3	3	4 (plus possible extra 2 Physics)	4 (plus possible extra 2 Physics or 2 Geography)
HUMANITIES	4	4	4	4	4 (plus possible extra 2 Geography or 2 Physics)
ITALIAN (Mother Tongue stream and	4	4	10* (or 6 lessons/ activities for non <i>licenza media</i> students)	4	4
ICT	1	1	1	2 (or additional Physics)	2
FRENCH/CHINESE/ SPANISH	2	2	2	2	2
P.E.	2	2	2	2	1 (or GCSE Art)
ART	1	1	1	1 (or 3 if choosing GCSE Art)	1 (or 3 if taking GCSE)
DRAMA	1	1	1	1 (Performing Art with Music - or GCSE	1 (Performing Art with Music - or

				Art)	GCSE Art)
<b>MUSIC</b>	1	1	1	1 (Performing Art with Drama - or GCSE Art)	(Performing Art with Drama Performing Art with Music - or GCSE Art)
<b>FORM TIME</b>	1	1	1	1	1
<b>Totals</b>	30	30	30	30	30

NB \* - hours of Italian above in Grade 9 are only intended for students who wish to take the Italian 3° media examination and includes Italian Literature, Geography, History, Mathematics, Science and Technical Education.

Students in Grade 12 and 13 have individual timetables depending on the subjects they have chosen to study for their Diploma and also have different entry and exit hours. For more information, please contact the IB DP Co-ordinator.

### Pastoral Care

The Middle and High School years are the most turbulent of times for many of our students. They come to us in Grade 7, still enthusiastic, trusting and willing to do their best. Adolescence takes over at different times in these middle years and often the students feel the need to rebel, question and 'take control' of their own personality. This can be trying for parents and teachers and compromises are often needed. Open communication between families and the school is necessary to ensure that the situation never gets out of control. The Middle School tutor has the role of 'pastoral' carer. He/she meets with the tutor group once a day at registration and once a week for a substantial period in tutor time. RIS considers the encouragement and support of students in their personal growth as important as that of their academic and cultural one.

The tutor will raise various issues which need discussion and reflection. This will include issues of diversity and the need for respect, collaboration and 'convivenza.' He/she will also be a reference point, to whom students can ask advice, lodge complaints and make their feelings known. Any situation which is obviously beyond school control will be referred in the first instance to the family before seeking professional help if deemed necessary.

***All tutors will be available to talk to parents in the first instance, regarding the students in their pastoral care. When necessary, they can then refer parents to individual subject teachers/ Middle or High School Leaders/ Principal . Appointments can be made through the main office.***

EAL teachers are available to work with Middle and High School students who need extra help with English. Any additional support in English over and above what the school can reasonably be expected to provide will need to be organised by the families at their own expense.

The school may also recommend that additional support is required through external special needs specialists. In very rare cases, those students needing such extra support beyond what the school can reasonably be expected to provide, may have an additional support teacher who will work with them in the classroom in collaboration with the subject teachers. This arrangement will naturally follow prior agreement with the school and all support will be totally financed by the family.

RIS guarantees a full Academic Board, made up of senior teachers and co-ordinators from each stage of the school. This board will be responsible for ensuring the highest level of teaching standards within each department as well as analysing progress and continuity throughout the

school. The board will meet on a monthly basis and written minutes of every meeting will be recorded, registered and held by the Managing Director.

## **ASSESSMENT AND EVALUATION**

### Assessment and reporting in the Early Years Department and in the Elementary School

Written reports inform parents of their child's achievements and progress. It is important to realise, however, that At RIS, assessment in the Elementary School is a continuous process, has an important diagnostic function and is not related to awarding certificates or diplomas. By having clear objectives and an assessment process which gauges whether students reach or exceed them, we can also identify individual children who could benefit from extra support and thus focus on the appropriate areas for attention, with strategies to assist their personal and academic development. Assessment also allows the teachers to evaluate the effectiveness of their teaching.

