

Parent Handbook

Vision

Inspiring kind and joyful learning communities who use innovative thinking to build a mindful and sustainable world.

Mission

Verita ensures that kindness is the centre of everything we do. Deeply committed to international and intercultural understanding, Verita provides an academically engaging, inquiry-based educational approach.

Our responsibility is to whole-heartedly assist our students to develop the social-emotional and academic skills necessary to live meaningful, fulfilled and happy lives.

Preamble

Verita International School is an institution which aligns with the CIS Code of Ethics and the UN Conventions of the Rights of the Child (UNCRC).

The CIS Code of Ethics highlights that we, as a school, are expected to:

- Fulfil the promises stated in their guiding statements, policies, contracts and promotional materials.
- Strive for excellence.
- Nurture a culture of care in which the education, safety and well-being of students and others are paramount.
- Comply with applicable laws and regulations.
- Respect the dignity and equality of all individuals, groups and cultures.
- Promote global citizenship.

As a school which aligns with the UNCRC, we make an effort on upholding the 45 articles of the convention in our school; please refer to the UNCRC articles [here](#).



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Welcome to Verita International School!

The following handbook has been prepared to help acquaint you with our policies & procedures and with our objectives as a community of learners.

Please carefully review the following information and keep it available for future reference.

Our children learn a variety of skills and content from classroom teachers as well as specialist teachers. We strive to provide your child with a kind, inspiring, caring, well-rounded education that pursues academic excellence while meeting the physical, social, and emotional needs of each student.

At Verita, the National Curriculum of England and Wales provides the foundation of our curriculum.

We will continue embedding the inquiry-based Early Years International Curriculum to complement the International Primary Curriculum in Years 1 to 6 and the International Middle Years Curriculum in Years 7, 8 & 9. We teach the International General Certificate in Secondary Education (IGCSE) in years 10 and 11.

Verita International School is an IBDP school teaching the International Baccalaureate Diploma Programme for our year 12 & 13 students. We are an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Verita International School believes is important for our students.

We invite parents to partner with us in providing the best possible education and learning experiences at Verita.

Yours Sincerely,

Damian Ward
(Superintendent of Verita Group of Schools)



Part 1

Aims of our School

- Our mission here at Verita School is to nurture and enrich the child's intellectual emotional social and physical growth.
- Emotional and social intelligence is as equally important as intellectual intelligence. Our integrated approach offers skills and values that aid in the development of self-motivation and the becoming of an independent learner who will be able to succeed in all of life's complexities with adaptability, creativity, emotional balance and critical thinking.
- Verita School has selected the National Curriculum of England and Wales as the core curriculum and educational foundation for our students.
- Verita qualifications open doors for students and learners and are a passport to success. The National Curriculum of England and Wales and the IBDP programme are recognized by leading universities and employers around the world as evidence of academic ability.
- Verita is a COBIS Patron accredited school and a Compliance Member of CIS. We are working towards full accreditation from CIS which will also verify and quality assure Verita School's approach, curriculum and overall management as COBIS has.
- Verita teaches the International Baccalaureate Diploma Programme for our year 12 & 13 students.
- Verita School views each child as a unique individual and one to be respected for that uniqueness.
- Verita offers an environment which allows for the natural unfolding of the child and builds a foundation for lifelong learning. Through a carefully prepared environment and curriculum, the child is exposed to a variety of experiences and materials. Each is designed to nurture the child's absorbent mind and foster their total development.
- Verita provides an interdisciplinary orientated experience which facilitates independence, self-confidence, self-learning and respect.
- Each classroom and curriculum offers a unique meshing of learning styles which keep pace with the individual educational needs of the child in mind.
- Verita views the parents as the primary component in the education process. We are committed to working as a partner with parents in an atmosphere of respect and concern to ensure a meaningful experience for all.
- *To ensure all children attending our school follow an appropriate code of behavior in order to prepare them to become responsible members of the community in adulthood, fostering a sense of compassion and a need to contribute to the world in which they live*
- *To help our children respect other people's backgrounds and to develop their understanding of other cultures*
- *To enable all our children to choose to take advantage of the incredible possibilities open to everyone in our world in accordance with the theme of 'give to others' as well as 'to receive'.*
- *To prepare our children to meet all kinds of situations by developing self-esteem, confidence and independence*
- *To foster in each one of our children the knowledge and understanding to enable them to live healthy, active and spiritual lives so that they may feel they are happy and contented members of the community in which they live.*



VERITA'S EDUCATIONAL OBJECTIVES

Verita International School endeavors to offer an accessible first-class international education to the local and expatriate communities of Bucharest, Romania. Combining a rigorous inquiry-based approach to British education with a robust social-emotional learning programme, Verita aims to create internationally-minded critical thinkers who are kind, resilient and balanced and who are ready to make a difference to this planet that we call home.

Educational Objectives

Students at Verita will:

- have an international perspective that encourages them to celebrate the cultural diversity of our community
- demonstrate 21st Century skills and competencies characterizing global learners committed to social justice
- learn to manage their emotions in positive and productive ways
- develop empathy, kindness, and compassion
- be balanced, resilient and harmonious
- have a firm foundation and demonstrate proficiency in science, mathematics, and technology.
- develop proficiency in the English language and at least one other language.
- be clear communicators, proficient in reading, writing, speaking, and listening.
- demonstrate creativity and critical thinking skills that will enable them to be problem solvers.
- develop awareness and respect for the environment, both globally and within Romania.
- involve themselves in a variety of extra-curricular activities including the arts, sports, and community service.
- deepen their understanding of the Romanian people, their history and culture.
- be fully prepared to successfully meet their next academic challenge.
- make a personal commitment to service and act to make a positive difference in their school and their broader communities.

Characteristics of a Verita Learner

Verita learners are:

- Adaptable
- Communicators
- Collaborators
- Inquirers

Kind and Compassionate

- Resilient
- Respectful
- Thoughtful
- Principled



SCHOOL BACKGROUND

Verita International School was founded in 2013 to provide a kind, caring, inquiry-based education in Bucharest that values academics and social-emotional learning equally. The school grew out of Gabriela Simionescu's Kindergarten, which was established in 1982 to provide an inspiring, alternative approach to early childhood education.

CURRICULUM & ACCREDITATION

Verita International School uses the National Curriculum of England and Wales as the core curriculum and educational foundation for our students. The National Curriculum of England and Wales is recognised by leading universities and employers around the world as academically rigorous and demanding.

In March 2021 the Council of British International Schools (COBIS), verified and quality assured the leadership management and curriculum of Verita. We are working with the Council of International Schools (CIS) to verify and quality assure Verita International School's approach, curriculum, and overall management.

Verita has embedded the IEYC, IPC & IMYC comprehensive inquiry-based programmes which provide and promote robust academic learning through clear processes of teaching and with specific learning goals. We are also an iGCSE and iA-Level accredited examination centre. As an IBDP approved school we can offer the IBDP programme to our students since September 2021.

Verita is authorised by the Romanian Ministry of National Education – National Agency for Quality Assurance in Pre-University Education – ARACIP recognises Verita as a International School teaching the National curriculum of England and Wales in Romania.

Part 2

About our School

The full school address is as follows:

Verita International School
Strada Soldat Gheorghe Pripu 22A, Sector 1, Bucharest.

If our teaching is to be effective it must be supported at home. Right from the beginning, we ask for the support of all parents in the education of their children so that home and school can work in harmony for the good of each child.

SCHOOL GOVERNANCE

The school operates under the leadership of the Dean of School operating with the guidance of the school's Governing Board, the Senior Leadership Team and the Advisory Board.



Part 3

Admissions Policy 2022/23

Class Size: The normal class size is 19.

At the Principal's discretion, the school may exceed this class size by 2 (to a maximum of 21) provided that the school can provide both a large enough classroom and appropriate support for the classroom teacher.

Admission

Admission is non-discriminatory and open to students without regard to race, sex, religion, physical ability, sexual orientation, or national or ethnic origin. We invite applications from students who can benefit from a creative, inquiry-based international English language education. While Verita will at all times try to accommodate students with needs or disabilities, the school may not be able to adequately support students with severe challenges and will therefore advise parents of alternative services / schools if the need arises.

