

SECONDARY
HANDBOOK
2017-18



“striving for *excellence* by acting *ethically, engaging* minds, *exciting* learners, showing *empathy*”



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WELCOME

Welcome to the Secondary School of Danube International School, Vienna (DISV). This handbook is designed to give you an overview of the school from Grades 6 (MYP1) to Grade 12 (DP2), providing information you will need as parents and students to make the most of your time at DISV. Our Secondary School offers a dynamic and rigorous international programme, developing students who are well equipped to navigate successfully the opportunities and challenges facing the 21st century.



In Grade 6 (MYP1) to Grade 10 (MYP5), we offer the International Baccalaureate Middle Years Programme (IB MYP), which builds on the foundation provided in the Elementary School by the International Baccalaureate Primary Years Programme (IB PYP). In Grade 11 (DP1) and Grade 12 (DP2), students complete the International Baccalaureate Diploma Programme (IB DP), which will be their passport to higher education. IB students routinely gain admission to some of the best universities in the world.

We are committed to the pursuit of academic excellence through the education of the whole child, and this is reflected in our curriculum design and daily routines, through which an exacting and demanding academic programme is coupled with a great emphasis on the role of extra-curricular activities. Outside the classroom, individual passions, whether athletic, artistic, service or performance based, can be explored through a comprehensive activities programme designed to enhance the students' learning experience. We aim to help each student meet his/her highest potential through intellectual, social, emotional, physical and creative growth, with the understanding that each child learns and develops in his/her own way. In our school, the child is at the centre of the educational process and our international curriculum is based on this philosophy.

We aim to prepare our students to become internationally-minded citizens of the world and members of their community in its widest sense; of equal importance is the individual attention we give to the well-being of each student both academically and personally. All students in our community strive to develop all the qualities in the IB learner profile, which shapes the education we provide at DISV. A copy of the learner profile is included in this handbook and will prove a useful reference point for you and your child throughout his/her time at DISV. Students are encouraged to become inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, well-balanced and reflective.

Along with the MYP and DP student planners, this handbook will be a vital resource in making the most of your experience at DISV, as it covers important policies on our expectations for academic success and personal conduct. Separate handbooks for the IB MYP and IB DP curriculum programmes are also available.

You will quickly learn why DISV is considered to be a very special school. Learning is pervasive and demanding here, but it is also exciting and fun. Our teachers have the highest of expectations in terms of effort, attainment and behaviour but, most importantly, they also *care*. As a diverse, friendly and inclusive school community, we aim to empower and inspire all students to achieve their academic goals and personal aspirations, and develop an understanding of the world we all share.

You are welcome at DISV, and our doors are always open. Similarly, should you have any further questions about life and learning here at DISV, please do not hesitate to contact us at the school.

Rachel Pernet
Secondary School Principal

The 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.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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DAILY ROUTINES AND GENERAL INFORMATION

ATTENDANCE AND THE DAILY SCHEDULE

THE SCHOOL DAY

The school day varies based on the grade level of the student. In Grade 6 (MYP1) to Grade 10 (MYP5), the school day begins with registration (except Thursdays) followed by lessons throughout the day, a 20 minute morning break and a 45 minute lunch break. Lesson times vary based on the subject and timetable for each grade level. Classes are 40, 60 or 80 minutes in length. Each student will receive an individual timetable.



In Grade 11 and Grade 12 (DP1 and DP2) all IB Diploma students have individual schedules, which consist of three Higher Level subjects, three Standard Level subjects, Theory of Knowledge (TOK), one Creativity, Action, Service (CAS)/Personal and Social Education (PSE) session and study periods. Grade 11 and Grade 12 students have morning registration twice a week.

Below is a general schedule for Monday, Tuesday, Wednesday and Friday.

Grade 6 to Grade 10 schedule for Monday, Tuesday, Wednesday and Friday	
Time	Lesson
08:15 – 08:30	Students should arrive at school
08:30 – 08:40	Registration/homeroom
08:40 – 10:40	Lessons
10:40 – 11:00	Morning break (Grade 6 to Grade 10)
11:00 – 13:00	Lessons
13:00 – 13:45	Lunch
13:45 – 15:05	Lessons
Times Vary	After School Activities (ASA)

On Thursday, school begins at 09:00. All students report to their first lesson at 09:00 and the final lesson will end at 15:45.

Grade 6 to Grade 10 schedule for Thursday	
Time	Lesson
08:50 – 09:00	Students should arrive at school
09:00 – 10:40	Lessons
10:40 – 11:00	Morning break (Grade 6 to Grade 10)
11:00 – 13:00	Lessons
13:00 – 13:45	Lunch
13:45 – 15:45	Lessons
Times Vary	After School Activities (ASA)

BEFORE SCHOOL AND ARRIVING ON TIME

Students should arrive at school each morning early enough to first visit their lockers to store their belongings before moving to their homeroom for the registration period from 08:30 to 08:40.



LATE ARRIVAL



Students arriving late must sign in at the reception desk in the foyer, report to the secondary school office and then go to their lesson. They will be issued with a late pass that they take to their subject teacher. It is the responsibility of the student to sign in, and they should not attend lessons until this task has been completed.

END OF SCHOOL

Unless supervised by a teacher or engaged in an After School Activity (ASA), all students **must leave** the building by 15:15 at the latest (except on Thursday when they must leave by 16:00). The Hof is closed to all secondary students after school.