Some of the assessment tools and strategies used include:

In the Early Years Department at RIS documentation includes:

- booklets about activities undertaken by groups or classes of children;
- wall displays which show work in progress;
- presentations of children's portfolios based on specific activities or areas of the curriculum;
- observations of children working or examples of children's work sampled over time;
- anecdotal records;
- documentation of children's comments and conversation;
- check lists and other documents.
- rubrics
- reflection journals

The feedback to parents that we provide is always frank and open, in the spirit of the close collaboration which we expect between home and school. This is at the heart of our belief of how best to serve our pupils, and we hope that all parents will become collaborators with the school and their children in this exciting process of development. Elementary School feedback to parents consists of a short initial report (December), Parent/ Teacher/ Student Conference ( March) and a detailed report in June.

Reporting to parents includes the following:

#### Kindergarten:

- parent/teacher conferences;
- Report Card: received by every child in February and at the end of the school year;
- regular informal progress discussions.

Transition and Elementary School:

- parent/teacher conferences;
- a student led conference
- Report Card: a written report in December and a detailed report in June.
- regular informal progress discussions

Assessment and Reporting in the Elementary SchoolStudent portfolios

Each student from Grade 1 Transition to Grade 6 will be encouraged by teachers to build up their own portfolio of pieces of work, focusing on areas in which they have shown particular development or feel particular pride and areas in which they feel they still need to develop. They will be guided in this process by the teachers, but encouraged to make their own choices about the contents of their portfolio, as part of taking responsibility for their own learning and development. These portfolios will be ongoing documents, and will be shared with parents at the Parent/Teacher/ Student conferences.

Please contact the school for the Elementary school Assessment and Reporting Policy.

Assessment in the Middle School and High SchoolAssessment

Assessment within the Middle School and GCSE is regularly undertaken by teachers in the form of work in class, homework, coursework, controlled assessment in lessons and examinations, with final externally assessed examinations taken at the end of Grade 11 (GCSE) and Grade 13 (IB Diploma).

Grading

The National Curriculum and GCSEs are graded on a letter scale from A (A\* at GCSE) to E. All our Middle and High School teachers use this grading system, so that students have a continuity of understanding of their achievements in line with assessment criteria. Effort and Conduct are also graded on an A to E scale.

The grading system used for the assessment of our DP students' progress in grade 12 and grade 13 is on a scale from 0 to 7 for each subject, in line with the IB DP's assessment criteria.

Middle and High School students currently have tests throughout the school year and in all years except 11 and 13, final internal exams in all subjects are taken at the end of the school year in June.

### Promotion and Retention

As students move through the school, continual assessment will be made and every student's academic performance analysed, especially between the Middle School and High School. If a student is in danger of failing to meet the required standards for promotion to the next academic year, the combined views of teachers, parents, Middle and High School Leaders and the curriculum co-ordinators will be taken into consideration. Parents will be informed in writing, in good time, if the child's promotion is uncertain. A conference between teachers, parents and relevant Co-ordinator / senior member of staff will then be held, and the final decision will be made by the Secondary School Principal in consultation with Middle and High School Leaders / Co-ordinators.

### Reporting

Full reports will be written towards the end of each term, being sent home in December, April and June. These will contain attainment, effort and behaviour grades (on an A to E scale for Middle School and GCSE and 7 to 1 for the achievement on the IB DP) as well as a full comment for every subject and a comment on the student's overall progress by his/her tutor. Short interim reports are sent out for Grade 7 in October to show parents how their child has started the new school year. These will show whether the student's progress is Very Satisfactory (V) Satisfactory (S) or Not Satisfactory (N) and will indicate whether a parent needs to meet with teachers to discuss possible problems.

Our reporting system is designed to provide an open channel of communication between teachers and parents. Teachers' comments should always be objective and constructive. Parents are encouraged to contact a teacher if anything written on their child's report is confusing or misleading. Students should also be encouraged to think about and act upon their teachers' advice and to become active participants in the assessment of their own progress.

