



**Verdala**  
INTERNATIONAL SCHOOL



# MIDDLE SCHOOL STUDENT/PARENT HANDBOOK

## 2023 - 2024


*Last updated: 31st July 2023*

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On behalf of all of our faculty and staff, I would like to warmly welcome all of our students, especially our new students, to VIS Middle School. I hope you have had a great summer break and that you are looking forward to this new academic year as much as we are!

Middle School is an exciting time in every young person's educational journey and bridges the gap between elementary and high school. This is a time where our students develop new skills, become risk takers and begin to develop their own identity, thoughts and ideas. At VIS we are dedicated to providing a creative and caring environment that allows our students to truly grow and develop. Through our exciting and dynamic curriculum, the International Baccalaureate Middle Years Programme (MYP), we offer our students opportunities to solve problems, ask questions and learn new skills. In MS students will be engaged in an active curriculum that allows them to make meaning of their learning, make connections between their learning and to take risks in their learning within a safe and structured environment. Students will be encouraged to develop both their independent skills and their ability to work effectively as part of a team. In addition, Middle School students will participate in an interdisciplinary unit through which they will develop the academic and social skills needed to navigate the complex issues facing today's global citizens. Throughout Middle School our students will continue to become knowledgeable, inquisitive and ethical contributors to our world.

Middle School prides itself on being a safe, caring and nurturing environment for all of our students. Our students are supported through a dedicated staff, supportive homeroom teachers and effective student support services. This is imperative through what can be an emotional time. On leaving Middle School, students will be thoroughly prepared for the challenges that await them in High School as they continue their MYP journey in Grade 9 and 10 and enter either the IBDP or IBCP programme in Grade 11 and 12.

We recognise that school today can be a very different environment to that experienced by many parents. We encourage parents to play an active role in our community and to join us at the various Parent Information Meetings (PIM) we schedule throughout the year to provide insight into our programme, activities, and educational approach. We will also be reaching out to parents to help us as Grade Parents, serving as a bridge between the school and parent body, thus improving communications and ensuring we can all provide support as needed.

I encourage both students and parents to sit down together to read this handbook carefully. This handbook provides all the necessary information needed for a positive and successful Middle School experience. Your understanding, acceptance, and cooperation will help ensure that your time with us is positive, beneficial, and focused on our core purpose: learning.

We are all looking forward to welcoming both new and returning students in what promises to be a fantastic academic year ahead!

Sarah Boylin  
Middle School Principal

## SECTION 1: WELCOME TO VIS

In a diverse setting representing over 50 different nationalities, Middle School students of Verdala International School (VIS) prepare themselves for personal and professional success by engaging in a challenging course of studies and activities providing balance across areas of knowledge and personal development.

Through the International Baccalaureate Middle Years Programme (IB MYP), continued in High School in Grades 9 & 10 and then followed by International Baccalaureate Diploma Programme (IBDP) or International Baccalaureate Careers Related Programme (IBCP) in Grades 11 & 12, students learn to become knowledgeable, inquisitive, ethical contributors to the world around them. Students may take various paths towards graduation, with most students obtaining an accredited US High School Diploma, and the majority achieving the IB Diploma which opens doors to many of the best universities around the world. Regardless of their final awards, students develop their critical thinking, analytical, problem-solving and creative skills, as well as developing empathy for and understanding of the complexity of the modern world and the problems we face as a global community.

As an International school with such a diverse population, students at VIS benefit from the opportunity to engage with peers and faculty from around the world. This experience enables them to value their own cultural backgrounds while also learning to appreciate the cultures of others.

As a school that values approaches to teaching and learning which are based on up-to-date educational research and an awareness that we are educating students for their futures, not our pasts, we work to seamlessly integrate the use of technology into learning to ensure that students learn how to use these tools with purpose. We also offer a range of clubs, sports and leadership opportunities both within and beyond the school day, and in Community Service activities which are embedded into our programme.

Together, the range of opportunities at VIS enables students to develop their personal, physical, academic, leadership, and creative skills and to engage in activities which provide them with enriching experiences which contribute to their development as individuals who are ready to play an active role in the world around them.

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### OUR VISION

To be the international school of choice, celebrating diversity, empowering and inspiring future generations.

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### OUR MISSION

At VIS we strive to ensure that all of our students become knowledgeable, inquisitive and ethical contributors to our world.

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### OUR EDUCATIONAL PHILOSOPHY

- To prepare our students to be ready for tomorrow's world by encouraging learning through inspirational education using 21<sup>st</sup> century learning methods.
- To create a unique environment where each student can grow and discover their true potential.
- To promote an enquiring mind with a thirst for knowledge.
- To embrace diversity in our multicultural society.
- We trust that a caring inclusive community will help build a sense of self-worth and a profound respect for others.

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### OUR STUDENT PROFILE

#### **Knowledgeable**

Students at VIS have an understanding of concepts, ideas and issues across a broad range of disciplines with global and local significance.

#### **Inquisitive**

Students at VIS participate in their learning by exploring a variety of situations with courage and an open mind. They are reflective and appreciate diverse points of view.

#### **Ethical**

Students at VIS act with integrity and honesty. They demonstrate a strong sense of justice and fairness by respecting individuals, communities and the environment.

#### **Contributors**

Students at VIS actively pursue opportunities to contribute responsibly to their local and global communities.

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### WHOLE SCHOOL ECO CHARTER

#### **Rationale**

As a community, we have a common understanding that environmental education needs to become a core part of our school's programme and ethos. We recognise the need to find a balance between our personal interests and protecting our health, our lifestyle, and our environment. This document serves to outline the principles, practices, and commitments

we expect all members of our community to be guided by when engaged in any activity related to the school.

### **Guiding Principles**

- VIS values our global ownership of the planet on which we live and we are committed to educating our community to be active & responsible eco-citizens.
- We will make principled decisions that are sustainable and minimise any negative impact on the environment.
- We will foster activities and initiatives that have a positive impact on the environment.

### **Practices**

The school will actively:

- integrate environmental learning into the curriculum at all levels of the school in connection with the UN's Sustainable Development Goals; implement operational systems and policies that support sustainability and protection of the environment;
- foster habits of reduce, reuse, recycle throughout our community;
- communicate and promote our shared environmental responsibilities to all our stakeholders.

### **Commitments**

- We will actively demonstrate our engagement with these principles & practices through sustainable actions & initiatives that benefit the environment.
- We will consider and, where possible, prioritise environmental sustainability as part of financial decision-making.
- We will encourage and educate our community to integrate this environmental responsibility into their daily & home life.
- We will unpack and interpret our Principles and Practices at age & context-appropriate levels across all stakeholders.
- We will explicitly identify short-term and long-term goals and report regularly on progress towards achieving these goals.

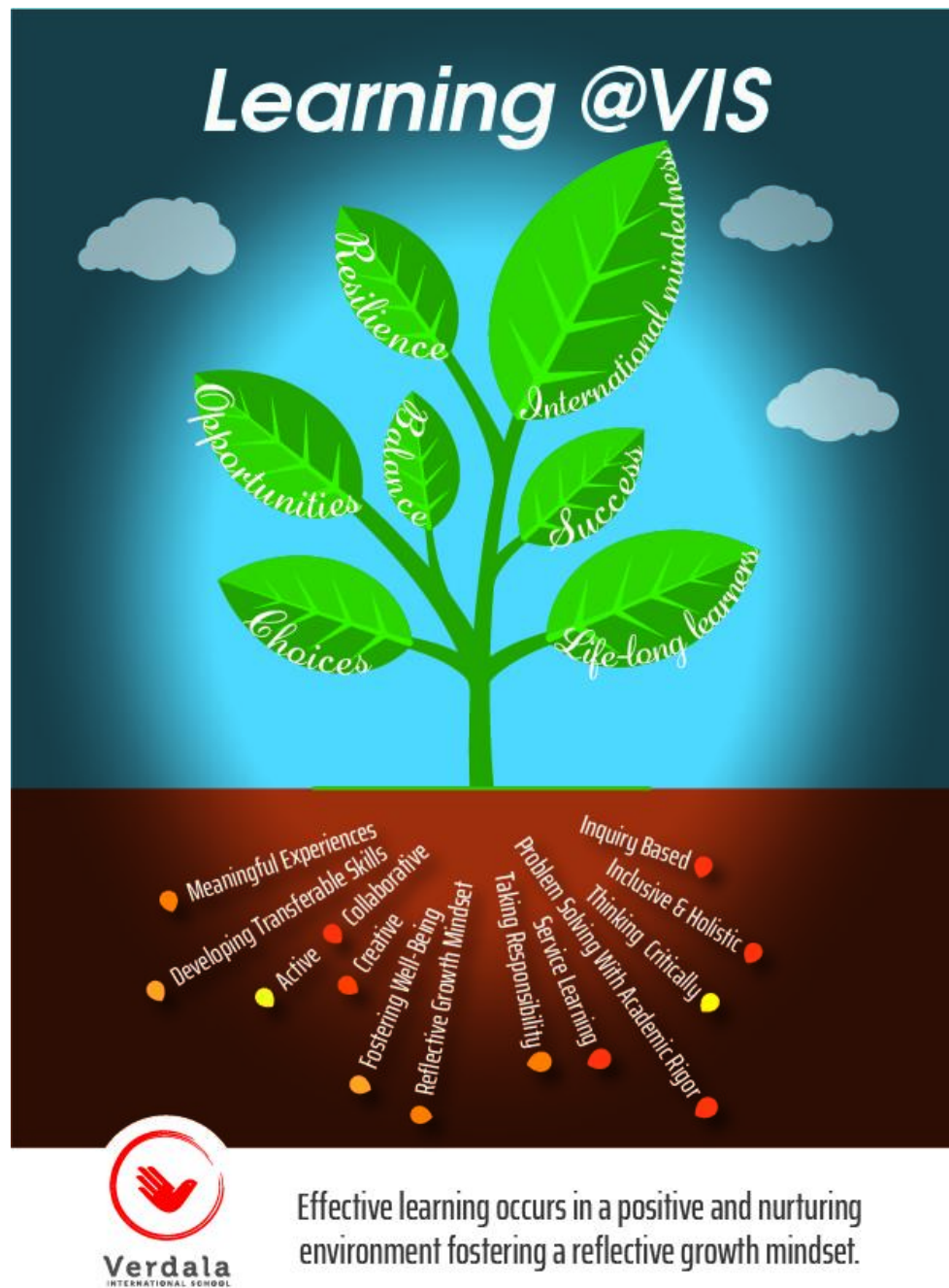
### **DEFINITION OF LEARNING: LEARNING @VIS**

At VIS, learning involves developing the knowledge, skills and understandings through inquiry-based and transdisciplinary strategies which prepare our lifelong learners for their future challenges. Effective learning occurs in a positive and nurturing environment, fostering a reflective growth mindset. This develops best in a context where students apply problem-solving skills to think critically and creatively in order to collaborate and take responsibility for their own learning.