EARLY DISMISSAL

If a student wishes to be dismissed early from school, an explanatory note should be sent to the secondary school office and the homeroom teacher by the parent. All students who leave school before the end of the school day must sign-out in the secondary office and at the reception desk.

LATENESS

All students are expected to be at school on time. Frequent lateness, because of its detrimental effect on learning, is a serious matter; therefore, all 'lates' will be recorded in the student's record of attendance on ManageBac and the school will follow-up with individual students and families to promote punctuality. Persistent absenteeism or tardiness will result, firstly, in a notice to parents. Should a student fail to improve his/her record of attendance, both the parents and student will be asked to attend a conference with the school.



ATTENDANCE

Regular attendance is a pre-requisite for success in school. It is a requirement of promotion from each grade that a student has fully attended at least ninety five percent of school days; failure to meet this attendance requirement, i.e. having more than five percent unauthorized absences, may mean that a student will not progress to the next grade.

Students are expected to attend at least ninety percent of an individual class during a semester. Failure to do so inevitably affects the student's academic grades and progress. Attendance is recorded for each class, and information on both attendance and punctuality is included in semester and mid-semester reports.

The secondary school leadership team will review the case of any student who fails to meet the attendance requirements and make an informed decision about his/her future at the school.

It is the responsibility of the students to make up work missed while absent. Major assignments and summative assessments are posted on ManageBac. Asking a trusted friend about missed work is often helpful. Teachers are also very willing, wherever appropriate and possible, to supply work for sick students when a request is made either by the parents or the student.

Students who miss an in-class assessment due to absence must bring an explanation from their parents, and arrange with the teacher to make up the assessment as soon as possible. Students are still expected to submit assignments on the due day if they are absent (unless this is impossible e.g. due to illness).

On the first day of a student's unplanned absence, parents should inform the school by using Managebac to email a notice to the school. Parents may also communicate this information by emailing us at absences_secondary@danubeschool.com or calling the secondary school office no later than 09:00. If we have not heard from you, the school will contact a parent by email or phone to confirm the reason for any absence.

Absences are categorised in two ways:

- ◆ **School authorised absence** – includes representing the school, CAS projects, interview/examination for a university or new school, family bereavement and illness verified by a doctor's note. A school authorised absence is entered as *excused* on ManageBac and is not included in the student's absence statistics.
- ◆ **Unauthorized absence** – is an absence for any other reason and is included in the student's absence statistics.

Authorization: Parents must inform the school and provide documentation (e.g. medical note) within one week of the absence for the absence to be authorized. The school will not retroactively authorize absences that took place more than one week before the documentation was provided.

Our community is a highly mobile one and we request that a family's travel plans respect the school calendar. Holidays during school time count as unauthorized absence. Parents are urged to schedule doctor, dentist and other appointments after school hours or during holidays where possible. If a student needs to arrive late or needs to leave early, parents must notify the school. Upon late arrival, students need to check-in at the secondary school office. Students are responsible for work missed during absences.

ABSENT PARENTS/GUARDIANS

On some occasions parents are required to be out of the country and leave their children in the care of relatives or friends. Please ensure that the appropriate contact names and numbers of a guardian are given to the secondary school office.

MEDICAL INFORMATION



If students become unwell while at school, they must go to the secondary school office where the secondary school admin assistant will evaluate the student's medical condition and make a decision about whether the student should go home. The school will notify the student's parents before sending him or her home. Please note that no staff member can administer medication to students.

VISITING STUDENTS

Visiting students/alumni may make half-day visits with permission of the secondary school principal. Requests must be made in writing to the secondary school principal at least 48 hours in advance. Visiting students will be required to wear guest badges at all times, and each will be assigned a student to be responsible for his or her safety if, for example, an emergency evacuation takes place. Prior to approval of a visit, parents must complete and return an insurance waiver to the secondary school office. This form can be emailed to parents upon request or is available in the secondary school office.

BREAK TIMES AND PRIVILEGES

MORNING BREAK

During the morning break students should go to the Hof, the dining room or the Wintergarten. Students are expected to be punctual to lessons following the morning break.



LUNCH BREAK

All students should go to the dining room or Wintergarten to eat. We have two lunch sessions so that students are not spending time waiting in line.

Grade	13:00 – 13:25	13:20 – 13:45
Grade 6 and 7	Lunch	Break (Hof)
Grade 8 and 9	Break (Hof)	Lunch

Students may choose to use the Hof, the library or the 3rd floor workspace when they are not eating lunch.

PRIVILEGES – GRADE 10, 11 and 12 (MYP5, DP1 and DP2) only

These privileges are intended to recognise the maturity of the students as they proceed to Grade 10 (MYP5) and the IB Diploma (DP1 and DP2). They are available to those students who have completed and returned the student permission form issued by their homeroom teacher.

- ◆ **Grade 10 (MYP5) students** – may leave school at lunchtime, provided they behave properly and return to school promptly for their afternoon classes. They must sign out and in again at the reception desk in the foyer.
- ◆ **Grade 11 and 12 (DP1 and DP2) students** – are expected to use the DP study room, library, dining room, 3rd or 4th floor workspace during study time. Moreover, they are strongly encouraged to use their study periods for work or for CAS activities. Grade 11 and 12 (DP1 and DP2) students may leave the school premises during break, lunch and/or study periods, provided that they sign out. In addition Grade 11 and 12 (DP1 and DP2) may end their school day at lunch time (13:00), if they do not have any lessons during the afternoon, and on condition that this privilege is used sensibly and they sign out appropriately.
- ◆ **Grade 9 (MYP4) students** – with signed parent permission will be allowed to go off campus during lunch for the last two weeks of the school year in June.