Admission and continued enrolment in Verita are determined by the School Principal/Assistant Principal and the Student Support Team (SST) based on the following criteria:

- The potential of the applicant to access and benefit from Verita's educational program;
- The ability of the school to meet the educational needs of the applicant;
- The ability of the applicant to meet the attendance and behavioural expectations of the school;
- Fulfilment of the school's financial and medical requirements;
- The suitability of the applicant within the classroom environment.

Admission Priorities

Students who have been admitted to the school will always be given priority for progression to the next class/ year over students who are seeking admission for the first time.

Whenever it is not possible to accommodate all qualified applicants, the following admission priorities will apply:

1. Siblings of currently enrolled students;
2. Former Verita students; and
3. The degree to which Verita can meet the child's educational needs.

A waiting pool of applications will be created if a class is full. Verita will draw from this pool based on these priority guidelines and on a review of all applications to determine those students we feel can best benefit from a Verita education.

Admissions Procedure

Admission to Verita will be guided primarily by whether the school can meet the child's educational needs.



Early Years and, Y1 Applications: Student applications to Verita will be based on a student/parent interview and an assessment of basic literacy and numeracy knowledge, corresponding to the age, as well as school readiness (e.g motor skills related to pencil grip, using a scissors). Students may spend some time in the classroom, as part of the assessment process, which can be on a different day than the student/parents interview.

Year 2 - Year 13 Applications: Student applications will only be considered if all relevant former report card(s) from previous schools are submitted in addition to the application form. The application form will be considered incomplete and will not move forward in the admission process if the required documents are not provided.

*At the time of admission, to any year group full disclosure of an applicant's academic and conduct record as well as medical history and family circumstances is required. If at a later date it is revealed that inaccurate or incomplete information has been provided; Verita reserves the right to review applicants' access to the school and its programmes.

1. **For Year 2 - Year 10, admission** to Verita will be based on an assessment of English literacy, including reading, writing, speaking and listening and Mathematics, as well as a trial day in school. Students applying for this age group will need to come to Verita for the assessment and, on a separate occasion, for a half or full trial day.
2. **For Year 11-13, admission** to Verita will only be considered based on an assessment of English (literary/ non-literary writing) and Mathematics, as well as a trial day in school. The academic and behavioural standing from the previous school's report card as well as the curriculum they have studied are also critical components for consideration in the admissions process.

Students will ordinarily be admitted to the class/year group in the same age-group as they are, at the time of admission.

*In exceptional circumstances, including where students are seeking admission to the school from an educational system where children ordinarily start school at an older / younger age than at Verita School, the Principal may admit at their discretion a student to a class/year group where the age-group is younger or older than the student. This will always be done to better match the prior educational experience, and/or standard achieved by the student, with that of the class/year group in which s/he is being placed.

Students will be admitted mid-year where there are places available and subject to satisfactory performance on the Admissions Assessment.

Year 11: Admission into Year 11, the second year of the two-year Edexcel International GCSE programme, will only be considered if the following conditions are met:

- The student is already studying the Edexcel International GCSE programme, or an equivalent IGCSE programme, at their current school.
- The majority of International GCSE subjects taken by the student at their current school are offered at Verita.



- The student has achieved a minimum of a 4/ C on the Edexcel International GCSE 9-1 scale at their current school for all subjects.
- The student is in good standing behaviourally at their current school.

Year 12 (IB DP): Admission into the first year (DP1) of the IB DP will only be considered if the following conditions are met:

- The student has studied a curriculum in Year 11 that is or similar to the IB MYP, or IGCSE/ GCSE, or AP.
- The student's IB DP course selections are offered for their cohort at Verita.
- The student has achieved a minimum of a 4 or C (IGCSE scale) or 3 (IB Scale) or in Year 11 for the subjects they are planning to take at Standard Level (SL) in Year 12.
- The student has achieved a minimum of a 6 or B (IGCSE scale) or 5 (IB Scale) for the IB or Edexcel IGCSE scale in Year 11 for the subjects they are planning to take at Higher Level (HL) in Year 12.
- The student is in good academic and behavioural standing at their current school.

Year 13 (IB DP): Admission into the second year (DP2) of the IB DP will only be considered if the following conditions are met:

- The student is already studying the IB DP programme at their current school.
- The majority of the student's IB DP courses are offered at Verita and or/ can be taken on Pamoja
- The student has a predicted grade (PG) of 3 for their SL subjects and 4 for their HL subjects.
- The student is in good academic and behavioural standing at their current school.
- A reference or contact from the IB DP Coordinator at their current school will be required.

Year 12-13 (Verita High School Diploma): Admission into the last two years of high school for the Verita High School diploma programme will be considered if the following conditions are met:

- The student has a foundational knowledge at the Year 11 level for Maths, English, one Science subject of their choice, and one language subject of their choice.
- The student is in good academic and behavioural standing at their current school.
- The student will need to pass a preliminary entrance examination on the Year 11 curriculum for Maths, English, their chosen subject for Science and Languages.

Expected ages of children in each year group:

Year level	EYFS 1	EYFS 2	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Age Before Sep 1 st	2.8- 3.6	3.6 - 5	5	6	7	8	9	10	11	12	13	14	15	16	17

**Note: see exceptional circumstances above*



Special Educational Needs

Verita admits students with a broad range of educational, social, and emotional needs provided that the school has the resources to meet those needs, and where necessary, parents pay for an additional 1-1 support teacher. Some students may need additional services or therapies outside of the normal school day, which parents must pay for and show proof of for the educational contract to continue.

Normally:

1. The school will accept students with mild to moderate special educational and/or social-emotional needs.
2. Students with special educational needs should not exceed 10% of students in the school or 15% of children in any particular year group.
3. Verita will only admit children for whom appropriate support—including that of specialist teachers if needed, is available.

ENGLISH LANGUAGE LEARNER PROFICIENCY AND ADMISSIONS

At Verita International School, we believe that, as a school serving both a local and an international community, it is our duty to support our English language learners to enable them to have full access to our rich curriculum.

Since most English language learners take between five and seven years to develop native or near-native proficiency in English, it is important that our school determines which students we can serve and at which levels.

Primary School Assessment (EYFS to Year 6)

Primary-aged children will be assessed using a variety of age-appropriate tools including oral interviews and oral reading as well as reading comprehension tests and writing samples where appropriate. The purpose of this testing is to help determine the nature of the support needed rather than entry to the school.

According to the Admissions Assessment and trial days, where applicable, parents will be informed of the outcome:

1. Successfully admitted.
2. Admitted with conditions (they will be communicated to the parents after the assessment and the trial day and admission will depend on the successful completion of the conditions).
3. No admission.

SUPPORT

In the Primary School, pull-out (and push in where necessary) ELL support will be provided for beginning level English language learners (A1 and A2) from Year 2 and beyond to help them learn the basics of English. Support at the Year 1 level will be decided on a case-by-case basis for absolute beginners only (Level A1).

Intermediate and Advanced level learners (Levels B1 to C1) will receive support in the form of differentiated instruction from their classroom teachers.



Secondary School Assessment (Years 7 to 13)

In Secondary School children must have an increasing level of English proficiency to access the curriculum and to graduate successfully. Therefore, Verita has increasing expectations for English proficiency with each year of Secondary School.

Verita presently enrol students in Years 7, 8 and 9; for these year groups, they must test as at least advanced beginners (Level A2). Students at the A2 and B1 levels will be provided with pull-out support. More advanced learners will be supported via differentiation by the subject teachers.

Clearly with each year that goes by, learners have less time to acquire a sufficient level of English to graduate in a university-preparatory program. Therefore, Verita has established minimum English levels of increasing rigour for entry into the Secondary School.

Assessment

Secondary School students will be assessed in the following areas:

- Reading comprehension
- Oral skills
- Grammar
- Written English

The tools chosen for evaluation will vary over time based on developments in the field of ELL assessment and instruction. Writing samples will be assessed according to the current rubrics of the Six Traits program.

Secondary English Language Proficiency

Years 7 and 8: Students must test as at least lower-intermediate (Level B1). Students at the B1 levels will be provided with pull-out support. More advanced learners will be supported via differentiation by the subject teachers.

Years 9 and 10: Students must test as at least intermediate (Level B2). Students testing at the bottom of the B2 level may be denied entry to Year 9. Students at the B1 and B2 levels will be provided with pull-out support. More advanced learners will be supported via differentiation by the subject teacher.

Year 10: Students must test as at least upper-intermediate (Level B2). Students at the B2 level will be provided with pull-out support. More advanced learners will be supported via differentiation by the subject teacher.