We promote personal well-being through a balanced education that includes creativity, activity, academic rigour, and a service learning environment.



We provide meaningful learning experiences through an inclusive educational journey which develops transferable skills, resilience, and well-grounded and mindful individuals. We strive to offer varied pathways and opportunities to enable success for all.



## VIS DIVERSITY AND ANTI-DISCRIMINATION POLICY

As an international school, we expose students to the diverse world around them and celebrate different cultures. We celebrate diversity by ensuring that all members of the school community regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other factors - are welcomed, included, treated fairly, and respected. Teachers are encouraged to provide students with a variety of opportunities to learn about diversity and different cultures.

We value people's right to express views and opinions in a respectful manner, however, discrimination on any basis is unacceptable.

The anti-discrimination policy, will apply for all issues related to school life, including but not limited to: teaching and learning; facilities and access to them; guidance and counselling; and on all our community interactions.

All members of the VIS community, including Board Members, Leadership team, staff, students and parents, are expected to respect this policy which is aligned with the VIS Inclusion policy.

## DISTANCE LEARNING @ VIS

In the event that circumstances require a partial or full campus closure, our commitment, as per our Distance Learning policy, is to provide an alternative means of education in the form of Distance Learning. While Distance Learning cannot replicate onsite learning, our teachers can deliver powerful instruction that allows students to meet expected standards in an online environment. In the event of Distance Learning, more information will be shared with families and students.

## SECTION 2: MIDDLE SCHOOL OVERVIEW

### MS FACULTY & STAFF



The Middle School Staff are made up of a diverse team of educators, all trained within their dedicated subject area and within the MYP programme offered in MS. Contact details of staff can be found on Managebac.

The Middle School Leadership team is made up of the following:

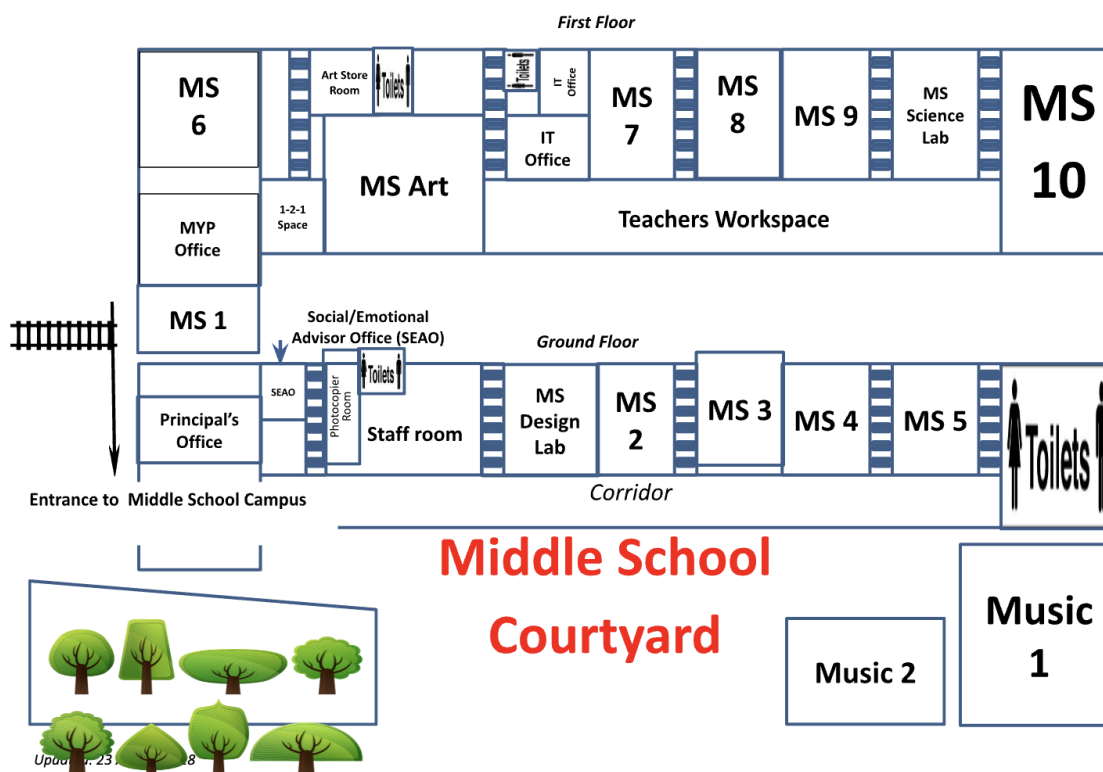
Middle School Principal - Ms Sarah Boylin ([vismiddle@verdala.org](mailto:vismiddle@verdala.org))

MYP Coordinator - Mr Jason Ward ([wardj@verdala.org](mailto:wardj@verdala.org))

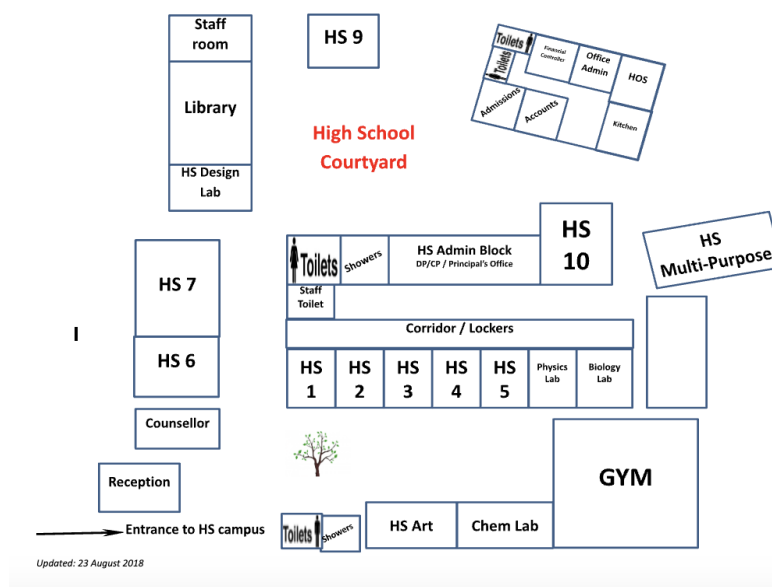
Director of Well Being - Ms Corinne Borg ([inco@verdala.org](mailto:inco@verdala.org))

In addition, the Middle School has a dedicated PA, who should always be contacted as the first port of call. They can be contacted on [mspa@verdala.org](mailto:mspa@verdala.org)

## MIDDLE SCHOOL CAMPUS



For some subjects, Middle School students have lessons on the High School Campus in specialist spaces. All Grade 6-7 students are accompanied by a member of staff when crossing from the MS to the HS campus. Grade 8 students are allowed to cross to the HS campus unaccompanied for lessons



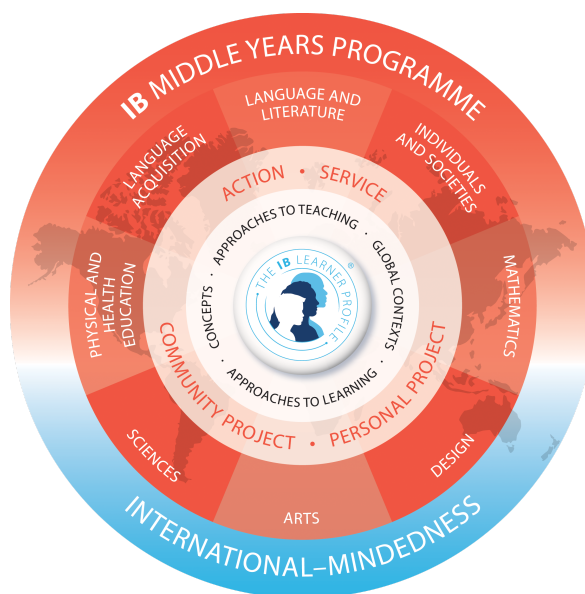
## INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME (MYP)

Since September 2022 (awaiting authorisation), Grade 6-8 students at Verdala follow the International Baccalaureate Middle Years Programme (MYP). The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world, preparing them for success in further study and in life. The MYP aims to develop active learners and internationally minded young people who can empathise with others and pursue lives of purpose and meaning. The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The MYP encourages young people to be creative, critical and reflective learners, capable of transferring their knowledge, skills and understandings across contexts and disciplines.

The MYP is a five-year programme (with G9 starting in 2023 and G10 in 2024 @ VIS) and students who complete the MYP are well-prepared to undertake the IB Diploma Programme (DP) or Career-related Programme (CP) in Grade 11 and 12.

The MYP comprises eight subject groups:

- Language acquisition.
- Language and literature.
- Individuals and societies.
- Science.
- Mathematics.
- Arts.
- Physical and health education.
- Design.



The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme. In Grade 10, students have the option to sit an externally assessed e-assessment.

Each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups. MYP students also complete a long-term project, where they decide what they want to learn about, identify what they already know, discover what they will need to know to complete the project, and create a proposal or criteria for completing it.



MYP students learn essential project management skills. They complete a collaborative, community project at the end of Grade 8 and a personal, independent project at the end of Grade 10. The project component represents an accessible and inclusive experience which allows students to engage with their interests and passions in a safe and supported way.

The Middle Years Programme (MYP) helps students develop both subject-specific and interdisciplinary understanding. The MYP curriculum framework includes:

- Approaches to learning (ATL), helping students learn how to learn by developing skills for research, critical and creative thinking, communication, collaboration, and self-management
- Key and related concepts help students to connect and explore big ideas that really matter in today's and tomorrow's world.
- Global Contexts help students understand the relevance and importance of what they are studying through real world scenarios and situations that promote our common humanity and shared guardianship of the planet.

The MYP culminates in an independent learning project in Grade 10. Students complete a significant piece of work over an extended period of time, encouraging them to consolidate their learning and reflect on the outcomes of their work.

Another component of the MYP is service as action, through community service. Action and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme, especially in the [MYP community project](#) which students participate in at the end of Grade 8.

This information and well as other programme information seen below is taken from the Official International Baccalaureate website.

For further details please visit: <https://www.ibo.org/programmes/middle-years-programme/>

*"Verdala International School is a candidate school for the International Baccalaureate (IB) Middle Years Programme and pursuing authorization as an IB World School. IB World Schools share a common philosophy - a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision."*

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#### IB LEARNER PROFILE



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

As IB learners we strive to be:



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#### APPROACHES TO LEARNING (ATL) SKILLS

Through approaches to learning (ATL) in the MYP, students develop skills that have relevance across the curriculum that help them “learn how to learn”. ATL skills provide a solid foundation for learning independently and with others. Within the MYP there are five ATL skill categories, each with skill clusters:

ATL Skill Categories	MYP ATL Skill Clusters
Communication	i. Communication
Social	ii. Collaboration
Self-management	iii. Organisation
	iv. Affective
	v. Reflection

Research	vi. Information Literacy
	vii. Media Literacy
Thinking	viii. Critical Thinking
	ix. Creative Thinking
	x. Transfer

Within their different subject area's students target different ATL's within their learning and they will also be reported upon by teachers.