THE FRONT DOORS

These are the only doors to be used for entrance and exit. Using the Böcklinstrasse exit is expressly forbidden except in cases of fire. The staircase down from the mathematics rooms on the 4th floor is only to be used by students for emergency evacuation purposes.

SCHOOL TIME/PREMISES

SCHOOL TIME

When students are expected to be on campus is referred to as 'school time'. School time begins when students arrive on campus and ends when they leave at the end of the scheduled activities in which they participate, including After School Activities (ASA). A secondary school sponsored trip off-campus is also considered as 'school time'. Start and release times for secondary school trips may be outside normal school hours. In this case 'school time' is automatically extended to include these unusual hours.

CONCERN FOR MATTERS OUTSIDE SCHOOL

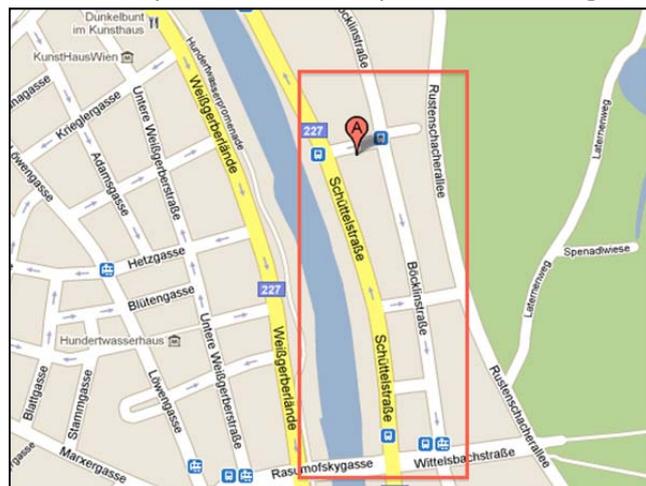
The expectations that are presented in this document are those that DISV has of students who are, or who should be, in school, or who are on a secondary school trip and in the care of school staff, or travelling to and from school. It should be noted, however, that behaviour occurring off campus which impacts on the student or upon others once he or she returns to school, is a concern for the secondary school. If, while off campus, a student engages in illegal or dangerous behavior, the secondary school reserves the right to, and may be obliged to, inform the parents or an external agency. The school also reserves the right to consider the immediate future of the student at the school in extreme cases.

SCHOOL CAMPUS

The school campus is the area within which students must maintain appropriate behaviour. This area includes external sports facilities used by the school (currently the KSV sports club and the Hakoah gym) and the routes to the school from these locations. It also includes areas used frequently by the school; where secondary students are expected to set a good example for younger students who may be on their way to and from school. It encompasses the bus stops for 80A and 4A, the number 1 tram stop, parking areas and the route commonly used by the elementary school classes to walk to the Prater. Areas visible from these locations will be considered part of the school campus.

SECONDARY SCHOOL MAP

Above you will see the map that identifies the areas that constitute the Danube campus. They are inside the red rectangle and are therefore considered the Secondary School campus while school is in session, and immediately before and after school.



PERSONALIA

LOCKERS

Every student may choose to use one of the individual lockers provided by the school. Students will be issued with a locker key for the duration of the year. Should a student forget his/her key, he/she may go to the secondary school office and ask for help. If students lose their locker key, they must deposit €15 at the business office so that a new one can be cut. The school reserves the right to break locks to gain access to lockers if necessary.



To avoid disruption, students in Grade 6 (MYP1) to Grade 10 (MYP5) may only visit their lockers before school starts, at morning break, lunch break and after school. Students in Grade 11 and Grade 12 (DP1 and DP2) may visit their lockers during the times listed and also during their non-contact time.

VALUABLES IN SCHOOL

Students are asked not to bring valuables, including electronic devices, into school. Occasionally students may wish to bring valuable items into school as a part of a project or other piece of school related work. Under these circumstances, any valuables should be given to the school office for safekeeping. Unless items are deposited with the school office, the school is not responsible for the loss or theft of valuables, even if stored in students' lockers.

ELECTRONIC DEVICES – PHONES, MP3 PLAYERS, GAME CONSOLES

In the school building, students should not use mobile phones, portable music devices, electronic games or other non-educational electronic devices in or outside classrooms, or on the stairs and in corridors. Students may use portable music devices and mobile phones in the dining room and Wintergarten during lunchtime, break time or a study period. At all other times, including before and after school, students should not have these devices visible or audible unless permitted by a teacher for educational purposes. Headphones should not be visible when students are moving around the school.

The school cannot be held responsible for the loss of or damage to valuable electronic equipment, even if stored in students' lockers.

LOST AND FOUND

A lost and found box is kept near the basement locker rooms. We ask that all a student's articles be clearly labeled with his/her name. At specific times during the school year, any uncollected items are sent to a charitable organization. Parents will be informed of this via the weekly newsletter, the Danube Digest.

STUDENT EMAIL AND MANAGEBAC

All students from Grade 6 to Grade 12 will have a school-friendly *Gmail* account. The secondary school uses *Managebac* for attendance, recording Service and Action (SA) in the MYP and Creativity, Action, Service (CAS) in the DP, setting assignments, sharing materials with students, assessment and reporting. *Turnitin* (a web-based academic honesty tool) in the DP and MYP programmes, *Google Docs* to manage school information, and the *PASS* data management system.