### Parent/Teacher Appointments

These can be made with specific subject teachers through the main office. All teachers have days and times when they make themselves available to parents for meetings about a particular student's general progress or problems. The school secretaries can inform parents when the teacher is available and book appointments. General information concerning individual students' progress can be requested in special circumstances only from subject teachers, via e mail. Any situation requiring an urgent meeting should be communicated to the Secondary School Principal in the first instance. There will be one afternoon and one full day during the school year, following the reports, when the Secondary School will remain closed to students in order to conduct parent/teacher conferences. These dates will be announced at the beginning of the year on the school calendar. The student may be present at these meetings if it is thought to be useful. There will also be two whole class meetings per year, one at the beginning of the year to introduce the subject teachers and their programmes and one later in the year to discuss progression to the next academic year.

### Release of Students' records

Copies of every student's reports are kept in their individual file at school and more recently on the school administration system. This will also include records of previous schools, documents certifying any specific learning needs and any disciplinary action taken by the school (including after-school detentions and suspensions). This information is confidential and only accessible to the individual student's teachers (and office staff if necessary) when it is required to ensure a continuity of progress. General family and medical information is normally held by the office. All records will be made available to parents or guardians at their request. Please contact the main office or Secondary School Principal.

### Absenteeism

Parents are requested to arrange personal holidays around the school calendar. Days lost are potentially damaging to a child's education. If a student is found to have a high level of absenteeism, parents will be contacted and provisions may be suggested, such as the necessity for extra lessons, to recuperate time lost. Absenteeism will always be recorded on a child's report. If a student is found to have missed at least 20 days during a school year and their general academic performance is low with apparent little possibility of them being able to progress into the next grade; the school reserves the right to ask them to repeat the year. Students consistently requiring an 'early exit' may also be penalised regarding 'days lost.'

All Middle/High school absenteeism requires justification by a parent or guardian.

## **SPECIAL EVENTS AND ACTIVITIES**

### The School Community

Rome International School intends to offer an example of 'community' which will go beyond the traditional relationship between family and school. RIS encourages and supports the positive and active commitment of both teachers and parents concerned with the all - round educational process of our students. By encouraging adult involvement in the various discussions concerning our community, we aim to create a better learning environment, consolidate the relationship between people of different cultures and to build a stable situation where all initiatives typical and necessary to the life of a successful international school will flourish (e.g. ranging from charity activities to the organization of social events and cultural meetings). The PTA will be made up of volunteers amongst parents and teachers of both sections of the school with the aim of promoting community events.

Joining RIS means becoming a member of an extended learning community, rather than just part of an isolated section of the school. We like parents to know what is happening in all of our sections and expect them to play an active part in supporting the whole school. Every Friday the weekly bulletin is sent by e-mail to all families. The school's magazine, the RIS Report, is published monthly. There are also events that bring together the entire community, organised by the school, some of these are which include:

- welcome breakfast for new parents in September;
- Book Week – a chance to read together;
- International Week day– an opportunity to learn more about other countries and cultures;
- school concerts in December and June;
- the May Fair and Winter Fair - fun and fund-raising activities;
- the Fun Run;
- Sports Day

We ask that parents try to come along to these communal celebrations. They provide an opportunity to meet other families and to talk to the teachers outside of the formal classroom environment. These occasions are not just fun, they are also valuable opportunities to learn more about school and to play a part in helping us to continue providing the best quality international education for your children.

### The Middle/High School

An important date in the Middle School is a musical production, combining the Music, Drama and Art departments. This performance mainly involves Grade 7 and 8 and takes place in June at a theatre near to the school. The High School students also take part in their own production.

At the end of the autumn term, in December, the entertainment takes the form of a review with sketches, musical activities and recitals in the different languages offered by the school – English, Italian, French, Spanish and Chinese.