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#### SUBJECTS OFFERED IN MIDDLE SCHOOL

- English Language & Literature
- French, Italian, or Spanish
- Individuals & Societies (I&S)
- Science
- Mathematics
- Visual Art
- Theatre
- Music
- Design
- Physical and Health Education (PHE)
- Maltese Language & Cultural Studies
- Well-Being

In addition, students have a MYP lesson each week which serves to pull together the various elements of the programme. This MYP session aims to help the students adapt and transition to their new curriculum. It supports the acquisition and practice of self-management, collaborative and reflective skills which are differentiated and developmentally appropriate as the students transition through the programme.

All students also have a weekly Friday Focus lesson with their Homeroom Teacher which focuses on a variety of different themes each month and provides an opportunity for Middle School students to work with peers from both the Elementary and High School.

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#### ASSESSMENT

Assessment is integral to learning as it is through assessment that students are able to understand how well they are learning and can use feedback from the assessment process to improve in this regard. Assessment tasks are opportunities to reflect, learn and grow. At VIS we encourage our students to be proactive and demonstrate commitment to their studies.

Assessment results can be accessed on a regular basis by both students and parents through ManageBac.

Middle School students will complete 2 main types of assessment. These are **Formative** and



**Summative** assessments.

**Formative Assessment** (Assessment for Learning) - Assessment is an essential part of teaching and learning and through continual reflection the teachers and students are continually identifying areas for improvement. Formative (on going) assessment is an important part of the learning experience and it allows the students to receive feedback both during or shortly after the task has been completed. Formative feedback can take many forms, it can be observational and instantaneous or appear as written comments or voice notes on student work. Although formative feedback appears as a constructive and descriptive commentary, formal feedback can involve numerical grades such as the ones you might see on a draft. Additionally students are encouraged to take greater control over their learning and they are coached in self and peer assessment strategies.

**Summative Assessment** (Assessment of learning) - Summative assessment refers to the judgement made by the teacher of the level of achievement reached at the end of a unit of inquiry. Summative tasks assess one or more criteria and take a wide variety of forms ranging from large scale projects to quizzes, reviews or tests. Complete summative grades using all four criteria are reported on and appear at the end of the academic year and interim scores are provided at the end of the first semester.

#### **Assessment as Learning**

The MYP goes beyond the recall and memorization of facts and teachers are encouraged to craft authentic assessments that are both challenging and practical. When planning a unit of inquiry the teachers create assessments based on the enduring understandings, the key purpose of the learning and the skills they want the students to explore. Summative assignments and tasks are designed with the end of the unit in mind and teachers use understanding by design to ensure that the assessment is both central and essential to the learning.

#### **What are the essential characteristics of MYP Assessment at VIS?**

- The MYP assessment model is criterion-related and is based upon predetermined written criteria that are age appropriate and accessible to the students and members of the school community. The work and progress of each student is measured against the descriptors which represent the communication, knowledge, understanding and skills standards for each of the eight subject groups.
- Throughout the year students are given continuous assessment opportunities, they are encouraged to seek feedback, reflect on their progress, adjust their performance and take action through practice and teachers are there to encourage students to take greater control over the process of assessment.
- Students are never judged directly against the work of their classmates.
- The IB (International Baccalaureate) believes that teachers are best placed to assess the work of their students and the assessment model supports the professional judgement of the teacher in deciding the levels of achievement of individual students. Grades are not averaged and teachers consider all variables when determining the final end of year grade
- Teachers collaborate to ensure that assessments are both valid and reliable through internal standardisation of samples of work

**Assessment in the MYP aims to:**

- support and encourage student learning by providing feedback on the learning process.
- inform, enhance and improve the teaching to meet the developmental needs of the learner.
- encourage positive student attitudes and greater ownership of learning.
- deepen the understanding of conceptual and content based learning by helping students inquire into authentic, genuine and meaningful real world settings using the global contexts and their explorations. The Middle Years Programme enhances disciplinary understanding and promotes interdisciplinary learning throughout the five years of the programme.
- support greater autonomy and self-regulation. Our goal is to help students become self-aware, process orientated and more independent learners.
- reflect the international-mindedness of the programme by allowing for assessments to be set in a variety of cultural and linguistic contexts.
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

**The Assessment Criteria**

There are eight subject groups in the Middle Years Programme and each group has its own set of objectives and assessment criteria. Every subject has four assessment criteria which can be seen in the table below.

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Language & Literature (English)	Analysing	Organizing	Producing text	Using language
Language Acquisition: French, Italian, Spanish	Listening	Reading	Speaking	Writing
Individuals & Societies (Humanities)	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
The Arts: Drama, Music, Visual Arts	Investigating	Developing	Creating /Performing	Evaluating

<b>Physical &amp; Health Education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>Community Project</b>	Investigating	Planning	Taking Action	Reflecting
<b>Interdisciplinary Learning</b>	Evaluating	Synthesising	Reflecting	

### Achievement levels

Each criterion is divided into various achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called level descriptors. The levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, and so on. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. All criteria have four bands and a maximum of eight achievement levels. All MYP subject groups have four assessment criteria divided into four bands, each of which represents two levels of achievement. MYP criteria are equally weighted. The level descriptors for each band describe a range of student performance in the various strands of each objective. At the lowest levels, student achievement in each of the strands will be minimal. As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands.

### MYP general grade descriptors

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group. Please see the the table below to see how criteria grades are converted to provide a global grade:

Grade	Boundary Guideline	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.

4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

#### MAP ASSESSMENTS

In addition to classroom-based assessments, all Middle School students sit for the Measures of Academic Progress assessment (MAP) twice a year - in September & January. This assessment is an adaptive, computer based test that benchmarks growth and progress against millions of students around the world. The results of this assessment are used to help VIS evaluate the effectiveness of its programs and determine next steps for individual students. It is one piece of the puzzle that helps teachers support student growth and progress. MAP results are not used as a single data point, but are utilised by teachers alongside a range of data gathered. MAP results are shared with students and parents via Managebac.

#### COMMUNITY, SERVICE AND ACTION - VIS SERVES

The school has a philosophical commitment to the ideals of service to the local and global communities. The opportunities available to Middle School students serve to develop the academic and social skills needed for navigating the complex issues facing today's global citizens. The programme works towards ensuring that our students become knowledgeable, inquisitive and ethical contributors mentioned in the VIS mission.

In the Middle School years there are a range of community service opportunities for students to participate in. Further information will be provided at the start of the school year during MYP and

advisory sessions by the MYP Coordinator and Homeroom Teacher Team. This action will be different from student to student and from context to context. The action may involve students in:

- feeling empathy towards others
- making small-scale changes to their behaviour
- undertaking larger and more significant projects
- acting on their own
- acting collaboratively
- taking physical action
- suggesting modifications to an existing system to the benefit of all involved
- lobbying people in more influential positions to act.

Within the MYP students should, through their engagement with service as action:

- become more aware of their own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others
- develop international-mindedness through global engagement, multilingualism and intercultural understanding
- consider the ethical implications of their actions.

Students will be encouraged to self-reflect on service as action with all of their learning outcomes closely associated with IB learner profile attributes and ATL skills. Through their participation in service, students can become more confident, self-regulated learners.

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#### GRADE 8 MYP COMMUNITY PROJECT

In Grade 8, students work independently or in small groups to develop a Community Project. The idea is to engage students in service learning by identifying, investigating and supporting the needs of others. Service as action helps students to apply their skills and understanding in meaningful ways and offers an opportunity for students to personalise their learning experience and demonstrate community leadership.

There are five elements to the project. Our students:

- create a challenging, feasible and manageable proposal;
- keep a process journal where they record their developmental journey;
- take action through an event or activity, which is referred to as an outcome, or through the creation of a tangible product;
- reflect on their learning by producing a report of their experience;
- celebrate their success with an exhibition.

Within their project students are expected to engage in the following:

<b>Direct Action</b>	e.g. one-on-one tutoring, helping stray animals, working alongside migrants to create a public garden
<b>Indirect Action</b>	e.g. designing an organisation's website or creating a wellbeing or self-help guide
<b>Advocacy</b>	e.g. initiating a self-love/ anti-bullying campaign or helping to reduce the school's carbon or water footprint through awareness posters
<b>Research</b>	e.g. conducting research to lobby those in powerful positions to make changes

The objectives of the Grade 8 Community Project are shown in the following diagram:



#### AFTER-SCHOOL ACTIVITY (ASA) PROGRAMME

The ASA Programme provides a wide range of activities and opportunities for students to explore areas and develop skills that lie outside those developed during regular school activities. Activities are run by external providers, teachers, and parents, and do change from year to year. Some examples of previously offered activities are:

- |  |                                      |                                       |
|--|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Fitness training  | <input type="checkbox"/> Guitar      | <input type="checkbox"/> Young Chefs  |
| <input type="checkbox"/> Robotics          | <input type="checkbox"/> Fencing     | <input type="checkbox"/> Science Club |
| <input type="checkbox"/> Coding            | <input type="checkbox"/> Capoeira    | <input type="checkbox"/> Photography  |
| <input type="checkbox"/> Baseball/Softball | <input type="checkbox"/> Latin Dance | <input type="checkbox"/> Handball     |
| <input type="checkbox"/> Football          | <input type="checkbox"/> Flamenco    |                                       |

All students are strongly encouraged to get involved in the opportunities offered by this programme. Further information can be obtained through emailing our ASA Coordinator ([asa\\_coordinator@verdala.org](mailto:asa_coordinator@verdala.org))

## STUDENT SUPPORT

Students often require support ranging from help dealing with emotional, behavioural or social issues to concerns regarding their academic performance or English Language skills. This support can take many forms, but is predominantly provided by the following people:

### HOMEROOM TEACHERS

Homeroom teachers meet with students on a daily basis at the start of each day and once a week for a 45 minute period. It is important that students develop a positive, open relationship with their homeroom teacher who can provide ongoing support emotionally and academically. Homeroom teachers work to build a sense of community within the homeroom group.