STUDENT STUDY RESOURCES

MATERIALS AND SUPPLIES

The school will loan students textbooks for the academic year. Students are then responsible for looking after their textbooks and library books. If students lose a book, they will be charged for the cost of its replacement.

Students should bring to school:

- ◆ loose-leaf paper (lined, squared and plain)
- ◆ pens (blue and black)
- ◆ pencils (graphite and colour)
- ◆ an eraser
- ◆ a pencil sharpener
- ◆ a set of basic mathematical instruments (ruler, protractor, compass, etc.)
- ◆ TI 84+ calculator for mathematic classes (available for purchase from the finance office/director's assistant)



The use of `white-out` or `Tippex`, is not allowed in public examinations; therefore, its use is discouraged in school.

THE LIBRARY MEDIA CENTRE

The Library Media Centre is a quiet environment designed to be free from disruption in order to maintain an atmosphere conducive to learning, reading, study and research. The Library Media Centre is open from 08.15 until 15.30.

INFORMATION TECHNOLOGY

The Computer Technology Suite contains twenty four networked workstations. The school has laptop trolleys on each floor, which can be booked by teachers for use in class, and there is a laptop trolley and printing access in the library for students. The workroom for DP students also has a number of PCs and a printer. Every classroom is equipped with a PC connected to a digital projector or a `Smartboard`. There is broadband internet access throughout the school building and each student may have one electronic learning device (e.g. laptop or tablet) connected to the school wireless network by the school's IT technician.



STUDENT CLOTHING

STANDARD DRESS CODE

All students must be dressed appropriately for school activities and for the specific learning environment in **neat, clean** and **modest clothing**, which should be neither insulting to another member of the school community nor offend normal standards of decency. Decisions on what constitutes insulting, offensive or indecent clothing will rest with the secondary principal and the director.

As a guideline:

- ◆ Shorts and skirts should be of modest length.
- ◆ Clothing should adequately cover undergarments.
- ◆ Avoid items of clothing with potentially offensive slogans or drawings, or with references to alcohol, drugs, violence or sex.
- ◆ Hairstyles must be safe, especially for work in the art room, design technology room, or in the science laboratories.
- ◆ Piercing of the body or the face can present health and safety hazards, especially in the art room, design technology room, in the science laboratories, and during PE. Teachers may ask students to remove piercings if, in their opinion, health and safety may be compromised.
- ◆ For reasons of health and safety, open-toed shoes are not allowed in the science laboratories or in the design technology room.
- ◆ A student may be asked to change clothes, wear clothes provided by the school or may be sent home to change if they are dressed inappropriately for school.

PE CLOTHING REQUIREMENTS

Every student in Grade 6 to Grade 10 is given a DISV T-shirt and shorts to be worn for PE lessons, and needs to bring appropriate footwear. The PE staff will communicate appropriate clothing for different aspects of the programme, and students who are not dressed appropriately may not be allowed to participate. In this case their attendance on ManageBac is marked as *'dress code'*, which counts as absent.

COMMUNITY AND SERVICE PROGRAMS

The school requires all students to be actively involved in Service and Action (SA) Grade 6 to Grade 10, or Creativity, Action, Service (CAS) Grade 11 and Grade 12; whether that involves a group of friends, the school, the neighborhood, Vienna, Austria or elsewhere. We believe that this is a crucial element of a holistic education and one that will give students a broader, more balanced perspective on life. Students are expected to record all necessary SA/CAS information on Managebac.

PARENT VOLUNTEERS

We like to involve our parents in the daily life of the school. Our parent population is a rich sea of experience from which every student can benefit and we welcome parents' input. These are just some of the ways in which you can participate: demonstrate your special talent in music or crafts; chaperone field trips and social events; assist with the work of learning support, English Language Development (ELD), German and other languages; help in the school library; share your career experience with students. This is not an exhaustive list. If you have time to spare and an idea of how you might help, please contact the secondary school office.

“It Takes a Village to Raise a Child”

African Proverb

COMMUNICATION & ACADEMIC INFORMATION

PERSONAL INFORMATION

It is very important for the school to have complete and up-to-date information about all of the students and those whom we may need to contact in case of emergency. Parents are requested to update the contact details in their own profile on ManageBac, and also to make sure that the school is informed in the case of changes or additions to any of the following details:

- ◆ Home address or telephone number
- ◆ Other contact details, especially mobile phone number and email addresses
- ◆ Medical information – including operations, allergies and anything else of relevance

For reasons of health and safety, parents should inform the school of any medication that their child is taking.

STUDENT PLANNER

All students in Grades 6 to Grade 12 will be given a school planner to record their homework and upcoming activities and events. The MYP planner is also designed to be used as a journal of positive experiences and to help students to develop organizational skills, a growth mindset, digital citizenship, gratitude and empathy. Although the students can keep it at the end of the year, the student planner is the property of the school and should be treated like any other such item.

E-COMMUNICATION – *Danube Digest, Emails, Survey Monkey, Website, Managebac*

Good communication between home and school is essential. Through our weekly e-newsletter the *Danube Digest*, the school will keep parents informed about school activities and news. We will also send information home via email and sometimes collect information using *Survey Monkey*. Parents can also find handbooks and policies on our website – www.danubeschool.com. A *ManageBac* account is created for parents, where they can access information about student attendance, major assignments, grades and reports.