Years 11 -13: To be admitted to Years 11 -13, Students must be at the advanced level (C1 and C2) to cope with curriculum demands. ELL support will not normally be provided in these years.

Note: Students' ELL levels will be determined by Verita's ELL specialist(s).



NB: Careful consideration will be given when accepting students still acquiring in English from Key Stage One on. Normally, no more than 20% of students in any class should require intensive ELL support.

Placement, promotion, retention, readmission, non-readmission

Placement: the school reserves the right to place children at a grade level, or within a specially designed programme, deemed appropriate by the School Principal/Assistant Principal and the Student Support Team (SST) provided this placement is within the guidelines established in the Admissions Policy.

Promotion and Retention/Readmission and Non-Readmission: the School Principal/Assistant Principal and the Student Support Team (SST), working with the professional teaching staff, shall make promotion, retention and non-readmission (for the following school year) decisions, based on children's academic ability, social maturity, the ability and willingness of the student to benefit from the school programme and, in the event that the student has missed 20 days or more for non-medical reasons.

The School Principal/Assistant Principal and the Student Support Team (SST) is responsible for ensuring that policies concerning retention are outlined in relevant policies.

Monitoring and Review

The Dean and Principals/ Assistant Principals will monitor the implementation of the policy and will report to the Advisory Board.

The Advisory Board will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

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Created and Reviewed by: Senior Leadership Team

Policy Category: Admissions

Next Review: Aug 2024



Part 4

What Goes On In School

PROGRAMME OF STUDIES

ACADEMIC PROGRAMME OVERVIEW

EARLY CHILDHOOD

For the Early Childhood program, Verita's curriculum is based on the Early Years Foundation Stage of England and is delivered through the International Early Years Curriculum programme (IEYC). The Early Years programme comprises both the Nursery and Reception levels. Classes are self-contained and are taught by the class teachers. Verita uses Development Matters of England as a curriculum guidance and maps the relevant learning objectives from the IEYC at each developmental stage. Verita teaches social, emotional learning through the Social, Emotional and Ethical Learning Curriculum (SEE) from our partners at Emory University in the United States.

PRIMARY SCHOOL

The Primary School academic programme comprises Years 1 to 6 (Key Stages 1 & 2 of the National Curriculum) and is provided by both classroom teachers and specialist teachers. The curriculum is based on both the National Curriculum of England and Wales and the International Primary Curriculum (IPC). The classroom teacher is responsible for the teaching of English, Mathematics, Science, History, and Geography and shares the responsibility for teaching and embedding Social-Emotional learning. Our Social-Emotional learning programme is based on the Social, Emotional and Ethical Learning Curriculum (SEE) from our partners at Emory University in the United States. Social, Emotional, and Ethical (SEE) Learning is both an international program designed to foster social, emotional, and ethical learning in K-12 (kindergarten through high school) classrooms around the world and a framework that can be used for all levels of education, including higher education and professional learning.

Specialist teachers are responsible for a variety of specialised subjects not taught by classroom teachers as well as embedding SEE practices. Collaboration among classroom teachers and specialist teachers is encouraged as it provides students with an interdisciplinary education.

CORE ACADEMIC PROGRAMME

All children in the Primary School will study a core academic programme consisting of English (including Reading) and Mathematics with specialist teaching in areas such as music, P.E., ART and ICT. All other subjects will be taught through: *The International Primary Curriculum (IPC)*

The IPC replaced our former science, history, and geography curricula with a more interdisciplinary, thematic approach to learning. The IPC allows for more inquiry-based approaches to teaching and learning.



Simply put, the IPC allows for students to complete more project-based learning, develop research skills using technology, complete open-ended critical thinking tasks, and perform more real-world based experiments. Units typically take between 3-12 weeks to complete and have been aligned as a primary school to ensure coverage of a variety of content and skills within and between grade levels.

SPECIALIST ACADEMIC PROGRAMME

Children in the primary years will study:

1. A language other than English. In Years 1 and 2 (Key Stage 1), all children will study Romanian for 3 lessons per week. In Years 3—6 (Key Stage 2), all Romanian mother-tongue speakers will continue to study Romanian as a first language while expatriate students will study French. English Language Learners (i.e. students who need additional support acquiring English may be removed from the study of an additional language to receive additional support with English)
2. Students in Years 1 and above, will normally have one ICT (Information and Computer Technology) lesson per week.
3. All children will have Social-Emotional Learning lessons each week that are additionally reinforced throughout the school's programme of work.
4. Creative Arts: all children will have visual arts and music lessons each week through Key Stage 2.

SECONDARY SCHOOL

As of 2022/ 2023, Verita offers the full range of Secondary School from Year 7-9 (Key Stage 3- IMYC), Year 10-11 (IGCSE), and Year 12-13 (IBDP).

The Secondary School curriculum is based on both the National Curriculum of England and Wales and the International Middle Years Curriculum (IMYC) for Year 7-9. Year 10-11 study Edexcel's International General Certificate of Secondary Education (IGCSE) for the duration of two years. Year 12-13 study the International Baccalaureate Diploma Programme (IB DP) for the duration of two years.

In Year 7-11, all students have regular SEL lessons that are based on the Social Emotional and Ethical Learning (SEE) from Emory University. In DP, SEE Learning is offered as an afterschool workshop where students can complete the full modules of the high school SEE curriculum and attain a certificate of completion from the Emory University after 1.5 years.

CORE ACADEMIC PROGRAMME

All Secondary students will study a core academic programme comprising English, Mathematics, Science, and Humanities (History and Geography). These subjects will normally be taught by specialist subject teachers. Each student will also have a teacher advisor who will be responsible for their overall academic and social development.



The International Middle Years Curriculum (IMYC) - Year 7-9

The IMYC covers much of the English, science, history and geography and technology curricula with a more interdisciplinary, thematic approach to learning. Like the IPC, the IMYC also allows for more inquiry based approaches to teaching and learning. Simply put, IMYC allows for students to complete more project based learning, develop research skills using technology, complete open ended critical thinking tasks, and perform more real-world based experiments.

Edexcel International General Certification of Secondary Education (IGCSE)- Year 10-11

The IGCSE is a content heavy, two year exam-based curriculum. This is a curriculum which will provide a strong foundation for students to succeed when they reach the IB DP years. The focus of IGCSE is much more on knowledge and understanding.

In Year 11, students will study the following IGCSE subjects:

- English Language A
- English Literature
- Mathematics A (Higher Tier)
- Science Double Award (Physics, Chemistry, and Biology)
- Business Studies or History
- Visual Arts
- French B or Romanian (non-IGCSE course)

IBDP- Year 12-13

The IB DP is a rigorous two year baccalaureate programme which is valued significantly in all universities globally. The two year programme requires students to choose 3 standard level (SL) subjects, 3 higher level (HL) subjects, and complete the IB DP core (Extended Essay, Theory of Knowledge, and Creativity/Activity/ Service).

They must also choose one subject from each group, the only exception is they can not take a subject from group 6 and take another one in another group. Students will choose subjects that they require for their choice of university programme as well as a consideration on how well they will do in that subject.

At the moment, our current IB DP Course offerings are as follows:

Group 1:

- English A: Language and Literature (SL/ HL)
- Romanian A: Literature (SL/ HL)

Group 2:

- French B (SL)
- Spanish AB Initio

Group 3:

- Economics (SL/ HL)
- Environmental Systems and Societies (SL); Group 3 or 4 subject



Group 4:

- Physics (SL/HL)
- Chemistry (SL/ HL)
- Biology (SL/ HL)
- Environmental Systems and Societies (SL); Group 3 or 4 subject

Group 5:

- Mathematics Analysis and Approaches (SL/ HL)

Group 6:

- Visual Arts (SL/ HL)

SPECIALIST ACADEMIC PROGRAMME

Children in Secondary School will study:

1. A language other than English. Students will have a choice of learning Romanian as a mother tongue or French as an additional language. English language learners who are still acquiring English may be removed from studying an additional language to receive extra support with English. Most recently, Introduction to Spanish has been introduced to all MS students.
2. The modern languages programme will receive at least 160 minutes of instruction per week.
3. All Year 7-11 students will study Spanish as a beginner language course to provide them more options for modern foreign language choices when they reach IB DP.
4. Visual Arts.
5. ICT
6. SEL
7. Physical Education

ASSESSMENT AND REPORTING

Assessment at Verita is both formative (assessing the developmental progress) and summative (assessing the final outcome). A student's progress is evaluated and reported using a variety of assessments based upon class work, projects, and other assignments. The following assessments are used across the elementary program:

MEASURES OF ACADEMIC PROGRESS (MAP)

The MAP determines a student's instructional level and measures academic growth from beginning of the year to the end of the year as well as from year to year in the areas of Mathematics, Reading, and Language Usage. Verita offers the MAP to students in Year 3 - Year 10.