Class work in Drama and Music may also be made public to parents in the form of assemblies and informal shows at school. Parents may also be invited for ‘show and tell’ sessions, when pupils present their work in various subjects. The Middle School has introduced ‘Cross Country’ sporting events in Villa Ada. A course has been mapped out by our PE teachers and all students will take part in an event to be held twice a year, which parents will always be invited to observe. Various other sporting activities are also organised throughout the year.

### Trips and Educational Visits

Three day trips (excursions) per year are included in the school fees. Others should be paid for separately. All planning of trips will be designed to fit in with exams and other important school educational dates. Notice of any programmed trip with details about transport, cost etc will be sent out to parents in good time. We consider trips out of school to be educationally relevant and therefore encourage all students to participate.

### The Elementary School

Elementary School students will be taken on a school outing each half term, when this is appropriate to support the curriculum. School outings are planned to support the unit of inquiry that the children focus on in the classroom. It is one way of linking with the local community and helps the children see the relation between what is being learned in the classroom and real life. and extend knowledge, skills and understanding gained in the classroom.

Grades 3 to 6 will have the option of participating in one residential trip (between two and four nights) per year.

### The Middle/High School

All classes in the Middle School and High School will take part in external activities, led by the relevant subject teachers. These activities will take the form of excursions and visits to places of interest, such as exhibitions and museums, and will have been carefully planned to fit in with a unit of work being studied in the classroom. After careful liaison with the school management, teachers will make their choices of trips based on the interest and relevance to what is being taught, whilst taking into account the age and abilities of the students concerned. Programmes of all trips will be drawn up at the beginning of the year, as teachers plan their course work for every class.

It may happen that an unexpected exhibition or cultural show visits Rome to which teachers will be able to include a visit, even if not programmed, if it is relevant to a topic being studied in class.

Every class will be offered at least four day trips per year out of school, to include:

- a specific area of Rome, or another city within easy travelling distance, with an important monument or museum;
- a visit to a natural park, river, coastline or other;
- a visit to an Art exhibition;
- a day to experience a sporting activity.

### Residential trips

Students in grades 9-12 are offered a residential trip at least once in the school year. The ratio of students to teachers will never be less than 10:1. These trips will be organised to ensure a good balance between cultural relevance and entertainment, as well as giving the students a chance to socialise with each other and with their teachers in a situation away from family and school. The numbers of days/nights away will depend on the age and maturity of the class but will usually involve travelling by air and staying in a hotel in the country of choice. The itinerary is carefully chosen to ensure both an educational and enjoyable experience for the students.

Grades 10 to 13 will be offered trips to destinations which give value to their studies at GCSE and IB DP level.

### Partner Schools and Exchange Visits.

Rome International School has the full intention of extending the cultural and educational experience of its students by forging strong links with other IB schools worldwide. Exchange trips between our High School students and those of our 'partner schools' will be organised where possible by teachers at appropriate times of the year. This will ensure that students can visit each others' country while also able to participate in the lessons and other activities offered by the host school at a time when the school is open and functioning. These exchange visits will be at parental expense although full organization and supervision will always be guaranteed by the school.

Extra-curricular activities.

The School offers an extensive after-school activity programme **run by the RIS Association.**  
**For further information contact the school.**

**Private music lessons:** are organised after school. At present musical activities include piano, guitar (classical and electric) and drums. Other instrumental specialists could be brought in if there was enough demand (e.g. flute, violin and saxophone).

**Languages offered:** French and Spanish (and others on demand.) The school is also offers Chinese and Latin as extra-curricular subjects

**Band:** the school has its own rock band which performs to parents at different times throughout the year.

**Sports:** sports tournaments are organised against other international schools in Rome. Students are taken to nearby Villa Ada for track events and competitions.

**Disco:** a Middle School disco is traditionally held to end the first term in December.

An end of year barbecue is held in June for students and families of the Middle/High School.