COMMUNICATION BETWEEN HOME AND SCHOOL

Communication is a challenge in all organisations and especially so in schools where busy parents try to contact busy teachers. Therefore, we have put in place appropriate steps to communicate your concerns, express your needs and stay in contact with us:

- ◆ **For individual student subject related issues:** The first contact should always be with the individual subject teacher. We encourage you to do this by email in the first instance.
- ◆ **For personal/social related issues or matters of a general nature:** The first contact should always be with your child's homeroom teacher. We encourage you to do this by email in the first instance.

Where parents have already made contact with either of the above, or where an issue is deemed especially serious or urgent:

- ◆ Issues related to curriculum in Grade 6 to Grade 10 (MYP1 to MYP5) contact the IB MYP leader.
- ◆ Issues related to curriculum in Grade 11 to Grade 12 (DP1 and DP2) contact the IB DP leader.
- ◆ Issues related to student well-being or any other issues, contact the MYP or DP leader, the social and emotional support staff or the social and emotional support counsellor.

Please refer to the secondary staff list at the back of this handbook for email addresses.

PERMISSION FORMS

At the start of the academic year a general permission form is distributed to all secondary students to allow them to take part in trips and activities locally in Vienna. This form also covers permission for Grade 10 students to leave the school premises at lunch time, and Grade 11 and 12 students to leave school during break, lunch and non-contact time and at 13:00 on any day when they have no lessons in the afternoon. During the year, parental permission forms will be distributed for any other trips outside Vienna. A parent or legal guardian must sign these forms before any student will be allowed to participate in any designated off-campus activity. For students who are 18 years old (or older) these permission forms may be signed by the students themselves, **except** where financial matters are concerned, in which case these forms must be counter-signed by a parent or legal guardian.

SCHOOL CANCELLATION

Should it be necessary to close school at short notice, for example, due to severe weather, national emergency or transport strike, the school will notify every parent via e-mail or SMS. Should you have any concern please check your e-mail or telephone before calling the school.

HOMEWORK

In secondary school, homework is a necessary part of learning and assessment. All students are assigned homework on a regular basis. Homework is often intended to reinforce concepts, skills and information shared in lessons. It also challenges students to think critically and/or creatively as they apply what they are learning through a variety of assignments. Some homework assignments involve the *'flipped classroom principle'*, where students acquire information about a topic outside of school (e.g. by watching a video or reading), so that class time can be spent on explaining, application of the knowledge learnt, experiments and more creative activities.

DISV believes homework helps students develop important learning habits of self-discipline, organization and a healthy work ethic. Students in Grade 6 to Grade 10 are expected to record homework assignments in their planners. The amount of homework given will vary across the school. As a general rule students will receive the following amount of homework according to their grade level:

Grade 6	1 hour per night
Grade 7 and Grade 8	1 hour 30 minutes per night
Grade 9 and Grade 10	2 hours per night
Grade 11 and Grade 12	Between 2 to 4 hours per subject, per week

Secondary school teachers communicate major assessment/assignment deadlines on the Managebac calendar and strive to avoid assigning too many on the same day. Students are responsible for organizing their time in such a way that they can manage major assessments and long-term projects.

The DISV Secondary School expects students to complete and submit homework/assessments properly and punctually. Failure to meet weekly homework or assessment deadlines without an authorised excuse may result in interventions that can include lunchtime support sessions, after-school support, ATL (Approaches to Learning) support and/or being awarded a 0 for the assignment. However, teachers will provide feedback on all work submitted, even if it is late. Parents will be notified should a student repeatedly fail to submit schoolwork.

EXTRA HELP WITH HOMEWORK

Students may be asked to stay after school for help with schoolwork. This is our way of ensuring the best academic progress possible for your child. Please ensure that your child knows to call home if they have been asked to remain in school for this extra help.

ACADEMIC HONESTY

Within the student planner for both the MYP and DP there is a section on academic honesty. The school fully expects students to try their best and produce their own work. Failure to abide by this code will have serious consequences for the student.

AWARDS

At the end of each semester the following awards will be given in each grade:

- ◆ **Student of the Semester:** Awarded to one student in each grade, for a quality in which he/she was outstanding in that semester e.g. effort; improvement; a particular SA or CAS project; demonstrating a learner profile attribute.
- ◆ **Service and Action (SA) and Creativity Action Service (CAS):** Awarded for creative initiative and student participation in a variety of activities or services on a regular basis, demonstrated through reflection journals.
- ◆ **Honour Roll:** Any student who achieves an average of 5.5 or higher will earn a place on the academic honour roll for that semester.
- ◆ **Award for Academic Excellence:** For the student with the best all-round academic record in each grade.

Throughout the school year, students may be awarded the following:

- ◆ **Merit Awards (bronze, silver and gold):** Students in the IB MYP who earn the required number of merits will receive awards for their achievement. Detailed information about the merit program is included in the student planner.

The following awards are given at the Grade 12 graduation ceremony:

- ◆ **Class Valedictorian:** Awarded to the student with the best all-round academic record.
- ◆ **School Life Award:** Awarded to a student who is a contributing force in the life of the school; who is actively involved in school activities and brings people together into a sense of community whilst actively ethically and showing empathy.