Homeroom	Homeroom Teacher	Homeroom Teacher Email
6V	Zack Berg	<a href="mailto:bergz@verdala.org">bergz@verdala.org</a>
6I	Ms Laura Byfield	<a href="mailto:byfieldl@verdala.org">byfieldl@verdala.org</a>
6S	Ms Christine Binda	<a href="mailto:bindac@verdala.org">bindac@verdala.org</a>
7V	Ms Abigail Davey	<a href="mailto:daveya@verdala.org">daveya@verdala.org</a>
7I	Ms Mary Kay Zammit	<a href="mailto:zammitmk@verdala.org">zammitmk@verdala.org</a>
7S	Ms Lucienne Agius	<a href="mailto:agiusl@verdala.org">agiusl@verdala.org</a>
8V	Ms Elise Stoffregen	<a href="mailto:stoffregene@verdala.org">stoffregene@verdala.org</a>
8I	Ms Ingrid Donati	<a href="mailto:donatii@verdala.org">donatii@verdala.org</a>
8S	Mr Kevin Quigley	<a href="mailto:quigleyk@verdala.org">quigleyk@verdala.org</a>

### EXTRA LEARNING SUPPORT

Students who experience difficulties related to their learning can acquire a range of support within the classroom and outside such a setting. Primarily it is the teacher who addresses students' learning, however the school has a specialist with whom teachers and parents can liaise and discuss



individual student's needs. Provision plans on how to assist and support the student are generally planned and implemented within a mainstream curriculum and/or classroom. These plans:

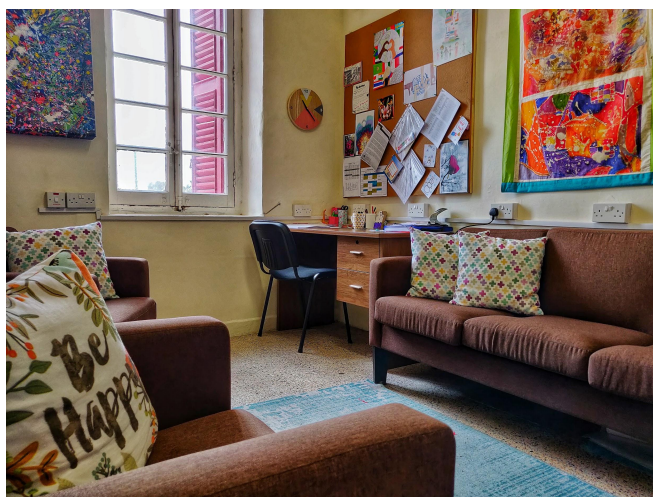
- are developed in collaboration with the parents and teachers concerned, may also involve the student
- may involve various members of the Student Support Services team who coordinate their efforts to ensure systematic support is provided
- can involve the support of a Mentor, individual attention from a Learning Support Educator, or outsourced therapeutic or tutoring sessions
- can also involve the support of other community members and other support service professionals where necessary.

For further details on Learning Support, please refer to the Student Support Services Handbook, or contact our Director of Wellbeing, Ms Corinne Borg ([inco@verdala.org](mailto:inco@verdala.org))

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#### WELLBEING SUPPORT

We have two members of staff who can provide social and emotional support to students in MS: Ms Corinne Borg and Ms Alexandra Vella McIntyre ([MSSEadvisor@verdala.org](mailto:MSSEadvisor@verdala.org)) Matters brought to the attention of the social-emotional advisor are dealt with in strict confidentiality, except when there is a “clear danger to the person or to others” (American Psychological Association, 1981, p.636), or when it is deemed fit to elicit support of competent professionals in order to assist with solving an issue.



Parents are encouraged to contact any member of the Student Support Services team or Middle School Principal should they have any concerns about their child's wellbeing.

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#### ENGLISH LANGUAGE SUPPORT

Students who require additional English Language Support will have additional English lessons during Maltese Language & Cultural Studies. The aim of this programme is to help to develop their Academic English and support them with targeted vocabulary that will ease their transition into a programme that is fully in the English Language. In addition, students identified as requiring English language support are encouraged to attend the weekly ASA which will provide greater support.

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#### MEDICAL ASSISTANCE & FIRST AID

The school has a full time school nurse, Ms Lesley Kendall ([nurse@verdala.org](mailto:nurse@verdala.org)) who is based near the Elementary School who deals with students who require medical assistance or first aid. Also, all MS teachers are first aid certified.



MS students who feel unwell and/or wish to see the nurse must inform the MS PA immediately. Students must not call their parents/guardians before they have been given permission to go home sick by the school nurse.

Parents/Guardians: *please ensure that you speak to the nurse, MS PA, or a member of the MS Leadership Team before arranging for your child to go home. We do not wish you to have a wasted journey, and students who have not received such permission from the nurse will be expected to stay in school.*

### [VIS Protocols for Sick Students](#)

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#### DISPENSING OF MEDICINES BY SCHOOL NURSE

If a student needs to take prescribed medicine during school hours, parents must fill in the [VIS Medical Administration Form](#), and provide a doctor's certificate supporting the need and dose of the required medication. Families with children with severe medical conditions are required to inform the school through OpenApply and consult with the nurse so that an individualised health and safety plan can be developed. In order to develop an individualised health and safety plan, any medical condition must be supported by a medical doctor's certificate. If there is a change in your child's medical status mid-way through the year, please consult with the school nurse immediately. Medications are left with the School Nurse and stored in a secure location in the Nurse's Office. The container must be clearly labelled with the student's name and the appropriate dosage. No student may carry medicines of any description while at school. Any medication provided to the school will be returned to the family by the school nurse at the end of the school year.

Parents are requested to discuss the necessary information regarding the dispensing of prescribed medication with the Nurse. No prescribed medication will be given to students without the written permission of the parent.

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#### HEAD LICE

When dealing with the issue of head lice, at VIS, we stress the importance for everyone in our community to work hand in hand. It is therefore essential if parents discover that their child has head lice, that they immediately inform the school nurse, via an email, so that she can evaluate if there is a need to send a friendly reminder to other parents so as to check their children for head lice. Parents are responsible to start head lice treatment on the same day that lice are found. The child may return to school on the following day that treatment is commenced.

If a staff member notices that a child is constantly scratching their head, the child will be accompanied to the nurse's clinic to confirm if they have head lice/nits. If the child is found to have head lice/nits, the parents will be contacted, and the child will be sent home at the end of the school day to be treated for head lice. The child may return to school the day following commencement of treatment, and the school nurse may check the child's hair to confirm effective treatment.

At VIS we are committed to safeguard our community from the problem of head lice, so in the first week of October, a routine 'whole school' head lice screening will take place. This all school practice is mandatory, and no student/staff member is exempt from the screening.

This routine standard practice will be carried out by a professional head lice screening company, that is recommended as per Maltese Government School Head Lice Guidelines.

See [Head Lice Flow Chart](#)

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#### ACCIDENTS & EMERGENCIES

If a minor accident occurs at school, the supervising staff member will accompany the student to the nurse's clinic, or else call the nurse to come to the site of the accident. After the appropriate first aid is given, an Accident Report Form will be filled in by the supervising staff and the nurse, and a copy of the form will be sent home with the student at the end of the day (or within 24 hours of the incident) so that the parents are informed of what happened.

In case of a serious accident or injury during school hours, parents/guardians will be informed as soon as possible, and asked to come into school. In the unlikely event of the school being unable to get in touch with either parent, or next of kin listed on the Emergency Information form, the nurse will accompany the student by ambulance to the nearest emergency medical services department. The school nurse will remain with the student until the parent or guardian is contacted.

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#### ATTENDANCE REQUIREMENT

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##### ATTENDANCE PHILOSOPHY

At VIS we believe that learning is about more than just academic performance. Students at VIS are expected to participate in and take advantage of the range of academic and other opportunities offered by the school and we believe that learning does not take place to the level we expect if students are absent from school.

VIS therefore emphasises the importance of attendance, requiring that students maintain at least a 90% attendance rate, and recognises that any student with more than 10 absences (either excused, unexcused or health) in any semester and/or more than 18 absences in total may not be promoted to the next grade at the end of the school year. Students with excessive absences may have limited their access to the curriculum, and therefore may have significant gaps in their learning.

The school reserves the right to request appropriate documentation supporting any excused absence.

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##### EXCUSED

**Excused** absences are those which are considered beyond a student's or families' control. Some examples of acceptable excuses would be:

- External procedural requirements which must be completed during school time, e.g. visa paperwork, visiting new school. A parental note must be submitted in advance.
- Bereavement leave.
- Health (when supported by a parent note for 1 or 2 days' absence, or medical certificate in the case of 3 or more days of absence)
  - Note that when the absence coincides with the deadline for a Summative Assessment task a medical certificate will always be required even for a one-day absence - see the Assessment Policy for details.
- Participation in an externally organised event, e.g. a sports competition, music recital.
- Suspension
- at the Principal's discretion: other similar reasons beyond parental control.

*Please note that these may be recorded using various categories in ManageBac.*

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#### ABSENT

Any absence not covered above will be recorded as **Absent**, including vacation- or travel-related absences during school days.

Please note, Section PAs will contact parents if no Managebac excusal has been received by 9:00am on the day that a student is absent.

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#### LATENESS AND EARLY DEPARTURE

Students are expected to be punctual for all obligations. Repeated or persistent lack of punctuality is treated as a disciplinary issue.

Any students who arrive on campus late, must sign in with the MS PA so their attendance is recorded. Any student who is required to leave campus early on any school day, is also expected to sign out with the MS PA before departure. Parents must notify the MS PA ([mspa@verdala.org](mailto:mspa@verdala.org)) of any early departure in advance.

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#### MISSED WORK

It is the student's responsibility to catch up on missed work, including all assessments. Teachers will extend deadlines for students to complete assignments/tasks if a student's absence has been health related. Deadlines will remain the same for any unexcused absences.

In Secondary, students are expected to liaise with their teachers ahead of any pre-planned absences to make appropriate arrangements to have access to learning materials, complete expected work and make up assessments (if applicable).

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#### CONSEQUENCES OF EXCESSIVE ABSENCES

All absences, whether Excused, Absent or Health related, count towards a student's total number of absences. Where a student's absences exceed the rate of 10 per semester or 18 per year, the reasons for any Excused absences will be taken into consideration when determining whether to promote to the next grade. This decision will be taken by the Principal in conjunction with the Head of School.

The School is obliged to inform the Social Services of student absences when:

- A student is absent from school for 3 consecutive weeks without this absence being backed by a medical certificate
- Social Services also intervene if there are many absences taking place on a regular basis without justification

It is up to the school's discretion to accept frequent school absences if the parents provide a justification that the school is willing to accept.

Persistent absences of any kind that have a significant impact on a student's growth and progress may result in the Principal, in consultation with the Head of School, recommending conditional re-enrollment or possible disenrollment for a student.

## ACADEMIC HONESTY

Teachers are expected to review the expectations for academic honesty with their students at the start of the year. There can be very serious consequences if a student commits an act of academic dishonesty in a final assessment and it is our responsibility to ensure that students develop good habits of academic honesty throughout their time at VIS.

Although each Programme Coordinator will discuss this issue with students from their programme, it is the responsibility of all teachers to ensure that their students are explicitly given the opportunity to learn the skills necessary for good academic honesty practice (referencing sources, for instance) within their area, and are consistent in promoting good practice and picking up on cases of academic dishonesty.

It should always be remembered that students may commit acts of academic dishonesty unintentionally or through a lack of awareness, this will often be the case. This is especially important at VIS with our very internationally diverse population, as the rules and customs regarding academic honesty can differ greatly. We can never assume that students are aware of good academic honesty practice, and therefore must ensure that we are explicit about what is required and that we revisit these expectations on a regular basis.