MAP tests are administered in the Autumn and in the Spring and results are shared with parents.



REPORT CARDS

Report Cards are sent home at the end of each semester. In the reports, each core subject is divided into learning outcomes based upon National Curriculum standards that form the core of the curriculum. Teachers write comments about student progress. Student dispositions are reported separately from academic criteria on the reports.

PARENT/TEACHER CONFERENCES

Parent-teacher conferences are held once in the first semester and once in the second semester. All parents are invited to participate in conferences to encourage 1-2-1 feedback about student progress. Parents and teachers may schedule additional conferences as needed. (including online meetings)

ACADEMIC POLICIES & INFORMATION

PREPARATION FOR CLASS

Classroom Supplies

Educational materials provided by the school as part of the tuition fees include copybooks, textbooks, library books, research databases, educational subscriptions, laboratory chemicals/ equipment, etc.; Starting with Secondary School Y7, **stationery such as pencils, rulers, pens, erasers, scissors, trigonometry sets (high school), graphing calculators (high school), etc., will not be provided** . Occasionally teachers may ask for donations of materials for student projects or activities that are not provided by the school. This policy of supplies provided as part of tuition fees is subject to change at the discretion of the School Dean.

Appropriate Dress for PE

All children in Primary and Secondary will have PE times each week, so we ask that children come to school with appropriate clothing and shoes for outdoor activity. If alternate shoes are provided, students may be permitted to change their shoes before exercise classes.

Water

Students are encouraged to bring reusable water bottles that can be refilled throughout the day with the school provided water.

HOMEWORK POLICY

At Verita we believe that regular, needs-focused homework tasks are an important element of improving student learning and developing the skills and attitudes that will support our students in their continued education as well as the personal initiative required in adult life.



Purpose

Homework may be given for the following purposes:

- I. Pre-learning activities;
- II. Checking for student understanding;
- III. Practice of important skills to aid long-term retention;
- IV. Processing important concepts;
- V. Extending the curriculum;
- VI. Developing independent study habits.

Differentiation of Homework

Where appropriate, teachers may differentiate homework by:

- I. The difficulty or amount of work;
- II. The amount of scaffolding or structure provided;
- III. The learning styles and interests of individual students.

Quantity of Homework

All students work at different rates and all students put varying amounts of effort into their work so it is very difficult to stipulate the amount of time that a child should spend on homework. Also, there may be extra homework for special projects or missed work due to absences.

In general, Verita will assign no homework at the Early Years Foundation Stage. At Years 1 & 2 children may receive 30 minutes or so per week. In Years 3—6, children may receive up to 15 to 30 minutes or so per day. In Secondary School, parents should expect their children to have an hour to an hour and a half of homework five days per week for Key Stage 3 & 4.

Homework Over Major Holidays

Students will generally not have homework over major holidays. Children may have reading assigned over the holidays, however.

RETENTION CRITERIA

Note: Research shows that retention is rarely successful in improving student performance; therefore, Verita will only consider retaining a student under extraordinary circumstances.

PRIMARY SCHOOL

Students in the Primary School may be considered for retention if:

1. Their MAP scores (from Year 3 and above) show the student at the 10th percentile or below in two or more of the three areas tested.



2. The student has a Grade point average of less than 1.5 (out of 5) in two of the following areas: Reading, Writing and Mathematics.
3. The class teacher has strong reservations about the student's ability to succeed at the next grade level.
4. The child has more than 20 days of absences—for any reason—over the course of a school year.

The final decision on retention lies with the Dean who will assemble a team composed of the class teacher, the counselor, and the Primary School Principal to make a recommendation.

In all circumstances, the parents of the child concerned must be informed no later than 1st April that the school is considering retention. In the case of students admitted in January or later, this date may be moved as late as 15th May.

SECONDARY SCHOOL

Students in the Secondary School may be considered for retention if:

1. Their MAP scores show the student at the 10th percentile or below in two or more of the three areas tested.
2. The student has grades of 2 or below (on a seven-point scale) in 2 or more academic subject areas.
3. The student has a Grade-point average of less than 3 (on a seven-point scale)
4. The student has more than 20 days of absences — for any reason — over the course of a school year.

The final decision on retention lies with the Dean who will assemble a team composed of the class teacher, the counselor, and the Secondary School Principal to make a recommendation.

In all circumstances, the parents of the child concerned must be informed no later than 1st April that the school is considering retention. In the case of students admitted in January or later, this date may be moved as late as 15th May.

Please note:

If a child has an attendance record of only 85% this would mean they would miss two years of their 13 year career!

"If you don't come to school regularly:

...you don't know how to do the work
...you feel a bit left out
...you get left behind
...you have to make friends again
...you lose touch."



Punctuality

Promoting punctuality values others and their time, fostering community spirit and commitment. Punctuality helps lessons to begin on time without interruptions, which helps everyone to learn. School starts at 8:45am. Late marks are given from 9am!

"If you arrive late.....

...it can make you feel embarrassed
...it's awful when people stare at you
...it makes you worry
...you get a scared feeling."

GET INTO A GOOD ROUTINE AND MAKE A GOOD START TO THE DAY.

VERITA LANGUAGE POLICY

Language Philosophy

At Verita we believe that language is the foundation for all learning. We understand that language, our major means of thinking and communicating, is fundamental to inquiry and learning and underpins the whole curriculum. Thus, we offer opportunities that involve not only the acquiring of languages but also learning through and about language. We nurture an appreciation of the richness of language, including a love of literature, and we endeavor to develop a life-long passion for the learning of language.

Language mediates all social interaction and through the development of languages, especially mother-tongue languages, we value our rich cultural diversity and promote international understanding. At Verita we believe in the development of language and literacy for all learners so that they can realize their full potential and become successful and responsible global citizens.

Language Profile

Verita respects its diverse community by supporting the development of bilingual or multilingual students through offering course options in selected Modern Languages, by encouraging high levels of proficiency in each student's mother tongue, and by providing a wide range of learning opportunities to ensure all students develop full academic proficiency in English. Verita provides support for the development of English for those students who do not possess full academic proficiency.

Verita's instructional language is English. Verita recognizes that a variety of forms of English exist but as a school using a British curriculum, British usage is taught while alternative standard forms of English are respected. Student language needs at Verita are diverse; as a result, all teachers are teachers of language and consciously differentiate, integrating the communication domains of listening, speaking, writing, reading, viewing, and presenting into the curriculum.



Essential Agreements for the Teaching of Languages

Verita believes that all students should:

- be encouraged to communicate fluently and accurately;
- be encouraged to develop a love of international languages and literature;
- be encouraged to maintain and value their mother-tongue and to aspire to balanced bilingual proficiency;
- become fluent in at least two languages;
- be given access to support services as appropriate; be encouraged to develop a wide range of strategies to comprehend, interpret, evaluate, respond to and appreciate texts and media messages, and be encouraged to express themselves, orally and in writing, in a variety of media and situations.

VERITA believes all teachers should:

- be responsible for literacy in all domains and all disciplines;
- embed responsive language and literacy instructional strategies into units;
- promote student inquiry and reasoning using extended discourse patterns specific to their grade-level and subject areas;
- utilize appropriate linguistic registers; and
- be emotionally supportive of the stresses on ELL students.

VERITA Language Policies

The English Language

English is the language of instruction at Verita. This means educational programs are taught in English from Early Years through Secondary School. English is offered as a subject of study in the curriculum.

Romanian as a Mother Tongue

Verita understands the value of maintaining Romanian as a mother-tongue for our many Romanian students. Accordingly, Romanian courses for Romanian students are offered throughout our programmes of study.

French

Verita will offer French as an additional language to students in Key Stage 2 (Years 3 to 6) and as an option for all students in Secondary School beginning with Key Stage 3.

Spanish

All Year 7-11 students will study Spanish as a beginner language course to provide them more options for modern foreign language choices when they reach IB DP.