ASSESSMENTS AND GRADE REPORTS

The school uses subject-specific IB criteria to indicate levels of achievement and effort. Assessment is criterion-related, so students around the world are measured against pre-specified criteria for each subject group. Teachers set assessment tasks that are evaluated internally in the school. External checks through assessment monitoring by IB examiners are carried out on a variety of internal assessment pieces to ensure worldwide consistency of standards.

DISV Secondary School issues grade reports four times a year through Managebac. In addition to the reports at the end of each semester, DISV also provides mid-semester reports. The reports indicate the student's achievement and effort grade in each subject, and the teacher will write a comment by way of explanation if the student obtained less than a 4 for achievement or AE (Approaching Expectations) or C (Concern) for effort.

The grades are a best fit (not an average), and reflect the level the student has demonstrated in summative assessments. It may not be possible for MYP students to be awarded a final grade in the mid-semester reports if not all of the four criteria have been assessed at that time; but the best fit mark for each of the criteria assessed is always indicated.

The second semester grades for both the MYP and the DP reflect the whole year's work. Since Grade 12 students leave school in April, before their final DP examinations in May, they receive their first semester reports a month earlier (just before the winter break); the mid-semester reports for the second semester indicate the grades obtained in the mock exams.

Achievement grades are based on the IB grading scale:

- ◆ From **7** (high) to **1** (low) for achievement

IB ACHIEVEMENT GRADE DESCRIPTORS

Grade	Achievement Descriptor
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
1	Minimal achievement in terms of the objectives.

Effort grades are based on the school criteria below:

IB EFFORT GRADE CRITERIA

Grade	Effort Grade Criteria
Exceeds Expectations (EE)	The student consistently works to the best of his/her ability, and often goes above and beyond expectations in the subject. The student: <ul style="list-style-type: none"> ◆ participates positively and actively in the learning process and often shows additional initiative in his/her studies ◆ demonstrates model behaviour ◆ is always prepared for lessons and meets deadlines
Meets Expectations (ME)	The student works to the best of his/her ability most of the time. The student: <ul style="list-style-type: none"> ◆ generally participates positively and actively in the learning process ◆ demonstrates good behaviour ◆ is generally prepared for lessons and meets deadlines
Approaching Expectations (AE)	The student makes some effort in the subject. The student: <ul style="list-style-type: none"> ◆ participates in the learning process, but tends to do the minimum ◆ demonstrates appropriate behaviour most of the time ◆ is sometimes prepared for lessons and meets deadlines
Concern (C)	The student has demonstrated little effort in the subject. The student: <ul style="list-style-type: none"> ◆ rarely participates in the learning process or completes work ◆ demonstrates poor behaviour and may hinder the learning process for himself/herself or others ◆ is rarely prepared for lessons and often fails to meet deadlines

ACADEMIC INTERVENTIONS

The school aims to work together with students and parents to ensure that each student achieves his/her academic potential. We believe that students should be encouraged to develop a growth mindset by embracing challenging work and making maximum effort. Positive academic achievement is acknowledged and rewarded through the MYP merit system and DP merit postcards. Students with an average grade of 5.5 or above are awarded a place on the school honour roll for that semester.

Each student's academic progress is reviewed when reports are issued four times a year. If a student does not meet the minimum requirements, then a meeting will be arranged with the student, his/her parents, the secondary principal and the MYP or DP leader. The student will be placed on contract. Failure to meet the conditions of the contract may lead to the student not being offered a place at the school in the next academic year.

The school offers a variety of interventions to support student learning. New to English (NTE) and English Language Development (ELD) classes support students in their first years of learning the language; Learning Support (LS) is offered (for an additional fee) to students with identified needs. For further details, please refer to the DISV Learning Support Policy. The After School Activities (ASA) programme offers a variety of academic clubs which help students improve their academic achievement.

ACADEMIC INTERVENTION MAP

Issues such as lack of effort with classwork or homework, missed deadlines or low achievement in a particular subject may also lead to academic interventions. The table below aims to ensure consistency by suggesting appropriate interventions for each level of concern.

N.B. Academic honesty is dealt with separately in the academic honesty policy; an extract is published in the student planner.

Level	Academic Concern	Interventions
0	<p>Minor (and isolated) incident Generally not serious enough to inform someone else. This may include:</p> <ul style="list-style-type: none"> ◆ missing a deadline for an assignment ◆ absence from test (explained by parents) ◆ not bringing equipment to class ◆ lack of effort in class ◆ lack of effort with homework ◆ poor performance in quiz/homework 	<p>Dealt with by subject teacher Interventions may include:</p> <ul style="list-style-type: none"> ◆ teacher discusses incident with student ◆ student given opportunity to bring work late; do make-up work; take test ◆ recorded in student concern system ◆ sit with subject teacher at lunch time (<i>for DP students during free period</i>) to do assignment
1	<p>Minor concern or repeated level 0 This may include:</p> <ul style="list-style-type: none"> ◆ repeated level 0 incident ◆ missing a deadline for a major assignment ◆ absence from test (not explained by parents) ◆ poor performance in major assessment 	<p>Dealt with by subject teacher Interventions may include:</p> <ul style="list-style-type: none"> ◆ awarded 0 for work ◆ e-mail to parents ◆ recorded by brief note in planner ◆ recorded in student concern system ◆ effort grade may be affected ◆ sit with subject teacher after school, or for DP students during free period, to do assignment (<i>parents of MYP students must be informed in advance</i>)