**Staff roles (2010/2011)**

ROLE	NAME	RESPONSIBILITY
Head of School	Ivano Boragine	Vision, management and development of the school
Elementary School Principal	Patricia Martin Smith	General Nursery – Grade 6
Elementary School Vice-Principal	Maria Palma Doriano	Pastoral/ Curricular Nursery – Grade 6
IB PYP Co-ordinator	Maia Lawand	Kindergarten – Grade 6
Secondary School Principal	William Ireland	General Middle/High School
IB DP Co-ordinator	Chiara Tabet	Curricular grades 12-13
GCSE Co-ordinator	Kate Ireland	Curricular Grades 10 -11
Middle School Leader	Victor Felipo	Grades 7-9
High School Leader	Steve Orbison	Grades 10 - 13
Italian department Co-ordinator	Gaetano Paratore	Whole School
ICT Co-ordinator	Robert Parker	Whole School

<b>PE Co-ordinator</b>	<b>Victor Felipo</b>	<b>Whole School</b>
<b>Music Co-ordinator</b>	<b>Bethan Jones</b>	<b>Whole School</b>
<b>CAS Co-ordinator</b>	<b>Marina Brunet</b>	<b>Grades 12 and 13</b>
<b>TOK Co-ordinator</b>	<b>Kate Ireland</b>	<b>Grades 12 and 13</b>
<b>Elementary School Co-ordinator</b>	<b>Yvonne Pettifer</b>	<b>Grades 3 – 6</b>
<b>Early Years Co-ordinator</b>	<b>Lynsey Gammie</b>	<b>Nursery - Grade 2</b>

**RIS also provides professional resources for the successful running of the libraries and the information systems as well as human resources administration and facility management.**

**Rome International School is a division of Pola srl, a company owned by Luiss Guido Carli. This division is managed by Mr Ivano Boragine.**

### Parent Representatives

#### Elementary

A class parent-representative is elected for every class, by the parents themselves, at the beginning of the school year. Communication between parents and the school should be made through the representatives whenever possible for general concerns. Representatives will be called in for meetings with members of the school management if and when necessary. Every two months (unless unexpected or urgent matters need to be discussed at short term) the representative of the parents may meet with class teacher representatives to discuss any issues relevant to their class. Monthly meetings with the Principals are held to discuss matters of a more general nature and forthcoming events.

#### Secondary

##### Middle/High School Parent Representatives

Parent representatives will be elected for every Middle/High School class and will meet at monthly intervals with representatives of the senior management team to discuss issues, concerns and proposals which arise throughout the year. Parents should contact their class representative if they have anything which they would like discussed at these meetings.

### Class Teachers' Council and collaborative planning

At RIS we retain that it is of the utmost importance that all didactic decisions and approaches are fully agreed upon and supported by the teachers involved and that any decision made about the education and formation of our students is shared. To ensure the success of this objective, RIS has formed a class Teachers' Council for each department which works as follows:

In the Middle and High School, every grade has its own Teacher's Council in which all teachers involved in the teaching of the class take part. The Teacher's Council meets before the start of the new academic year to discuss the programmed didactic activities for each year group. Every two months (or at a shorter interval if necessary) the Teachers Council meets to evaluate the progress

and success of the various activities on the part of the students so that the appropriate measures can be taken if necessary. The Middle School Principal, Middle/ High School Leader, GCSE/IB Co-ordinators (as appropriate) will be present at all Grade meetings alongside all teachers responsible for the subject teaching of the grade.

In the Elementary School there will be two Teachers' Councils; one for the teachers of Key Stage 1 and the other for those of Key Stage 2. The Principal or Vice-Principal and Elementary Co-ordinators will be present at both meetings. Meetings will be held before the start of the new academic year to discuss both didactic and extra- curricular programmes. Held every two months (unless there are particular problems in which case sooner), the intention will be to ensure that all aims and objectives are being reached and that the students are learning from their experiences. In the case of doubt, provisions will be taken to ensure a more positive outcome.