English as an Additional Language

Verita is committed to offering support to English Language Learners throughout its programme of studies. Intensive support programmes will be available to those students requiring support from Key Stage 2 and above while additional support will be offered by classroom teachers and assistants (and by specialists if available) in the Early Years and Key Stage 1.

FIELD TRIPS

Verita encourages the use of field trips to supplement the academic programme, and to take advantage of our location to learn about the rich history and cultures of Romania. Written parental permission using the school's field trip form is required for trips off campus. Parents pay the cost of field trips entirely.

STUDENT RIGHTS, RESPONSIBILITIES, AND DISCIPLINE PROCEDURES

RIGHTS

Students at Verita have the right to:

- Study and learn in a safe and secure environment that is free of harassment, prejudice, and intolerance;
- Be treated with kindness and respect;
- Express their points of view regarding matters which affect them;
- Participate in the use and exercise of democratic methods and freedom of speech, providing they observe their responsibilities;
- Take advantage of the full program offered at Verita including student activities and sports programmes, providing they observe their responsibilities;
- Fair, impartial, and consistent application of rules, rights, and responsibilities;
- To be taught by qualified, well-prepared personnel;
- To have work graded and returned within a reasonable time.

RESPONSIBILITIES

Verita students are responsible, in an age-appropriate fashion, for their learning and for academic and social-emotional growth and development. This is the central mission of the school. The school expects all members of the school community to be respectful, tolerant, and supportive of every member of the school.

VERITA BEHAVIOUR POLICY & PROCEDURES

Verita teaching staff and administration are responsible for enforcing kind yet fair, and consistent behaviour policy. Students are encouraged to develop positive qualities and strategies of self-management. The entire school ethos promotes all acting in a responsible manner showing appropriate behaviour that creates a safe and caring school environment.



Verita has adopted a “love and logic” type of approach to children’s behaviour. This means that behaviours do have logical consequences and that we have high expectations for our students’ behaviour. Consequences should be delivered with kindness and care and should be logical rather than punitive. Misbehaviour is usually the result of not handling feelings well and not yet having the skills to make good choices.

Students will be responsible for complying with Verita School Behavioural Agreements in the classroom, on playgrounds and fields, in the cafeteria, and within the context of all other school-related activities. Each student is held responsible for his or her actions when under the supervision of school personnel. The parents, teachers, students, and administration staff at Verita work together to immediately address the problems and to help the child exercise responsibility and ethical behaviour in the future

School Expectations	
Behavioural Agreement	<ul style="list-style-type: none"> The Rights and Responsibilities of students at Verita must be adhered to inside and outside the classroom.
Classroom Rules	<ul style="list-style-type: none"> Teachers and students work together to build classroom community rules and expectations that are in line with the school’s behaviour agreements. Each teacher has the professional discretion to establish and enforce his or her own Classroom Rules that are in line with the school’s behaviour agreements within the classroom. Each teacher’s Classroom Rules are consistent with Verita Rights and Responsibilities and Verita School Agreements Each teacher’s Classroom Rules are posted in each classroom. Each teacher is responsible for communicating his or her Classroom Rules and consequences with parents.

Behaviour Agreements:

Hallway

- walk in an orderly, quiet line in the hallways, staying on the right side
- retrieve/return items to classrooms and change indoor/outdoor shoes in an organised and quiet manner

Lunch in Cafeteria or classroom

- At the beginning of lunch, students should wash their hands correctly before eating.
- Students should be polite to other students, to teachers on duty, and to staff serving food.
- Students should eat all food before asking for any extra food, and students should be mindful of not wasting food.
- Students should finish eating before playing.



- Students should take responsibility for spilled food or other accidents.
- Students should talk using indoor voices and stay seated until it is time to leave the cafeteria/classroom.
- Students should ask permission before leaving the eating area for bathroom use, to go to classrooms for forgotten items, etc. This will ensure that all students are properly supervised at all times.
- At the end of lunch, students should clean up areas when finished eating.

Parks and Playgrounds

- Students should play only in areas designated by their teachers.
- Students should ask permission before leaving the supervised area for any reason. This will ensure that all students are properly supervised at all times.
- Students should respect the school and park property and grounds. Students should use playground equipment in the manner it was designed, and they should also clean up properly at the end of play.
- Student play should be fair, show good sportsmanship, and be inclusive of all.

In General

- Violence of any kind is prohibited; no pushing/pulling, kicking, hitting, or throwing rocks anywhere.
- Students should use positive language with each other at all times.
- Students should listen to instructions from all adults.
- Students should show respect to themselves, each other, and to school property.

Use of Technology

- Electronic equipment must be stored and out of sight during school hours unless permitted by teachers for special circumstances.
- Phones are off and safely stored out of sight in the Primary school and Lower Secondary (Y7-9). They may ONLY be used after school hours to contact parents for pick-up or in the case of an emergency. Students staying for after school activities should not use phones—unless permitted by a teacher—until they have been collected by their parents or guardians.
- Upper secondary (Y10+) can only use their phones during their breaks.

Your Child and the Internet

As part of their ICT Curriculum, students will use the internet. To safeguard students against any inappropriate material it is ensured:

- All internet access is monitored closely by our IT security system and by our IT team.
- If your child is using the internet at home, please take the same precautions and be aware of the sites being used.
- We have an Acceptable Use Policy that all students and staff have to sign and agree to abide by in order to protect everyone who uses the internet and IT equipment in school.
- Students must refrain from any type of cyber-bullying or misuse.



Community Agreements in Action

At Verita, we expect to see positive examples of this core community agreement in action, including attention to the key responsibilities.

Underlying Value	Description	Positive Examples
Principled	Our students are expected to act with integrity, honesty, and with a strong sense of fairness, justice, and respect for themselves and others.	Producing our own work and respecting the principle of academic honesty Standing up for and defending those who are bullied Going to the source when a problem occurs Appreciating and promoting diversity Promoting the sharing of cultures Making friends across culture
Responsible	Our students are expected to take ownership of their actions and the consequences that accompany them.	Being prepared for curricular and extracurricular activities. Meeting deadlines Being on time Cleaning up after themselves and others Dressing appropriately Respecting school property and equipment Asking questions and seeking help when something is not understood Working independently
Kind & Caring	Our students are expected to be kind, open-minded, empathetic, compassionate, and respectful towards the needs and feelings of others. They are also expected to make a personal commitment to service and act to make a positive difference in their school and their broader communities.	Including all members of our community Speaking to others with respect Being kind to all community members Being active in Community Service Speaking our common language of English in class and respecting other languages outside of class Using appropriate, respectful, and positive language Going out of our way to help new members of and guests to our community Paying attention to others when they are speaking Greeting and addressing members of community politely Being quiet when others are studying Supporting school activities and initiatives



We will make formal efforts to celebrate students who follow the key responsibilities and exhibit exemplary behaviours to further develop them.

As a school, we will also make formal efforts to address behaviours which don't respect this agreement. To illustrate what this looks like, each of the key responsibilities have been described along with behaviours that would require formal consequences. In such instances, the school's staff and administration will rely upon our behavioural guidelines to help promote positive behaviours and limit negative behaviours. All members of the school community, including Verita staff and parents are expected to model the community agreement.

When the community agreement is not respected, staff and administration will respond in a manner to promote discussion and reflection on alternative positive behaviours. It is our goal to empower our students to learn from mistakes to make better decisions in the future as well as to teach them a sense of responsibility for their own behaviour. In general, the following courses of action can be expected:

- *1st Occurrence or Minor Situation* – teacher intervenes directly with student and informs parent if necessary
- *2nd Occurrence or Significant Situation* – teacher and/or administration intervene directly with student and informs parents, incident documented in student file
- *3rd Occurrence or Severe Situation* – student referred to Senior Leaders; incident documented

Issues that are considered particularly serious are those involving fighting, bullying or harassment (either in person or online), theft, or intellectual dishonesty and plagiarism (particularly for students in Secondary School). Additionally, behaviour that repeatedly disrupts the class and the learning and safety (both emotional and physical) of others may be deemed significant or severe.

SUSPENSION

For any incident determined to be particularly severe, or those that are repeated at a disturbing rate, a student may be suspended from school. A suspension is a serious consequence intended to signal possible permanent removal from the community should disciplinary problems persist. *Suspensions may be in-school or out of school and will be determined by the Principals together with the Dean.*

EXPULSION

A student recommended for expulsion will have a hearing in which the Dean, the SLT, the student, and the student's family will be present. Following the hearing, the Dean will present the case and make a recommendation for expulsion. Normally, the Dean and SLT will make a collective decision on expulsion; however, to avoid conflicts of interest, the Dean will have the authority to make the final decision regarding the expulsion.