Level	Academic Concern	Interventions
2	<p>Moderate concern or repeated level 1 This may include:</p> <ul style="list-style-type: none"> ◆ repeated level 1 incident ◆ little effort in class in one or two subjects ◆ little effort with homework in one or two subjects 	<p>Dealt with by subject teacher and/or MYP/DP Leader Interventions may include:</p> <ul style="list-style-type: none"> ◆ MYP/DP leader informed ◆ support from SAL or HRT ◆ meeting with parents ◆ MYP/DP leader checks overview of student's progress in all subjects ◆ individual subject contract
3	<p>Serious concern or repeated level 1 or 2 This may include:</p> <ul style="list-style-type: none"> ◆ repeated level 2 incident ◆ little effort in class in most subjects ◆ little effort with homework in most subjects ◆ regularly missing homework in more than one subject ◆ student has D or E for effort in more than one subject in mid-semester report ◆ student obtains average achievement grade under 4 in report ◆ DP student missed deadline for draft of IB coursework 	<p>Dealt with by MYP/DP Leader and/or Principal Interventions may include:</p> <ul style="list-style-type: none"> ◆ conference with MYP/DP leader, student and parents ◆ student placed on contract ◆ student no longer eligible to take part in school trips ◆ student and parents informed by e-mail and warned of consequences of missing final deadline
4	<p>Very serious concern; repeated level 1,2 or 3 This may include:</p> <ul style="list-style-type: none"> ◆ in spite of academic interventions the student is not benefitting from the school's programmes ◆ student failed to meet conditions of contract ◆ DP student missed final deadline for IB coursework 	<p>Dealt with by the Secondary Principal Interventions may include:</p> <ul style="list-style-type: none"> ◆ conference with principal, student and parents ◆ student placed on contract ◆ DP student moved to IB courses ◆ draft coursework sent to the IB; if no draft was submitted, student withdrawn from that subject
5	<p>Most serious concern; repeated Level 1, 2, 3 or 4 This may include:</p> <ul style="list-style-type: none"> ◆ student failed to meet conditions of contract ◆ student did not pass the school year ◆ student did not qualify for IBDP or courses programmes (<i>applies to Grade 10 students only</i>) 	<p>Dealt with by DISV Director Interventions may include:</p> <ul style="list-style-type: none"> ◆ student offered the possibility to repeat the school year* ◆ student not offered a place at the school for the next academic year

* This is only a possibility if the school considers that repeating the year will lead to a positive outcome and the student does not exceed the age limit for the class.

PARENT CONFERENCES

Parent, student and teacher conferences are scheduled twice a year; once during the first semester and again during the second semester. During the course of the academic year, teachers may contact parents to inform them of any significant achievements or concerns. Parents also have the opportunity to arrange appointments with individual subject teachers.

PROMOTION REQUIREMENTS

Providing there are no extenuating circumstances, an IB MYP student will proceed automatically into the next MYP grade if all the following criteria are fulfilled:

*“striving for **excellence** by **engaging** minds, **exciting** learners, acting **ethically** and showing **empathy**”*

- ◆ a minimum achievement grade of 4 or above in each subject
- ◆ no effort grade of C (concern) in any subject
- ◆ 95% or more for school attendance
- ◆ 90% or more for attendance in each subject

Previous school transcripts of students who have transferred to DISV during the academic year may be examined to ensure they have met these requirements.

Students who fail to achieve these conditions will be the subject of case conferences. As a result, students may be promoted with or without conditions or may be required to repeat a year in the same grade or be informed they no longer have a place at the school.

DISV MYP CERTIFICATE

Grade 10 Students can achieve the DISV MYP Certificate by fulfilling the following requirements:

- ◆ Studying at least one subject in each of the 8 subject groups
- ◆ obtaining a total of 46 points or more from the best grade in each subject group
- ◆ having no grade below a 3
- ◆ successfully passing the *Personal Project*
- ◆ showing commitment to the IB MYP global contexts; including Approaches to Learning (ATL) and Service as Action (SA), as an integral part of the school curriculum

IB DIPLOMA ACCESS REQUIREMENTS

There is no automatic promotion from Grade 10 to Grade 11. To be accepted as a student in the IB Diploma Programme, students must complete Grade 10 successfully. They must also obtain certain minimum grades to qualify to take each subject in the IB Diploma Programme. These are published in the DISV IB Diploma Handbook. For example, most subjects will require that students achieve at least a 4 to be eligible for a diploma subject at standard level and at least a 5 to take a diploma subject at higher level. Students who do not qualify for the full IB Diploma may take IB Courses if they have completed Grade 10 successfully and demonstrated that they are prepared to put the necessary effort into their studies.

Each student's academic progress is reviewed when reports are issued four times a year. The minimum requirements are:

- ◆ an average achievement grade of 4 or above
- ◆ no effort grades of C (concern)
- ◆ 90% or more attendance in each subject

Additional requirements for candidates in the full IB Diploma Programme:

- ◆ satisfactory progress in Theory of Knowledge (TOK) – D or above
- ◆ satisfactory progress with the Extended Essay (EE)
- ◆ satisfactory progress in Community, Action, Service (CAS)

Any student who does not meet these requirements will be placed on contract. Failure to meet the conditions of the contract may lead to withdrawal from the full IB Diploma Programme or not being offered a place at the school in the next academic year.