We are committed to collaborative planning because it is central to the philosophy of the PYP. Planning strengthens the transdisciplinary nature of the curriculum and ensures the pedagogy of the PYP is pervasive across the programme. The basis of teacher planning for learning is the coming together of collaborative grade level teams consisting of the class teachers and relevant support specialist teachers to develop and reflect on six units of inquiry. This is why the administration has scheduled periods throughout the week in which the homeroom teachers plan collaboratively and meet with the PYP coordinator.

All meetings described above will be attended by specialist teachers if appropriate, for example special needs/ EAL/ IAL (English/Italian as an additional language).

#### Children's Council

Each Grade 3 to 6 class elects 2 representatives for the elementary School Children's council in September each year. These representatives meet weekly regularly with the teacher assigned by the PYP Coordinator, acting as the link between the students in their class and the school staff. The Council helps to organise school events, as well as trying to resolve issues brought up by the students.

#### Students' Council.

All secondary students will be invited to apply for a position on the student council. Selection will be by students/ teachers and will be based on motivation and skills/ experience. The Student Council will participate in regular meetings with the Principal and Middle/ High school Leaders in order to ensure structured communication between staff and students. Student Council activities will allow students the opportunity to develop organisation, planning and leadership skills while contributing to the development of their school.

#### Disciplinary Board

Whilst any serious violation of the school rules on the part of a student in the Elementary School will be dealt with by the Principal, a Disciplinary Board has been set up to decide on any sanctions to be taken in the event of serious breaches of the school rules by one or more students of Secondary School. The Board, which guarantees a fair and just decision, will be in charge for a two year term starting on the election date and will be formed by three permanent members plus an inter-changeable one. Permanent members will be the Secondary School Principal, who also heads the meetings, a teacher representative elected in a secret ballot by all the permanently enrolled members of staff and a parent representative also voted with the same system by parent

representatives. (If the member elected is found to be in a conflict of interest situation he/she will be substituted by the person who received the second highest amount of votes.) The tutor of the student/s subject to disciplinary examination will become a temporary member of the committee. The Disciplinary Board will evaluate all the concerned cases and will have the task of submitting a suggested sanction to the Principal. The Principal will take the decision which will be immediately notified to the student/s' parents. In the case of an extended suspension, the Principal will notify the parents on which day the student may return to school and teachers will provide homework. Parents can make an appeal against the decision of an extended suspension to the Managing Director of Rome International School no later than two days after the notified decision. No appeal can be made against the Managing Director's final decision.

### Whole School Rules and Regulations

1. Students from Grades 1 Kindergarten to Grade 9 must come to school dressed in full school uniform. Physical Education uniform may be worn only on the days when students have Physical Education. Science uniform with safety accessories (lab coat, glasses, mask, and gloves) is compulsory during nominated Science lessons in the laboratories.
2. Students who come to school without the full school uniform will be given a warning then on a second offence, a detention. Continuous failure to comply with the rules of uniform will result in a student being sent home. A warning note will always be sent home to parents and no child will be sent home without parental knowledge.
3. Students must not bring fireworks, knives, dangerous toys or imitation weapons to school. Such items will be confiscated and the student subject to suspension.
4. Electronic games and MP3 players must not be brought to school. Mobile telephones must not be used during the school day. (Because of preannounced prohibition of these objects and bearing in mind the presence of personal lockers for other personal objects, RIS will not be held responsible for the loss or theft of the above items.)
5. Missing lessons without parental permission will be counted as truancy and will lead to suspension.
6. There are automatic sanctions for offences such as fighting, bullying, damage to property, theft, bad language and smoking. These sanctions are indicated in the behaviour policy and will be enforced in every case.
7. When a student is absent for at least 30 days in the school year (20 for Middle and High School Students), for any reason, the school has the right to expect the student to repeat the class. The final decision will be based on overall attainment and will be irrevocable.
8. Students who are suspended from school on three separate occasions will be liable for expulsion. This decision will be irrevocable.
9. Any student who brings illegal substances or pornographic material to school or to any school event will be suspended, or even expelled, without recourse.