ATTENDANCE POLICY - [please read the Attendance Policy on the school website](#)

Overview

To meet high academic standards, regular and timely attendance in school is integral in the teaching-learning process, as most learning activities and experiences cannot be duplicated outside of the classroom. Given the value we place on attendance and punctuality, we have established the following policies and procedures to help ensure students attend regularly and punctually.



Attendance Policies

1. Absences may be classified as either Excused or Unexcused
 - A. An absence will be marked as excused if it is due to illness or injury, a family emergency or celebration, or the observance of a religious event.
2. In order for an absence to be excused, the school must receive appropriate documentation from the parent or guardian immediately upon return to school
3. A student is expected to attend school a minimum of 160 days through the year to receive year credit and be promoted to the next grade level.
4. Students who miss more than 10 days of school over the year due to Excused Absences may still be promoted, as determined on an individual basis at the discretion of the Administration.
5. A student with 20 or more absences for any reason may not be considered for promotion and their placement at Verita will not be guaranteed. A student with more than 10 unexcused absences may be considered for retention.
6. Students off campus due to school related events will be marked as Present.
7. A student must be marked Present to participate in after-school activities that day.
8. Students who are not in class on time for morning attendance will be marked as tardy
9. If a student is late to school, she/he must go first to the Office to sign in.
10. Students going home for illness cannot return to school until the following school day, or as advised by the school nurse.

Student Expectations

1. If a student is absent, all missed work must be made up (where age-appropriate).
2. Before an anticipated absence, students (in the case of older students) or their parents (in the case of younger children) are expected to meet with teachers prior to leaving and establish work to be completed.
3. Following an absence, students are to bring appropriate documentation if it is to be noted as excused.
4. Students arriving late to school are to first check in at the office.
5. Students leaving school early must have parental permission and check out with the office.

Teacher Practices

1. Classroom teachers are expected to take attendance every day. Teachers will mark students as present (P), absent (A), or tardy (T). These will be marked as excused or unexcused. Students arriving after 9:00 AM for any reason, excused or unexcused, will be counted as tardy.
2. Following an absence or late arrival, teachers will provide students with necessary resources and materials needed to complete missed work when possible. Teachers are, however, not expected to re-teach the material to individual students except in special circumstances determined by the School Dean.

Administration Practices

1. The Senior Leadership will establish and maintain a high profile for attendance and punctuality to make them a priority for all members of the community.
2. The Senior Leadership will review attendance periodically & respond proactively to potential problems.



3. If a student has 20 or more absences for any reason, the Senior Leadership may consider that student for retention. A review by the Administration, the counsellor and the student's teachers will be conducted and a final decision will be made by the School Dean.
4. Students will have an attendance report on each report card.

Attendance policy will be presented to all students and families at the beginning of each year.

PHOTOGRAPHING

Students may not photograph other students at school without their clear parent permission nor may they upload any photos of other students to the Internet without their clear parent permission. Parents are invited to sign a form to be kept on record if they do not wish their child or children to be photographed for the school's website, yearbook, etc.

TEXTBOOKS AND OTHER MATERIALS

Textbooks, where appropriate, are provided as required for each course as part of the basic school tuition. Textbooks remain the property of the school and must be returned at the end of the school year or upon student withdrawal, in a condition that shows they were treated with care. Texts or other school property which are lost, stolen, or carelessly handled must be replaced at cost, including shipping and handling.

STUDENT SERVICES AND SUPPORT

GUIDANCE COUNSELLING

Counselling services are an integral part of the total education of a student. Our counsellors believe that such services are most successful with the cooperation and participation of the parents. The counsellor is responsible for:

Academic counselling - Referrals can be made for students who may have learning differences (please refer to the Learning Needs Section). It is important that a student's curriculum be consistent with what is required to pursue education in a variety of countries and contexts.

Personal counselling - Students have a wide range of personal needs. While there are no clear-cut solutions to basic human needs, the counsellor attempts to provide students with an atmosphere in which they can express their ideas and feelings. Students can ask to see the counsellor at any time. They may also be referred for personal counselling when teachers, assistants or parents have specific concerns or worries about a student's behaviour or safety.

Bullying prevention – Bullying is considered to be repeated or habitual verbal/physical abuse, threatening, aggression, or intimidation. As a school, we are committed to preventing bullying and stopping it immediately if it occurs. In general, bullying is not a problem at Verita due to our small, close-knit community. However, the school Senior Leadership and School Counsellor leads school-wide bullying prevention efforts and is available to address any instances of bullying or suspected bullying.



MEDICAL SERVICE

There is a nurse on staff at Verita. Parents of students are required to complete a health form, including listing any known allergies, as part of the admissions process for each student. This information is needed to ensure that students are able to function safely and comfortably in school and at school sponsored events. The Nurse will request updated medical records as needed. Parents will be informed of any major health issues that come to the Nurse's attention.

If a student sees the nurse for a serious reason, the incident is documented and a copy is sent home to parents for communication purposes.

If a student is sent home for any medical concern, he or she is not permitted to return to school until the next day, or as recommended by the school nurse.

SOCIAL-EMOTIONAL LEARNING

Social-emotional learning is integral to Verita's curriculum. Social Emotional Learning (SEL) is a process through which children and adults acquire and effectively apply the knowledge, attitude and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. Our SEL program is based on five core competencies that educate hearts, inspire minds, and help people navigate the world more effectively. These competencies are – self-awareness, self-management, social awareness, relationship skills and responsible decision making. (*www.casel.org) We are currently using the Social emotional and Ethical (SEE) curriculum from Emory University which co-delivered by Verita's Social-Emotional Learning Department and our classroom teachers. At Verita we believe that successful social emotional and academic learning programmes are essential for our students' growth and development.

TUTORING

From time to time, the school may recommend that a student work with a private tutor outside of school hours. The school can recommend a tutor for parents to use at their own discretion and cost. Members of the Verita staff may be available on a limited basis to help students outside scheduled class time. However, staff may not charge a fee to tutor students in their own courses/classes.

AFTER SCHOOL ACTIVITIES PROGRAMME

There is an active after school activities program for our students at an additional charge. The after-school programme begins at 16:00 and ends at 17:00.

Pick-up after activities: After-school activities end at 17:00 and children should be picked up between 17:00 and 17:15 and it is important to respect this time. Repeated failure to collect your child by 17:15 will result in your child(ren) being withdrawn from after-school activities and they will have to be collected at 15:45. This is set at 3 occasions when parents are late beyond the pick up window without any prior notification.



Activities are offered in two semesters beginning in September and February and are paid for by the Semester. Since Verita has to make financial commitments to the instructors of these activities, no changes can be allowed after the first week of activities. Failure to pay for after-school activities in a timely manner may lead to the school withdrawing your child(ren) from activities.

SECURITY

DROP OFF AND PICK UP

Drop-off: 08:30 – 08:45

Students will be dropped off after 08:15; there is no staff member on duty before that time. A teacher/staff member will have morning duty from 08:15 - 09:00. He or she will be responsible for supervision of students during this time.

Pick-up: 15:45 - 15:50

Following after-school snack, classroom teachers will release students to the pickup area. Students with after-school activities will remain in their classrooms until 16:00 when they will be taken to their activities.

Classroom teachers are responsible for supervising students' transition to after school activities.

EMERGENCY DRILLS

Evacuation drills are held regularly and participation by all students and staff is mandatory. A thorough set of instructions is posted and reviewed with students periodically by teachers. Students participate in earthquake drills, lockdown drills and fire drills.

GENERAL SECURITY

Students are not permitted to leave the campus during school hours (including after-school program if enrolled) without permission of a parent or guardian. Parents who wish to pick up their children before regular dismissal should report to the school office before taking the child from campus. In situations other than an emergency, a note should be sent to the school office requesting early dismissal prior to the student's departure. If a person unknown to the school and other than the parent is to pick up the student, this may only occur by mutual arrangement between the school and the parent. Written permission is required for the release of a student to anyone other than a parent or a designated representative and we request that an emailed photo-id be forwarded to the school office in order to safeguard our school community.