### [Academic Honesty Policy](#)

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## ACADEMIC DISHONESTY CONSEQUENCES

VIS treats academic honesty issues very seriously, and requires that all students learn academically honest behaviours. Although there is a learning process involved, this is also a serious matter that can have an impact on external examination results and students' futures. The practices and consequences outlined here are therefore intended to help students learn to value and model academically honest practice.

Please see the Academic Honesty Policy for details of what is considered academic honesty and for your roles and responsibilities in this area.

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### GRADES 6-8

Within a school year, regardless of subject area, the consequences for academic dishonesty are:

#### **First instance**

- The class teacher will review the standards and expectations for academic honesty and will support the student in re-submitting the work to an acceptable standard. Feedback will be given and the work assessed as normal.
- A note will be recorded on the student's MB Behaviour record and the MS Principal informed.

#### **Second instance**

- The student will be required to re-submit the work to an acceptable standard. Feedback will be given and the work assessed as normal.
- The student will write a reflective essay reviewing their actions and how to avoid this issue in the future. The essay will be written with supervision and support from the school counsellor; signed by the student, parents/guardians, and the programme coordinator; and then added to the student's file.

- The student will be placed on an Attitudes to Learning report card (blue) for at least one week.
- The student will be required to attend regular sessions with the school counsellor focused on ensuring quality Attitudes to Learning.
- A record will be made in ManageBac highlighting the issue.

### Third & subsequent instances

- A Disciplinary Review Committee will be convened to discuss the appropriate consequence which may include:
  - Re-submission of the work to an acceptable standard, including feedback and assessment as normal
  - Suspension (in or out of school)
  - Expulsion
  - The issue being recorded on school transcripts
  - Other consequences as deemed appropriate by the committee

The committee will take into consideration the student's history at the school, especially regarding previous incidents of academic dishonesty, when determining the appropriate sanction.

## AWARDS

### VIS IB LEARNER PROFILE AWARD

The VIS IB Learner Profile Award is given to students at the end of each Trimester who have displayed all 10 of the IB Learner Attributes (Knowledgeable, Risk-taker, Reflective, Caring, Principled, Communicator, Inquirer, Balanced, Open-minded, Thinker) across all their subjects in their end of Trimester report. Students can be awarded up to 3 Learner Profile Attributes in each subject.

### GREATEST IMPROVEMENT AWARD

Given to one student per Homeroom class in each grade level at the end of each Trimester who are deemed by their teachers to have improved the most over the course of the year. This can be a significant improvement academically, socially, their character development, etc.

### GREATEST EFFORT AWARD

Given to one student per Homeroom class in each grade level at the end of each Trimester who are deemed by their teachers to have exerted the greatest effort and work ethic throughout the year. This does not necessarily relate to their academic outcomes, but the effort and hard work they have put into developing their performance.

## BRING YOUR OWN DEVICE (BYOD)

We operate a Bring Your Own Device (BYOD) policy and students are expected to have a working laptop (device must include integrated physical keyboard) with them for all lessons. This ensures that learning can take advantage of the opportunities presented by access to technology on a regular basis, whether for the production of documents or multimedia, or to conduct research or access resources via the internet.

For guidance regarding device specifications, software and FAQs, please see our BYOD Guide on the school's website <https://www.verdala.org/en/mslibrary>

## MOBILE PHONE USE

### Guidelines

- The general use of mobile phones in Middle School is not permitted.
- If students do bring a mobile phone to school, the phone must not be visible upon entering the school campus.
- All mobile phones should be switched off and locked away in students lockers at the start of the school day.
- If students need to communicate with parents/guardians and vice versa this can be done through the MS PA or MS Principal.

Please note, on occasion mobile phones may be used as a learning tool within a classroom setting. When this occurs, teachers will provide adequate warning to students either via managebac or the homework diary.

### Consequences

Students who do not follow these guidelines will have their mobile phones confiscated by the MS Principal using the following guidelines:

- 1st Occasion - students will be allowed to collect their mobile phone at the end of the school day.
- 2nd Occasion - parents will be informed and will be asked to collect the mobile phone.
- 3rd Occasion - this will be treated as a disciplinary matter in accordance with the behaviour guidelines outlined in the MS Student-Parent Handbook. Parents will be informed and will be asked to collect the mobile phone. The student will then need to hand in their mobile phone each day to MS Principal/MS PA and can collect it at the end of each school day.

## PHYSICAL AND HEALTH EDUCATION (PHE)

Physical and Health Education (PHE) is a compulsory course for all students in Middle School.

Students participate in a number of different sports and are therefore expected to come prepared for all PHE lessons.

Students will require the following equipment for land PE:

- School PE kit (provided in G6 and for all new students)
- Efficiently soled sports shoes (no flats soles allowed)
- Hat and sunscreen in summer
- Refillable Water bottle
- Change of clothes, underwear and socks
- Towel
- Shower gel and roll on deodorant (no aerosols allowed in changing rooms)

For swimming units students will require the following equipment:

- One piece swimsuit/swimming trunks
- Swimming hat
- Goggles
- Flip flops
- Towel
- Shower gel and roll on deodorant (no aerosols allowed in changing rooms)

More details regarding equipment for PHE can be obtained from the Head of PHE Mr Zack Berg ([bergz@verdala.org](mailto:bergz@verdala.org))

#### LIBRARY

Students in Middle School have access to the main Library collection based on the HS campus. They can access this during their English Language & Literature Lessons in which they are guided by the school's Librarian team and English teachers. In addition, students may request books from the school library online and these are then delivered to their Homerooms.

As an integral part of our commitment to fostering a well-rounded education, we value the role of the school library in promoting literacy, inquiry, and a love for learning. As per the Library Policy, our library collection reflects the school's educational philosophy and embraces the inclusivity and diversity of our multicultural society. As a multicultural community we also want to respect the various value systems of each family. The library has a sticker system in place, with students able to borrow all the books in the Secondary School Library and Resource Centre. However, they will be alerted to mature content by an orange label (this material is still school appropriate but may contain sensitive topics). Parents will be given the option to "opt out" of this, and these books will not be allowed to be borrowed by students.

On the MS Campus, students also have access to the MS Book Nook, which is an informal collection of age-appropriate material that is accessible for students to borrow at all times. Furthermore, Mother Tongue Language Libraries are available in the MS Corridor for students to access at their leisure, with more than 10 different languages available.

#### EMERGENCY PROCEDURES

From time to time, the school will run safety drills to prepare the students for a possible emergency. Fire drills will be practised so that the children learn how to quickly and quietly exit the building. We will also prepare the students in case the potential emergency would require the children to shelter in class, such as a lockdown. In all cases, the teachers will introduce these drills in a child-friendly way, appropriate to their age. In the event of an emergency at school, all children will evacuate the school and assemble in the car park. The Head of School, or most senior member of staff will indicate when it is safe to return to the building. If however, it may not be possible to return to the School premises, then the School's "Safe Haven" assembly point on Triq Tunis will be used. Parents will be contacted by phone and will need to pick up their children as quickly as possible.



## GENERAL INFORMATION

### TEXT BOOKS

- All textbooks will be supplied by the school unless indicated otherwise.
- Students will be required to pay a fine for damaged or lost books, which must be settled before the publications of grades/reports.

### GENERAL STATIONERY AND EQUIPMENT

- All students are provided with a start up pack at the beginning of the academic year that includes all their exercise books and folders. This pack also includes a set of headphones for use in Design and a PHE Kit for Grade 6 and all new students to Verdala.
- All students are required to bring their own stationery and should ensure they have the following for the first day of school:
  - Pencil Case
  - Pen(s)
  - Pencil(s)
  - Pencil crayons
  - Highlighters (3 different colours)
  - Eraser
  - Pencil Sharpener
- Subject teachers will indicate to students if there are any additional stationery requirements and will communicate this through Managebac.
- All students must bring their own water bottle.
- All students are responsible for ensuring they have all the required materials for each lesson.
- All students are required to clearly print their name on all property. This includes clothing, calculators, etc.



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#### RECREATIONAL EQUIPMENT

- The school provides students with access to sports equipment for various games such as basketball, football and four-square.
- Students may bring their own equipment as well to school, but they should ensure this is clearly marked with their names.
- The school is not responsible for loss or damage to any personal recreational equipment the student may bring to school.

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#### SECURITY: LOCKERS, VALUABLES, AND LOST PROPERTY

Students are expected to be responsible for their own belongings at all times. To help with this, all MS students are assigned a locker at the beginning of the year, which may be locked with a combination code or a key. Students are expected to provide their own padlock, and a copy of the key or the combination is to be given to the homeroom teacher. It is the student's responsibility to ensure that their locker is kept locked. Student lockers are considered to be school property and the school reserves the right to access them at any time should the need arise. Locker privileges may be revoked if used inappropriately such as damaging a locker, or failing to keep articles in a neat and orderly fashion.

Students should always store their electronic equipment in their lockers during breaks, lunch or when required to be absent from the MS building such as during PHE classes to ensure they are safe.

The School will periodically conduct random bag and locker checks. Any object, material or substance which could be construed as dangerous to the health and safety of students and staff or which it is illegal to possess should not be brought to school. If discovered, such items will be confiscated and severe disciplinary proceedings will be initiated. In the case of illegal possession, the police will be contacted.

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#### LOST PROPERTY

The school does not take any responsibility for items lost anywhere in school. Students and parents/guardians should understand that any items brought to school are brought in at their own risk and that the student is responsible for their safekeeping.

Items which are found around the school campus are either taken to MS PA or the lost and found box. Students should look in these locations in the first instance. At the end of each month, lost and found items will be displayed for claiming, and then what remains will go to charity.

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#### TRANSPORTATION

The school operates a bus service; further details can be obtained from our website or from Reception. The Student Code of Conduct and behaviour expectations apply when travelling on the bus, and failure to comply with these expectations can result in disciplinary consequences and possible removal from the bus service. In particular, students must be aware that:

- they are required to sit safely and in an appropriate manner.
- the bus driver is the authority on the bus and may assign seats to students.
- they must wear seat belts.
- they must remain seated at all times unless entering or leaving the bus.
- behave in an appropriate manner throughout the journey.

## SECTION 3: EXPECTATIONS FOR STUDENTS

### VIS STUDENT RIGHTS

As a community, Verdala International School, like all groups, has expectations for its members. These expectations help all members be successful, protect their rights, foster mutual trust and respect, and create a positive and safe learning environment where students can maximize their learning. These expectations are built on the foundation of our mission, vision, and student profile.