10. Students may be suspended or expelled for a single offence if they bring the school into disrepute by circulating in written, printed or electronic formats anything which could be damaging to RIS, its teachers or its students, or to anyone associated with the school community.

**N.B: For a full copy of the additional Middle/High School rules, regulations and sanctions contact the school annex or visit the Middle or High School pages in the Learning at R.I.S section at [www.romeinternationalschool.it](http://www.romeinternationalschool.it)**

### Communications

Parents are informed about all relevant aspects of school life in the form of a weekly newsletter, which is sent home via e-mail on Friday. This diary can also be found on-line. As well as communications about school events and important notices, we also publish the lunch menu for the following week.

Notices about school trips and major events (concerts, sporting events etc) are communicated to parents in separate letters sent home with students. Reminders will be given in the weekly newsletter. Please always check with your child if there are communications to receive. They will also be published on our web site. The e- mailing system introduced in 2008/2009 is an official system of communication between School and families; please check your e-mails regularly and notify the office of any changes to your address.

The dates of all meetings and exams will be notified to the families of all students involved by means of specific, individual messages.

NB. Any absence on the part of Middle/High School students must be communicated by phone to the main office by 08:30 am. In this way form teachers can be informed of absences before the start of the day. This is essential for both the safety and well-being of your child as well as for organizational purposes.

### "RIS Scholarship Fund" Programme

As from the academic year 2010/2011, RIS opened its "Scholarship Fund" Programme initially funded by RIS and its families. Four scholarships will be granted: two for the Primary school and two for the Middle and High school. As more donors and sponsors hopefully join in, more students will be able to benefit from the annual Scholarship. This Programme is a system of financial assistance which allows for total coverage of tuition fees. The scholarship may be renewed in subsequent school years, provided that the income and merit requirements are met. It can also be revoked at any time if changes in these requirements occur.

### The School Day

#### *The Elementary School*

**The Start of the School Day**

New children should be brought directly to the foyer on the first day of Term.

**08.30 to 08.50:** Children are supervised as follows:

**Kg/Trans:** in the Kindergarten Garden.

**Grades 1 & 2:** in the School Garden.

**Grades 3 to 6:** in the Basketball Court.

**08.50:** **Elementary School** goes upstairs.

**09.00:** **Elementary School** classes start.

Elementary School children are expected to be present no later than 08.50 to enable lessons to start at 09.00 sharp. Latecomers must wait in the Entrance Hall.

**The End of the School Day**

**15.20:** **Kg/Trans:** to be collected from the garden.

**15.20:** **Grades 1 & 2:** to be collected from their classrooms.

**15.30:** **Grades 3 to 6:** to be collected from the central staircase.

**Rainy Days Entrance**

**08.30 to 09.00 :** All children to go straight to their classrooms.

**Rainy Days Exit**

**15.20:** **Kg/Trans:** to be collected from their classrooms.

**15.20:** **Grades 1 & 2:** to be collected from their classrooms.

**15.30:** **Grades 3 to 6:** to be collected from the main staircase.

**The Middle and High School**

**08.30 to 08.40:** Pupils go to their tutor rooms.

**08.45:** Registration.

**08.50:** Middle and High School lessons start.

Middle and High School students are expected to be present no later than 08.40 to enable the school day to start at 08.45 sharp.

**15.50:** Middle and High School pupils exit.

NB: IB DP students (Grade 12 and 13 will have individualised timetables with different entry and exit times. Please contact the IB DP Co-ordinator for more information).

### School Uniform

It is compulsory that all children in the Elementary and Middle School wear the RIS uniform without modification. Please contact the school office for information as to where this can be purchased. Measures will be taken against Middle School students who come to school without the correct uniform.