PARENT/GUARDIAN RECOGNITION

Only the parent or legal guardian is recognized to give permission for participation in school activities, sign forms, write notes of absence, allow students to return home in case of illness and pick up students from school. Any person designated to do so other than the parent/guardian must be communicated to the administration in writing, stating clearly the dates during which the alternate will act as the parent/guardian. Ordinarily, students must be residing with the parent/guardian while attending Verita, and must have regular supervision. A student who does not have regular supervision by a parent or guardian may be withdrawn by the school.



Please inform the school and the classroom teacher of any extended absences outside of Bucharest or Romania by the legal parents and/or legal guardians before they occur. Please ensure the school has proper records for contact information for parents while travelling as well as contact information for the temporary caregiver.

PERSONAL PROPERTY

Students are responsible for their own personal property and for items brought to school. Whenever possible, personal belongings should be labelled. Students found in possession of another student's property without permission may be considered guilty of theft. Students are strongly advised not to bring large amounts of money or valuable property to school. The school will not be responsible for replacing missing items.

VISITORS

All Parents and visitors are required to report to the school Reception Desk after entering the main gate. If something needs to be delivered to a student it should be done only through the school office. No parent should seek out a student or teacher without reporting to the school Reception Desk.

Permission to bring a student guest to school should be sought in advance from the School Principal. If a student is granted permission to take a guest with him/her during the day, the host should introduce the guest to the Principal and the teachers at the beginning of the day. The teacher has the right to not accept a guest into a particular class for educational reasons. Visits should be limited to no more than two school days.

SCHOOL CLOSURE

The school will provide parents with any necessary emergency closure information via email, SMS, notes home, or other means. In the event of a school closure during the normal school day, students will remain on campus until released by school authorities and should be picked up by parents or a designated representative. Written permission is required for the release of a student to anyone other than a parent or a designated representative. Students must remain at school until picked up by an authorised representative. (It may not be possible to run online sessions if the closure is decided upon late in the morning due to sudden bad weather for example.

COMMUNICATIONS

CHANNELS OF COMMUNICATION

Teachers may be contacted in person before or after school, by email, or by calling the school office and requesting a return phone call. Teachers are not permitted to share their personal phone numbers with parents. We encourage parents to contact teachers directly so they may be able to promptly address any questions or concerns.

We believe that most concerns are best resolved at their point of origin, using the following procedure:

1. Speak first to the person closest to the concern, e.g. the classroom teacher, specialist or school counsellor. If the concern relates to general school matters, policies, or administrative decisions, you should first speak to the School Dean.



2. Should direct communication with the teacher or the counsellor not resolve the matter, you may choose to contact the Principal of Primary or the Principal of Secondary before contacting the School Dean.

Click [here](#) to see more information on our communication matrix.

For safety and security reasons, teachers are not permitted to give out personal student or family information to other parents or students. This includes personal or work-related phone numbers or email addresses. Please contact the School Dean if there are questions related to this issue.

COMMUNICATION BETWEEN SCHOOL AND HOME

At Verita, we believe that parents and teachers should be partners in a child's success at school, and therefore we value frequent, honest, and useful communication about the academic, social, and behavioural wellbeing of all students.

Parents can expect to receive home-school communication in the following ways:

1. Parents will receive regular updates on Seesaw in Early years and Primary regarding class activities and via email from the teachers in Secondary.
2. Verita will publish newsletters on a regular basis.
3. Parents will receive communication about individual student behaviour and assignment completion on an as needed basis. The frequency of this communication is left up to the discretion of the classroom teacher.
4. Written Reports are sent home twice per year. These reports show student progress in academic and self-developmental areas.
5. The School Dean will send informational updates on an as-needed basis.

MISCELLANEOUS

LOST AND FOUND

Lost and found is located near the main entrance. Items not collected from lost and found are periodically donated to local organisations. Please label student personal items such as water bottles, jackets, hats, etc. This will allow teachers, students, and staff to return lost items promptly.

PETS

Dogs (unless Guide dogs for people registered blind) or other pets are not permitted on school grounds without the permission of the Dean.

SMOKE FREE CAMPUS

Verita is a smoke-free workplace. Smoking (including e-cigarettes) and the use of tobacco products are prohibited for everybody in or on all school facilities and property.



LUNCH

Students will eat together at a designated time. Students may bring packed lunches from home or may enrol in the school's lunch and snack programme (this is an additional cost).

LEAVING VERITA

To request withdrawal from school, the parent must notify the administration in writing. Please allow the school at least 10 days' notice to prepare report cards and records.

When families leave Romania, and apply to other schools around the world, Verita's administration and staff can write recommendations and invigilate other schools' entrance exams on request. Please note that recommendation letters and references are considered confidential and will be sent directly from Verita to the receiving school.

Code of Conduct

Within the school we all follow a code of conduct to make our school a happier and safer environment.

We believe that Teachers have a right to teach and that pupils have a right to learn.

EVERYONE WILL ACT WITH COURTESY AND CONSIDERATION FOR OTHERS AT ALL TIMES.

As a member of Verita School:

- ✓ We are good learners and do our best *so that we can be proud of ourselves and of our work.*
- ✓ We listen carefully *so we can learn from each other*
- ✓ We are caring, kind, cooperative and helpful *to make our school a safe and happy place*
- ✓ We move quietly around the school *so that others can work and to avoid accidents*
- ✓ We settle our disagreements peacefully by talking about them *so that we do not hurt each other.*
- ✓ We look after the school and its equipment *so that we have what we need to learn and can work in a pleasant environment.*
- ✓ We look after other people's property *so that all our belongings are safe*

Part 5

Aspects of Everyday School Life

After school

When children have been collected by parents or their representatives we politely request that they leave the school grounds as we are not responsible for any child using the play equipment outside of school instruction hours which end at 3.45pm.



The play equipment in the front of the school is designed for the younger children in school up to Year 2 specifically. Damage may result in the equipment becoming unusable, which will impact on all of the younger children which is not fair.

We thank you for your support in this matter.

Pastoral Care

The Dean and the School Counsellor have overall responsibility for Pastoral Care, but each Class Teacher is made aware of any emotional or learning difficulty a child may be experiencing.

It is important that parents make known to the Dean any circumstances or medical conditions which might affect or hinder a child's development.

Sex Education Policy

The School's policy will be found on the [school website](#).

Child Protection

Parents should be aware that the school shall take any reasonable action to ensure the safety of all its pupils. In cases where the school has reason to be concerned that a child may be subject to any form of abuse, staff have no alternative but to follow the [Child Protection Procedures](#) and inform the correct authorities of their concerns.

Part 6

Frequently Asked Questions - by Parents

The following are a selection of the most asked question from parents

Q. What if my child is sick?

A. No child should be sent to school unless fit and well enough to participate in all normal activities.

If your child is absent from school you are asked to ring the School Office on by 9am to inform us of the absence and also to ensure that a note, clearly explaining the reason for absence and dates of absence is given to the Class Teacher when the child returns to school.

If your child is taken ill at school or has an accident, the school will notify you or other nominated contact as soon as possible.



Q. What if my child is late?

A.
Punctuality at school is insisted upon. However, if children are late they should be brought to the main Reception where they will be taken by a member of staff to their classroom. Children who arrive after the bell will be marked late.

Q. What if the weather is bad?

A.
During times of inclement weather, children are supervised in their classrooms during breaktimes. It is not possible to admit children to the school building before 8a.m.

Q. Can my child bring sweets, toys, valuables/mobile phones etc. to school?

A.
Children are not allowed to bring sweets, toys or valuables to school. This prevents arguments over ownership and removes any temptation to take others' property.

Children may bring sweets for the whole class on special days such as birthdays. These should be individually packed and given to the Class Teacher first thing in the morning.

Children are discouraged from bringing 'extra money' to school for spending on the way home.

Mobile phones/devices are not permitted for Primary aged children. The only exceptions which can be made are for those children who have to call a taxi cab at the end of the school day (this requires a letter to the Principal).

Secondary aged children follow a secondary specific policy. If they stay in school for an after-school workshop they cannot use their mobiles until they leave the school at 5pm.

Q. What if my child has an appointment during the school day?

A.
If your child has a dental/medical appointment in the morning and will be late arriving, the Class Teacher should be informed on the previous day. If you are unable to notify the Class Teacher then please contact the office before 9.15 a.m. on the day.

If you need to collect your child from school early, then arrangements should be made with the Class Teacher and Reception Office.