Verdala International School Middle School students have the right to:

- be in a safe school environment, conducive to learning, and that promotes a healthy lifestyle (including healthy snacks, food, and drinks available for sale on school premises);
- be treated fairly, equitably, and with respect by teachers and other school employees;
- be protected from physical, verbal, and emotional abuse whilst on school premises or at school events;
- have enthusiastic, motivating, well-qualified, and dynamic teachers, always prepared for their lessons and constantly striving to help each child to achieve his or her full potential;
- be graded fairly;
- have a reasonable choice of subjects, at the appropriate levels in Middle School, but within the constraints of VIS's capacity to provide them;
- receive extra help from their teachers, within the school day, if requested and/or as needed;
- have supervised access to the outdoor sports facilities during the lunch break;
- receive education including, but not limited to, sexual education, healthy eating, and physical fitness;
- be involved in all aspects of the life of the school community and to seek positions of responsibility in the school;
- offer suggestions with regard to the administration of the school and improvements to its facilities through the Middle School Student Council;
- approach any member of staff regarding the conduct of another teacher and to be listened to in a non-judgemental way (staff will deal with the complaint as they see appropriate);
- be properly prepared for examinations;
- have a Student Council that acts as a representative voice for the students and which can represent the student body's issues without fear of retribution; and
- have clear procedures for filing complaints and/or grievances and to appeal a decision.

### MS STUDENT CODE OF CONDUCT



#### VIS Middle School Student Code of Conduct

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Our VIS Middle School Student Code of Conduct sets out expected standards of behaviour which align with our School Vision, Mission, Educational Philosophy, Student Profile, and other statements and policies which guide our community. At VIS we strive to ensure that all of our students become knowledgeable, inquisitive and ethical contributors to our world. The MS Student

Code of Conduct specifically focuses on ethical behaviour and positive contributions to our school community.

In general, the aim of this Code is to ensure that the school is a safe and pleasant place in which learning takes place, that the property and reputation of the school is protected, and that students develop self-discipline and consideration for others.

The MS Student Code of Conduct holds individuals and groups responsible for the consequences of their actions. Failure to fulfill these responsibilities may result in the withdrawal of privileges or the imposition of sanctions, which can in serious cases include suspension or expulsion from school.

MS students are required to read and sign this Code of Conduct on an annual basis, and will be held to the promises of behaviour they make in doing so.

**MS students at VIS have a responsibility to:**

- ❖ accept school policies regarding behaviour
- ❖ act and work cooperatively with other students and teachers
- ❖ respect the learning needs of other students
- ❖ be mindful of their use of resources and their impact on the local and wider environment
- ❖ take progressive responsibility for their own learning
- ❖ proactively engage with the diverse nature of the school community and demonstrate caring, inclusive behaviour at all times, in accordance with the School's Diversity and Anti-Discrimination Policy
- ❖ be punctual and regular in attendance
- ❖ uphold the reputation of the school by observing an appropriate standard of behaviour
- ❖ behave in a manner which ensures the health and safety of themselves and others
- ❖ behave with courtesy and consideration for others
- ❖ use technology appropriately, in line with the Technology Acceptable Use Agreement and with classroom expectations
- ❖ use appropriate and respectful language at all times (this includes avoiding swearing or derogatory terminology)
- ❖ refrain from behaviour which would interrupt the work of any class or hinder the learning opportunities of other students
- ❖ respect school property and the property of staff and other students
- ❖ complete work set by teachers promptly and to the best of their ability and to take full advantage of the educational opportunities offered at the school
- ❖ dress neatly and appropriately with due regard for health, hygiene and safety, in accordance with the school's Dress Code.
- ❖ avoid any Prohibited Conduct.

Prohibited conduct includes but is not limited to:

- any form of bullying whether verbal, emotional, physical, cyber, or in any other form. This includes, but is not limited to: assaulting, harassing, intimidating, threatening, or excluding another individual or group
- stealing, misusing, destroying, defacing, or damaging School property or property belonging to someone else
- academic dishonesty as outlined in the VIS Academic Honesty Policy
- disrupting school activities

- using school facilities, equipment, services, or technological resources without authorisation
- making false accusations against any member of the school community
- supplying false information to the School or forging, altering, or misusing any School document or record
- encouraging, aiding, or conspiring in any prohibited conduct
- failing to comply with a disciplinary consequence or disciplinary consequences imposed under the procedures of this Code

### **When does the Code apply?**

The VIS MS Student Code of Conduct applies to any student enrolled in Grades 6-8 at VIS. The Code applies to conduct that occurs on or near the premises of the school, at any time. It also applies to conduct that occurs elsewhere if it is related to school-sponsored programmes or activities (such as off-campus PE lessons or field trips) or if it occurs in the context of a relationship between the student and a third party that involves the student's standing, status, or record at VIS.

The VIS MS Student Code of Conduct also applies to behaviour in the online world where that behaviour in some way relates to the School or the school community, regardless of when and where this takes place. Further clarification can be found in the Technology Acceptable Use Agreement.

### **Disciplinary Consequences**

Disciplinary Consequences that may arise as a result of a breach of the VIS MS Student Code of Conduct include, but are not limited to:

- written warning or reprimand
- detention
- meeting with parents
- being placed on a behavioural report card for one or more weeks
- probation, during which certain conditions must be fulfilled and good behaviour must be demonstrated
- payment of costs or compensation for any loss, damage, or injury caused by the conduct
- issuance of an apology, made publicly or privately
- restriction or prohibition of access to, or use of, School facilities, services, activities or programmes
- suspension
- expulsion

Most breaches of the Code of Conduct may be dealt with by a member of the MS teaching faculty, the MYP Coordinator, or the MS Principal. Incidents involving prohibited conduct will usually result in suspension or expulsion.

Serious breaches, especially where suspension or expulsion may be considered, will require the student(s) concerned to appear before a Disciplinary Review Committee which will include the Head of School. The Disciplinary Review Committee process is outlined in the Behaviour Management section of the MS Student-Parent Handbook.

## Acknowledgement

All Middle School students and parents must read this document in its entirety, agree to all terms and conditions.

## MS TECHNOLOGY ACCEPTABLE USE AGREEMENT

### Introduction

A responsible use agreement (RUA) is a guideline for students, their parents, guardians, as well as the school itself. The use of online services and resources are increasing and so are the hazards and potential risks associated with modern communications, technology, and the Internet.

The objectives of this agreement are:

1. To ensure that the students in our care are safe in and out of the classroom;
2. To encourage safe and responsible use of technology and the Internet;
3. To promote E-Safety across all campuses.

***School Mission: At VIS we strive to ensure that all of our students become knowledgeable, inquisitive and ethical contributors to our world.***

Students have access to a range of technology to help them in their learning. They are expected to learn to use this technology responsibly, carefully, and correctly. Use of these technologies is a privilege tied to responsibilities, not a right.

Students and parents/guardians are required to sign this agreement at the beginning of each school year. In the case of students aged 16 or over, they may sign this in their own right, without a supporting parent/guardian signature.

Students & parents/guardians: please read carefully and discuss each point to ensure understanding, before signing below.

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Knowledgeable: Our behaviour shows that we know how to communicate well using technology

I will:

- ❖ use school-appropriate language when engaging in all school-related activities, such as submitting homework, participating in online forums and working in teams with classmates.
- ❖ think before posting anything online or sending messages to someone else and be thoughtful and mindful about the language I use.
- ❖ not use any language that is offensive to anyone and think about how my words will be understood by others before communicating anything online.

I agree:

- ❖ to document and properly cite all information taken from online sources, including but not limited to images, videos and music, in accordance with the VIS Academic Honesty Policy.

Inquisitive: We are curious and we challenge ourselves to learn new skills and concepts

- ❖ I will be mindful of the risks associated with the use of technology.

- ❖ I will consider critically what I find online and will use my critical thinking and reasoning skills to assess the validity of information I find.

Ethical: Our commitment to good use of technology

I will:

- ❖ use the school's network, internet services and devices for school-related purposes only.
- ❖ not use Virtual Private Networks (VPNs) when connected to the school network.
- ❖ not share my password with my peers, and I will not ask for or use anyone else's password.
- ❖ not access anyone else's accounts for any reason at any time except specifically under their supervision and with their permission.
- ❖ report to a teacher or member of the IT team if I find that someone has left their account logged in and unsecured on any device.
- ❖ follow the specific instructions from school staff when using computers, computer services (e.g. school accounts) and any electronic device that interfaces with the school's network or internet services.
- ❖ use all technological equipment on campus with care and report misuse and/or inappropriate content to my teachers or a member of the school leadership team.
- ❖ use Artificial Intelligence (AI) or Machine Learning (ML) tools only as guided by my teachers and will always cite such use within my referencing.
- ❖ not intentionally disrupt the school's network performance from inside or outside the school's network.
- ❖ not install any type of software on the school's network.
- ❖ protect my personal devices with an updated antivirus package.
- ❖ not introduce any type of virus to the school network.

I understand that:

- ❖ I am responsible for storing and backing up my data regularly and I understand that the school will not be accountable for any loss of digital materials;
- ❖ I am responsible for following the guidelines in using school-owned devices and will be held responsible for any loss/damages caused by negligence or misuse;
- ❖ the school reserves the right to monitor internet usage, visited websites, email correspondences through school accounts and any digital data on our network, and may forward this to authorities should the need arise;
- ❖ the use of chat and instant messaging services is not permitted during class time unless this is approved by the teacher and such communication is only used for the designated educational purpose at that time.

I will:

- not harass, threaten, cyber-bully and/or engage in any personal attacks on others.
- be an upstander and report to an appropriate member of staff if I feel unsafe, cyber-bullied, or witness unkind, harmful, discriminatory, or otherwise inappropriate behaviour.
- not upload, publish, or distribute photos, videos, personal information, private communications or any other kind of recording or information of other people without their permission.
- think carefully before communicating directly with anyone online and before sharing my personal details (name, surname, address, phone number) online.

Contributors: We show honesty & respect for self and others to help make our community safe for everyone

When using technology and engaging in school related activities or on school premises, I will:

- ❖ represent myself honestly;
- ❖ not access any system or device using an account other than my own;
- ❖ follow safety guidelines when posting to sites to which I subscribe or I am a member;
- ❖ respond thoughtfully to the opinions, ideas and values of others;
- ❖ not send or share unkind, harmful, discriminatory or otherwise inappropriate emails, messages, posts, or communications of any kind;
- ❖ respect and adhere to the limitations and restrictions in place through the school's network, including sites blocked by the school.

Any infractions of this Technology Acceptable Use Agreement will be dealt with in accordance with the School's Behaviour Policy, which can be found on the school's website and in the section handbooks.

### Acknowledgement

All Middle School students and parents must read this document in its entirety, agree to all terms and conditions.

## BEHAVIOUR

Our philosophy of behaviour management begins with respect and an understanding that students will make mistakes which are an integral and important part of growing up. Unacceptable examples of behaviour should therefore be considered learning opportunities and students should be given the chance to discuss and reflect on their behaviour.