Students in Grades 10 to 13 will be expected to follow a certain dress code which will be communicated to them by the Middle and High School Leaders.

Please note that Kindergarten and Transition children are also required to wear the RIS tracksuit.

Details and photographs of the correct school uniform for each department can be found on our website.

### School Lunches

The catering services, provided by catering company CIR, will be offered on an annual basis by a non-refundable subscription fee, to be paid in advance at the administration office desk. For more details, please contact our main office.

**Please note that the catering company cannot supply meals to children with food allergies.** Only the normal menu and a menu for vegetarians can be supplied; showing our respect for the different religions represented in our school, Islamic, Indian and Hebrew meals are available on request.

### Use of School Car Park

There is an internal car park available for parents who need to drop off and pick up their children from school. The car park is intended solely for this purpose and cars should not be left for longer periods of time. Car owners leave their cars in the car park at their own risk. The school cannot accept responsibility for any eventual damage. Currently students in Years 12 – 13 are allowed to park in the school grounds with motorcycles or micro-cars, however this will be reviewed in the case of serious congestion.

NB Collection time at school is critical with a potentially large number of adults entering the school to pick up children. To enable a better level of safety and security for all, parents, guardians and babysitters are requested to limit their time on the school grounds to that necessary in collecting their charges. Children cannot be allowed to continue their playtime on the school grounds after school has finished. No child in parental care should be allowed near the bus area. Parents with younger children waiting for Middle/High school student exit are deemed wholly responsible for their children's comportment whilst on school grounds.

Our students' safety and security is of the utmost importance to us and the school will be constantly upgrading systems to ensure this. Therefore, we reserve the right to introduce new measures as we see necessary. This may include different exit procedures and limitation of general access to the immediate school building and its vicinity during the year.

Dogs are not allowed in the vicinity of the school buildings.

### Association of Rome International School

After school activities organized by the RIS Association will begin from the second week of the new school year and enrolments will be annual rather than by the term. The programme of proposed activities will be published during the first week of term.

### School Transport

The School Bus Service commences during the first week of each school year. Bus drivers will be present at School on the first two days to meet parents and arrange routes. See school website for contact details.

### Medical Facilities

The school doctor is available on the premises twice a week. Parents can request an appointment for their child as required. The school nurse is always present. If a child feels ill during the school day he/she will be assessed by the nurse and parents contacted if necessary.

### Contact Details

#### School secretaries

Open for information: 8.00 to 17.00 (Monday to Friday)  
 Telephone 06 - 84482650  
 e-mail: office@romeinternationalschool.it

#### Purchasing Unit and General Services

Open: 8.30 to 16.30 (Monday to Friday)  
 Telephone: 06- 84482747  
 e-mail: mcortazzo@romeinternationalschool.it

#### Admissions Office - Accounts Office

Open: 8.30 to 16.00 (Monday to Friday)  
 Telephone: 06- 84482658  
 e-mail: abonanni@romeinternationalschool.it

#### Personnel Office

Open: 8.30 to 16.00 (Monday to Friday)  
 Telephone: 06 - 84482732  
 e-mail: [istornello@romeinternationalschool.it](mailto:istornello@romeinternationalschool.it)  
 Partita IVA : 05924871006  
 Web site: www.romeinternationalschool.it

Parents can make appointments with the Principals, Middle / High School Leader and Vice-Principal of Primary through the school office.

### To be found in Main Entrance Hall:

- Electronic notice board updated on a daily basis;
- Notice boards with communications to parents.
- Displays of children's work;
- Announcements of coming events;
- PYP /Middle School / GCSE / IBDP announcements;

- Sports activities bulletin board.
- A small ads communication board for use by our parents

There is also a space reserved for a Trade Union notice board in the staffroom on the 3<sup>rd</sup> floor.

**This document will be updated yearly, or as necessary, to reflect developments and any changes in the school.**

*Updated on 14<sup>th</sup> September 2011*