Q. What if I need to see the Principal/Class Teacher?

A.
If you need to see either the Principal or your child's Class Teacher, contact the School Office and an appointment will be made at the earliest possible convenience.

Q. What if my child forgets equipment etc.?

A.
If your child forgets their P.E. Kit, Swimming Kit etc. this can be brought to the office by 9:30am. It will be passed to your child, or their Class Teacher, as soon as possible.

Q. What if there is a change of address or telephone number?

A.
If there is any change to the addresses or telephone numbers given on the contact form held by the school, it is vital you inform the school office immediately.

Sickness Guidelines for Parents

Children of school age commonly suffer from infectious diseases. Some of these are given a specific name such as Chicken Pox. Some are termed 'viral illness' and others are described by the symptoms they cause such as diarrhoea and vomiting. Most of these are mild, short-lived illnesses in the majority of children but the problem is that they easily spread within the school setting.

In order to minimise the chance of your child being ill at school and to reduce the spread of infectious disease within school, it would be helpful for you to observe the following guidelines, which explain when your child should stay away from school.

**Sickness & Medical Policy
September 2022**

As a school which aligns with the UNCRC, we make an effort on upholding the 45 articles of the convention in our school; please refer to the UNCRC articles [here](#).

Sickness Absence

If your child is absent due to an illness, please, be sure to contact the school first thing in the morning (before 09.00 AM) to inform us of the reason for the absence and how long you expect the child to be out of school.

- It is important to keep the school informed if your child has an infectious illness, in order to help prevent it from spreading around school.
- If your child attends school and feels unwell during the school day, the school will contact the appropriate person to arrange for the child to be collected, in order to have them cared for and to protect other children and adults from risk of infection.



- Therefore, a member of the staff will make sure the child is comfortable and isolated from other children.
 - The key staff in each group will call the parents first, if no answer then other emergency contacts will be tried.
 - If staff are concerned about a child's condition deteriorating, she will take the child directly to the hospital and seek medical support.
- You need to inform the school if your child has had hospital or surgical treatment and is returning to school with stitches or a plaster cast also if they need restricted P.E. lessons, playtimes and lunchtimes.

It is expected that children with infectious illnesses will remain absent for the period recommended by the doctor.

We are aware that a number of illnesses can be classified as minor health conditions and if the child is well enough to play, carry out daily school activities, etc, whether you send the child to school under these conditions will depend on how ill you deem your child to be.

However, please note that our sickness and medication policy provides a few guidelines for parents about the recommended time out of school:

ILLNESS	APPROPRIATE ACTION
Diarrhea and / or Vomiting	Please do not bring your child to school at least 48 hours after the last episode
Flu	Until recovered
Conjunctivitis	Please do not bring your child to school if his / her eyes are "gunky". Wait until 24 hours after treatment has been started
Fever	Please do not bring your child to school at least 48 hours after fever has gone
Coughs and Colds	Children may attend school with a minor cough or cold. If it is a bad illness or a long lasting cough you will need to seek medical advice as soon as possible and keep the child at home until advised by a doctor
Sore Throat	If your child has a sore throat with no other symptoms then your child is usually well enough to attend school. It is only in severe cases that there may be good reason for them to stay at home
Antibiotics treatment	If your child has been prescribed antibiotics, he / she can return to school 48 hours after the treatment has been started
Rashes	A rash is often the first indicator of a number of childhood illnesses which may cover part or all of the body. Do not send your child to school with an unexplained rash. You need to bring a medical certificate confirming that this is not contagious.
Chicken pox	Please do not bring your child to school until the last spot has scabbed



IMPORTANT: If your child is absent for more than 3 consecutive days due to health issues, please bring a doctor's certificate confirming he / she can return to the community.

MEDICATION

Temporary Medication

School guidelines state that staff will only administer medicines if the following applies:

Parents complete a permission form stating instructions for dispensing the medicines. This form can be provided either by the teachers or the administrative staff and will be retained with the medicines.

All medicines are labelled with the child's name, medicines name, dosage and the hours for administration. Medications should be in original packaging with labels.

Permanent Medication

If a child requires permanent medication, his / her needs must be discussed with the head teacher and the Administrative Manager, as well as other staff if deemed necessary. Parents must complete and sign the medication form and this is kept with the child's medication in a safe place. If specific training is needed for the staff, its cost will be covered by the parents.

Please note that our staff is instructed not to administer the first dose of a newly prescribed medicine. This is necessary, in order, to prevent any adverse reaction to the medication happening in school.

Ongoing conditions

For ongoing conditions, a Health Care Plan will be completed to ensure that the school is able to meet the child's needs. All relevant information (including photo) will be collected in one central document that will be kept in the child's medical information file.

Asthma Inhalers

Inhalers will be kept in a safe, secure but easily accessible place. They need to be labelled with the child's name and a record will be kept of when it was administered. It is the parent/ carers responsibility to make sure your child has an inhaler in school, labelled with your child's name and not expired.

Anaphylaxis

In the case of children with severe allergies and who may go into anaphylactic shock, all staff is trained in the use of epi-pens.

Specific guidelines and protocols are in place for children with epilepsy and anaphylaxis and will be reviewed with each new child entering the school.

Broken bones

School can usually make arrangements, after medical advice, for children with broken bones to be attending school. Provision will be made for them at break and lunch times to stay inside when necessary.

If your child has a broken bone please contact the office, after medical attention, for advice



AUTHORIZATION FOR ADMINISTERING MEDICATION FOR A STUDENT AT VERITA SCHOOL

NAME OF STUDENT:.....

MEDICATION:.....

DOSAGE AND FREQUENCY (amount to be given and time):

.....

DATES AND TIMES FOR ADMINISTRATION:.....

POSSIBLE ADVERSE REACTIONS SHOULD BE REPORTED:

.....

SPECIAL HANDLING INSTRUCTIONS:.....

PARENT'S PERMISSION:

I hereby give my permission for my child (named above) to receive medication during school hours.
I hereby release the Verita International School and its employees from any and all liability that may
result from my child taking the medication named above.

Name of Parent

Signature of Parent

Date.....

Phone.....

Name and signature of the person receiving the medication:

Name of person designated to administer the medication:

Created and Reviewed by: Damian Ward/Verita Founder and Advisory Board

Policy Category: Health and Safety

Approved by Richard Joannides

Next Review: August 2024



Complaints Procedure

Whilst we are a caring community we are aware that misunderstandings can sometimes arise and a parent may wish to express concern. The Principal and/or Dean are available, by appointment, to deal with parents' concerns.

Parents in School

We are grateful for the help and support offered to us in so many different ways as we work in partnership for the benefit of your children. Parents who are able to do so are welcomed to help Teachers in the day-to-day work to support classroom teaching or to plan or support the many community events that the students undertake. We also often ask for volunteers to accompany visits off the school site. All classroom visits are by appointment with the classroom teacher only.

If you are able to help, even if only for a short time, please let the Class Teacher know.

Taking holidays during term time

We know that children who take any days from school miss out on their education. Sometimes due to the constraints of work, and for other family occasions, parents do need to request time off from school for their children.

Social media and its responsible use

As part of our school ethos we explain and share with the students how to:

1. stay safe online
2. act responsibly by not slandering or defaming anyone online or in person or in print.
3. not use social media channels for retribution or revenge.
4. not spread malicious rumours via youtube, email, messenger, WhatsApp or any other digital channel/media.

All children, parents and community members are expected to abide by this so that everyone feels that Verita is a safe place to learn, play, converse, visit and work in.

If social media is used inappropriately in any way by a student of Verita, staff member, parent or visitor we reserve the right to have the offending material withdrawn and apologies put in the offending video/literature's place.

If the breach is of a serious nature the child or staff member will be subject to the school's policies and procedures.

If this breach involves a parent of, or visitor to, Verita then it can result in further action, such as barring individuals from the school site or legal action, including the formal cessation of contracts.

All complaints should be made either in person, or in writing to the class teacher, Principal or Dean. These will then be actioned as soon as is possible

And Finally

Every child is unique, every child is special. They look different, behave differently, develop at different times and at different rates, learn at different times and in different ways.



Yes, every child is unique....

Every child is special....

Every child is an individual

We hope you will be happy at Verita International School.

Last Edited: March 2023

Note: This handbook was written in English and can be translated into Romanian. Since it was composed in English, the English-language version will take precedent in case of any ambiguity.