- All teachers are expected to develop essential agreements with students at the start of the year, which should be clearly shared and referred to throughout the year. These may be posted on classroom walls, in student notebooks, or on a shared online space (e.g. in the ManageBac class or in Google Classroom).
- Teachers will make use of the Behaviour module in ManageBac to record behaviour related issues, using the following categories:

Commendations	Criticisms
Sec: SP+ Knowledgeable	Sec: SP- Knowledgeable
Sec: SP+ Inquisitive	Sec: SP- Inquisitive
Sec: SP+ Ethical	Sec: SP- Ethical
Sec: SP+ Contributor	Sec: SP- Contributor

- Principals will review these Behaviour reports on a weekly basis and take action as necessary - this may range from a meeting with the student, with their parent/guardian, detention, or placement on a report card, amongst other consequences.
- To promote positive behaviours, students will receive a certificate for 6 commendations and an award for 10 commendations (within a particular category). These certificates/awards will be issued throughout the school year.
- The report card system outlined below will be used where students do not demonstrate a positive response to teacher intervention, or where the infraction is deemed more severe/extreme.

#### REPORT CARD SYSTEM

We operate a Report Card monitoring system for students as an aid to help them reflect on the appropriateness of their actions. The card usually focuses their attention on two or three aspects for improvement, linked to the VIS student profile and guiding statements.

There are two systems

- Yellow, Orange, Red - for disciplinary issues. These are assigned by the Principal.
- Blue - for attitudes towards learning. These can be assigned by the homeroom teacher or by a Programme Coordinator. The goal here is to help students focus on the improvement of certain skills or dispositions which are having a negative impact on their learning. This card will usually be assigned once a student has failed to respond to intervention by one or more teachers.

Yellow For minor incidents, dealt with internally. Parents are informed via email.	Orange For serious incidents. Parents must be informed in person.	Red For extremely serious issues. Usually a sanction implemented after a Disciplinary Committee has been involved.
<b>Examples</b> <ul style="list-style-type: none"> <li>• First case of academic dishonesty in a year</li> <li>• Regular use of unacceptable language</li> <li>• Persistent lateness to school or to class</li> <li>• Unacceptable behaviour</li> </ul>	<b>Examples</b> <ul style="list-style-type: none"> <li>• Further incidents of behaviour that merited a yellow card</li> <li>• Second case of academic dishonesty in an academic year</li> <li>• Bullying of any kind</li> <li>• Deliberate destruction of property</li> <li>• Truancy</li> </ul>	<b>Examples</b> <ul style="list-style-type: none"> <li>• Further incidents of behaviour that merited an orange card</li> <li>• Further case of academic dishonesty in an academic year</li> <li>• Alcohol or drug abuse</li> <li>• Physical abuse of another person</li> <li>• Theft</li> </ul>



**Blue**

For ongoing issues to do with approaches to learning skills. Not assigned for isolated incidents. Parents may be informed if necessary.

**Examples**

- Poor organisational skills
- General failure to attempt homework in one or various subjects

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**PROCEDURE**

- The incident/issue causing the problem is brought to the Principal's attention (or in the case of a Blue card, to the attention of the homeroom teacher and the Programme Coordinator). This may be through the weekly review of Behaviour reports, or because of a more serious and urgent matter.
- If, based on the evidence and previous actions taken, it is deemed suitable, the student will be placed on report for one or more weeks, depending on the severity of the incident/issue.
  - o Teachers will be advised that the student is on report
  - o A note will be recorded in the Behaviour module in MB
- A student on report is required to give the card to the teacher in each lesson they attend, who will then sign and comment on the student's performance. It is the student's responsibility to ensure that their card is signed, however this is a learning process and teachers should proactively support the student through the development of this habit.
- During homeroom time each morning, homeroom teachers will review the progress being made.
- At the end of each week the student must present the completed card to the Principal (or homeroom teacher/Programme Coordinator in the case of a Blue card) who will then decide whether to:
  - o Consider the matter closed
  - o Place the student on report for another week (a note in MB should accompany this decision)
  - o Move the student onto another card (a note in MB should accompany this decision)

**SUSPENSION/EXPULSION OF STUDENTS**

Severe issues may result in a decision to suspend or expel a student from VIS. These are rare and each case is dealt with carefully, taking into account the student's record, the nature of the incident, and other factors.

A student may receive an in-school suspension, or an out-of-school suspension lasting from one to various days. Decisions to suspend a student are taken by the Principal in consultation with the Head of School. Students who have been suspended will be placed on an Orange or Red Report Card for at least two weeks upon their return to school, depending on the reason for the suspension.

Expulsion of a student is a complex matter requiring the involvement of the Head of School and the Board, and is very rarely required.

## DISCIPLINARY REVIEW COMMITTEE

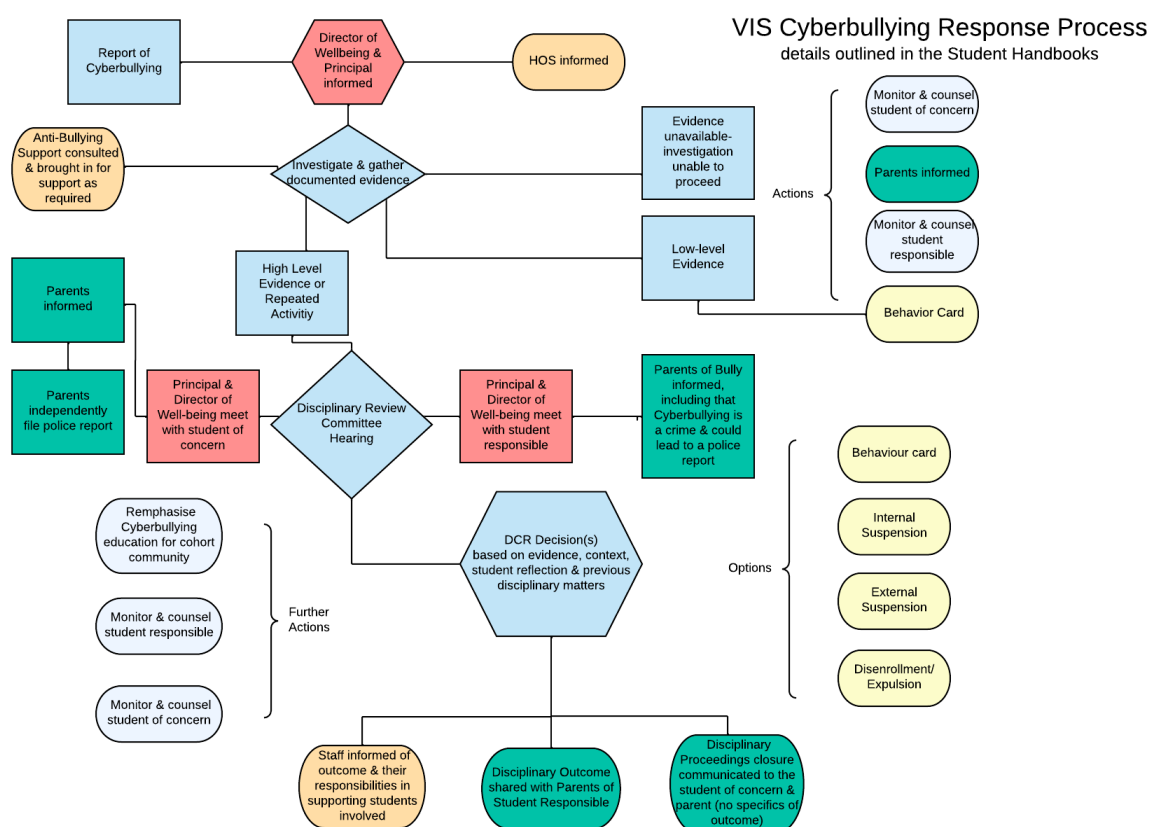
A Disciplinary Review Committee is convened whenever an extremely serious issue arises and potentially appropriate consequences include suspension or expulsion.

The committee is made up of 5 members: Head of School, MS Principal, Head of Student Support Services, Programme Coordinator, and the student's Homeroom Teacher.

The student involved is encouraged to bring along an adult observer; this is often a trusted member of staff but should not be a parent/guardian. The observer may not participate in the discussion, but should help the student debrief and process the experience after the meeting.

The committee will review the facts of the case, and hear the student's perspective and reflection regarding the issue. The committee will then determine appropriate sanctions for the incident, which may include suspension, expulsion, conditional enrolment, or a range of other consequences.

## CYBERBULLYING RESPONSE PROCESS



## NON-SMOKING CAMPUS

VIS is a non-smoking campus; this includes all areas of our school. All students, especially older students, are role models for the rest of our community and are therefore expected not to smoke around the perimeter of the school, i.e. crossing between campuses or on the pathways by the school.

This can be understood to mean that no member of the school community should be able to be seen smoking from the school campus.

“Campus” can be understood to mean anywhere a school activity is taking place. This therefore includes field trips, etc.

## THE SCHOOL DAY

We operate a Week A/B schedule.

The school’s Google Calendar, found on the website, shows whether the week is a Week A or a Week B and this is also displayed in the MS corridor and Homerooms.

	<b>Monday to Friday</b>
Homeroom	8:30 - 8:40
Period 1	8:40 - 9:25
Period 2	9:25 - 10:10
Break	10:10 - 10:25
Period 3	10:25 - 11:10
Period 4	11:10 - 11:55
Period 5	11:55 - 12:40
Lunch	12:40 - 13:15
Period 6	13:15 - 14:00
Period 7	14:00 - 14:45
Period 8	14:45 - 15:30

## HOMEWORK

Students will find that they have homework from most of their classes, which can take a variety of formats from completion of exercises to work on a long-term project. Although teachers do try to spread this out to avoid overloading students, the demands of each programme mean this can be very difficult to achieve. Students, therefore, need to allocate sufficient time on a daily basis to ensure they can keep up to date with their obligations.

Homework will be set along the following guidelines:

Grade 6 - 1 x 20 minute task per subject area per week.

Grade 7 - 1 x 30 minute task per subject area per week.

Grade 8 - 1 x 45 minute task per subject area per week.

Homework is usually not expected to be handed in the next day. Please note, the only subject area where homework may be expected for the next day is Mathematics due to the nature of the schedule.

Staff will always provide students with the appropriate amount of time to complete their homework.

Homework tasks will be clearly communicated to students and will be visible on Managebac.

Most students manage this successfully, but for those who need additional support with this aspect of school life, can speak to the social-emotional advisor, homeroom teacher, MYP Coordinator or MS Principal.

## DRESS CODE

The environment in school should be considered semi-formal - although we may appear somewhat casual in many ways, we expect everyone to be focused on learning and therefore that all students will dress accordingly. The clothes we wear affect our mind-set and our attitude.

Students, therefore, are expected to dress semi-smartly in a manner that respects the international make-up of our community and recognises a balance between the social and the formal nature of the school. We have a few basic principles students are expected to adhere to:

- Underwear should not be visible.
- Skirts and shorts should be an appropriate length. Short shorts are not permitted.
- Midriffs should be covered.
- Health and safety must be considered, so for instance:
  - Earrings and other jewellery should be restrained in style to avoid harm or damage to oneself or others. In particular, dangling jewellery and earring hoops are not considered safe.
  - Sandals, sports shoes, or more formal shoes are all acceptable. High heels, sliders and flip-flops are not appropriate.
- Printed messages on garments must be tasteful, sensitive to, and appropriate for a positive, diverse school environment. This includes messages printed in languages other than English.
- Although make-up is allowed, it should be minimal.

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## DRESS CODE INFRACTIONS

It is expected that students will abide by the dress code and therefore allow everyone to focus on learning. We aspire to ensure that the learning of each student is not affected if they choose to dress inappropriately, however sometimes this is not possible, especially for repeated infractions.

For first or minor infractions, students will usually be given a warning. However, students who do not respond to this warning or who dress very unacceptably will be required to change into something more appropriate. Should they not have such items with them, they will have to wear something from the Lost Property collection.

Alternatively, their parent/guardian(s) will be called and required to bring in something acceptable to wear as soon as possible.

Continued failure to abide by the dress code will result in disciplinary sanctions.

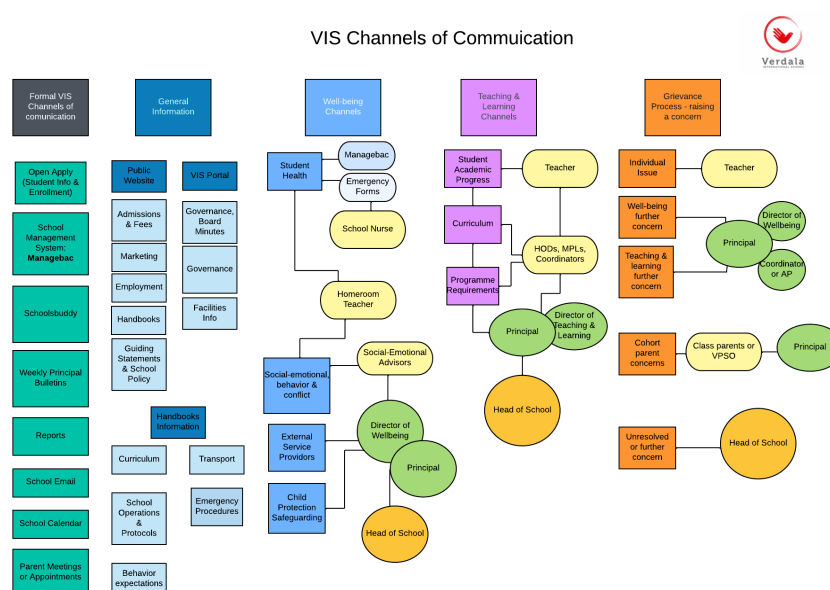
## SECTION 4: COMMUNICATIONS

We consider communication between home and school to be of utmost importance. We make every effort to be sure that parents are informed in a timely manner of their child's progress, school events, and other important information.

A crucial part of this process is having up-to-date telephone numbers and email addresses, as the school relies heavily on email communication. Please ensure that the school always has your most current contact information as well as an alternate contact person in case you cannot be reached in an emergency. To update your information, please ensure that the information on ManageBac is updated and correct.

### Chain of Communication

The following flowchart outlines channels of communication at VIS:



The school's primary means of communication with parents is through ManageBac messages, unless we are sending a personal message or communicating with a small group, in which case email is used.

Some teachers create class blogs/websites/etc, but these are often closed groups with access limited only to the students concerned. Parents who have queries about this should speak directly to the teacher involved.

A quarterly newsletter The Fort can be found at <https://verdalafort.com/> and is also accessible through the VIS website.

### MANAGEBAC

ManageBac is our student management portal, and it is essential that all parents log into the system on a regular basis to keep up with news and to keep track of their children's progress. Within the system parents can keep details up to date, inform us about absences, keep track of their

children's academic progress, read their academic reports, and in general be aware of everything happening with their child's learning at school.

ManageBac can be reached through the school's website (under Quick Links) or directly via <https://verdala.managebac.com>. There is, unfortunately, currently no app available for parental access. If you have not yet accessed the system, or have forgotten your password, you can follow the "Forgot your password?" link to gain access.

We will provide training opportunities to help parents navigate the system, but you can also find useful videos on YouTube - try searching for "managebac parents".

We communicate regularly with groups of parents through ManageBac and these messages appear in your email inbox. We do try to keep the number of messages to a minimum but there are times when a lot is going on and this is not possible. You might find it helpful to set up a filter or email rule which separates these messages out from your general inbox.

## COMMUNICATING PROGRESS

### WRITTEN REPORTS

Reports are sent home three times a year. Dates for these can be found on the Google calendar found on our website.

Report	Date	Grade Levels	Nature of report
Trimester 1 Report	Dec 12, 2023	6-8	Grades & Comments
PTC Conferences	Nov 11, 2023	6-8	10 minute meetings per student
Trimester 2 Report	Mar 22, 2024	6-8	Grades & Comments
PTC Conferences	April 23, 2024	6-8	10 minute meetings per student
Trimester 3 Report	June 20, 2024	6-8	Grades & Comments

Students are expected to complete assessments for all MYP units per subject, the Interdisciplinary Unit and all other MYP programme requirements in order to be successfully promoted to the next grade.

### PARENT-STUDENT-TEACHER CONFERENCES

These are conducted twice a year, and are considered an integral component of the reporting cycle which all parents should attend. There will be no normal classes on these days.

Students are expected to accompany their parents to these conferences.

## GRADE PARENTS

The role of the Grade Parents is primarily to touch base with the Homeroom teacher on a regular basis and plan ahead with them. They can facilitate class parent get-togethers (communicate Q&A with teachers and parents), identify field trip volunteers fairly, when needed, and support homeroom teachers in other ways. Please see the guidelines of this role below:

The classroom teacher/Principal will invite a parent(s) to be the Parent Rep (PR).

- These may be referred to as Class Parents (CP) in Elementary and Grade Parent (GP) in Secondary
- A parent can be the PR for only one class.
- The PRs will meet with the Principal to discuss their role and will work within the parameters set by the Principal.
- The PR will adhere to the communication guidelines as set out by the Principal.
- All parents are free to opt out of PR communications if they so desire.
- The PR role is for a one year period.
- PRs will be nominated each year during the month of May and will continue in this role over the following year.

#### Communication Guidelines

- The school will not provide email addresses to any parent but will assist the appointed PR in securing permission from the parents to provide their email to the appointed PR only. Parents' permission is sought on an annual basis.
- PR will send out email messages using bcc to protect other parent's data.
- PR's must not include any photos in their communication with parents.
- The school's official communication channels with parents are through email and ManageBac only.
- Parents may use other channels for informal communications (i.e. WhatsApp). The school assumes no responsibility for the communication that happens through such channels.
- However, the school will support parent representatives with establishing clear protocols for such channels.
- E.g. This forum is an informal communication space for our cohort to share school reminders and communications regarding cohort matters. Please stay polite and respectful according to the school's values and the parent code of conduct.
- It should not be used for discussion of private matters; these should be taken directly to the relevant teacher/Principal.

#### Role of the Middle School Grade Parent

- Sharing information regarding School Events.
- Attending PTO meetings.
- Supporting School Events as a Volunteer and/or sharing info with other parents about how to help out at School
- Being a contact person for all parents.
- Supporting all new parents with the transition to VIS.
- Arranging gifts for staff.
- Helping to support class activities. I.e. school drama performances/sports activities etc.

#### The role does not include:

- Relaying other parents' concerns to the teacher. If approached, the Grade Parent should ask the parent to make direct contact with the teacher or Principal.
- Collecting money for birthday presents for the children in the class.

VIS reserves the right to ask the Grade Parent to step down from the role if these guidelines are not adhered to.

If you are interested in this role for your child's Grade, please put your name forward as soon as possible, either to the homeroom teacher or to the Principal. We are hoping to finalise the selection of the parents to these roles as early on as possible in the year.

#### MESSAGES FOR STUDENTS

Parents are asked to be conscious of the school's daily schedule and to avoid contacting students during lesson times, e.g. by sending an SMS or WhatsApp message, as this causes unnecessary distraction. If there is an urgent issue, please contact the MS PA ([mspa@verdala.org](mailto:mspa@verdala.org)) who will then pass on the message.

#### SCHOOL CALENDAR

This can be found on the school website. It is possible to subscribe to this calendar so that it appears in your calendar app on your phone/tablet/etc.

#### DAILY SCHOOL TIMETABLE

Each student has their own online timetable which can be accessed through ManageBac. Other schedules can also be seen via <https://verdala.edupage.org/timetable/>.



## FREQUENTLY ASKED QUESTIONS (FAQ's)

### Frequently Asked Questions

### Where is the information?

### Who should I talk to about this?

Absences	→	Section Handbook & Managebac	→	Section PA	<a href="mailto:elempa@verdala.org">elempa@verdala.org</a> <a href="mailto:mspa@verdala.org">mspa@verdala.org</a> <a href="mailto:hspa@verdala.org">hspa@verdala.org</a>
ASA Info	→	Schools Buddy	→	ASA Coordinator	<a href="mailto:asa_coordinator@verdala.org">asa_coordinator@verdala.org</a>
Curriculum queries	→	Section Handbook	→	Principal or Coordinators	<a href="mailto:ES_viselem@verdala.org">ES: viselem@verdala.org</a> <a href="mailto:MS_vismiddle@verdala.org">MS: vismiddle@verdala.org</a> <a href="mailto:coord_myp@verdala.org">coord_myp@verdala.org</a> <a href="mailto:HS_vishigh@verdala.org">HS: vishigh@verdala.org</a> <a href="mailto:coord_dp@verdala.org">coord_dp@verdala.org</a> <a href="mailto:coord_cp@verdala.org">coord_cp@verdala.org</a>
Emergency Procedures	→	Section Handbook	→	Principal	<a href="mailto:elempa@verdala.org">elempa@verdala.org</a> <a href="mailto:mspa@verdala.org">mspa@verdala.org</a> <a href="mailto:hspa@verdala.org">hspa@verdala.org</a>
Field Trips Info	→	Section Handbook & Managebac	→	Section PA	<a href="mailto:elempa@verdala.org">elempa@verdala.org</a> <a href="mailto:mspa@verdala.org">mspa@verdala.org</a> <a href="mailto:hspa@verdala.org">hspa@verdala.org</a>
GDPR - data Privacy	→	GDPR Policy on website	→	Data Protection Manager	<a href="mailto:privacy@verdala.org">privacy@verdala.org</a>
Governance VIS Board of Directors	→	VIS Portal	→	Board Secretary	<a href="mailto:board@verdala.org">board@verdala.org</a>
Medical Student Health	→	Section Handbooks	→	Nurse	<a href="mailto:nurse@verdala.org">nurse@verdala.org</a>



## Frequently Asked Questions cont.

## Where is the information?

## Who can I talk to about this?