GRADUATION

Danube International School Vienna aims for all students to obtain the IB Diploma. In addition, students may graduate with a High School Honors Diploma or a High School Diploma (awarded at the graduation ceremony in late May).

The school does not organize a 'prom dance', nor will it be involved in, or responsible for, any student organized graduation party.

To gain a **High School Honors Diploma** a student will have:

- ◆ participated in six courses (other than TOK), including a subject from each of groups 1 – 5, during Grade 11 and Grade 12
- ◆ gained an average score of 21 points across all six courses over the two years
- ◆ scored no lower than a 2 in any course in Grade 12
- ◆ completed the CAS programme
- ◆ achieved a minimum 90% attendance in each course over the two years

To gain a **High School Diploma** a student will have:

- ◆ participated in at least five courses during Grade 11 and Grade 12
- ◆ gained an average score of 18 points across his/her best five courses over the two years
- ◆ participated to a satisfactory standard in the 'Service' component of CAS (equivalent hours and learning outcomes to those required for IB Diploma candidates)
- ◆ achieved a minimum 90% attendance in each course over the two years

In order to qualify for a High School Diploma, students are not required to enter for IB examinations. They may choose to take internal examinations of a similar standard.

MATURA EQUIVALENCE

IB Diploma (IB DP) students regularly gain admission to some of the best-known universities in the world. In Austria, the IB DP is also accepted as a university entrance qualification.

It is also possible to gain a certificate of Matura equivalence (*Nostrification*) from the Austrian Ministry of Education, providing certain conditions are fulfilled. Currently they include:

- ◆ pass the IB Diploma with 24 points or more
- ◆ demonstrate proficiency in German (German A HL or SL, or German B HL)
- ◆ gain 4C or above in a 3rd language in Grade 7 to Grade 10 (or take 3 languages in the IB Diploma)
- ◆ gain 4C or above in biology, chemistry and physics in Grade 8 to Grade 10 (or take the subject in the IB Diploma)
- ◆ successfully complete the Austrian history and geography courses offered by the school (or take the subject in the IB Diploma)

PRIVATELY TAUGHT LANGUAGES (PTL)

It is important for students' cognitive skills to learn their mother tongue. Skills learnt in the mother tongue transfer to other languages (e.g. English), and forms part of their cultural heritage and identity. Students must take a language at mother tongue level in group 1 of the IB Diploma Programme.

Even though a student may speak the mother tongue fluently, lessons are required to acquire academic language and to develop the skills to analyze language and literature necessary for the DP. Danube offers students and their parents the opportunity to engage mother tongue language tutors through the Privately Taught Language (PTL) coordinator.

Students in Grade 11 and Grade 12 taking their mother tongue as their group 1 subject in the DP will have their grades recorded as DP grades in school reports; students in grades 6-10 do not follow the MYP in private language lessons, so their grades are recorded as Middle School grades on reports. Both DP and Middle School grades are recorded on grade transcripts.

STUDENT WELL-BEING

RESPONSIBILITIES AND EXPECTATIONS

Danube International School Vienna believes that by creating and sustaining a safe and enjoyable family atmosphere all students will feel comfortable to strive for excellence, engage their minds and be excited to learn.

The school believes that this is best achieved through positive reinforcement; however, the school recognizes that on occasions further interventions will be necessary.



STUDENTS HAVE THE...	
RESPONSIBILITY to:	EXPECTATION to:
actively promote safe and clean practices whilst at school	learn within and enjoy a safe and clean environment
participate in school activities to the best of their ability	learn within and enjoy a supportive environment
respect the rights of others	be respected
care for school facilities in a respectful manner	access adequate and appropriate facilities
listen to and respect the ideas and opinions of others	express their ideas and opinions in an appropriate manner
respect the privacy of others	privacy
respect the learning styles of their peers	learning experiences which cater to their individual needs
move around and study in the school in an orderly manner	co-exist in an orderly environment

PARENTS HAVE THE...	
RESPONSIBILITY to:	EXPECTATION to:
show respect towards staff, students and the wider community	be respected by staff, students and the wider community
model appropriate behaviour, including language	be welcomed at our school and treated courteously
actively involve themselves in their child's learning and progress	be kept informed regularly about the progress of their child
ensure their child maintains excellent attendance and punctuality	be informed about concerns regarding their child's attendance and punctuality
support the implementation of school policy	meet with staff and discuss issues relating to school policy and procedure

SUPPORT STRUCTURES FOR STUDENTS

Each student in the secondary school is a member of a homeroom group of students. The homeroom teacher has responsibility for monitoring the students in his or her group. Students who have a problem, either academic or personal, can bring it to the attention of their homeroom teacher, another member of staff, the relevant vice-principal or principal depending on the nature and seriousness of the problem. Students can also ask their representative on 'Student Voice' to act on their behalf.

We recommend that if students or parents have a concern about any issue with a member of staff, they should first try to resolve the problem with the individual concerned. If the matter is not brought to a satisfactory conclusion, then parents or students should bring it to the attention of the homeroom teacher concerned, who attempts to work with all those involved to find a solution.

STUDENT LEADERSHIP

Everyone has the potential to lead. We believe that schools should foster leadership qualities. Therefore, at DISV we have an active 'Student Voice'. Moreover, we endeavor to create leadership opportunities within the classroom and outside it in order to prepare young people for tomorrow, today. We encourage students to perform and speak in assemblies and to lead SA and CAS projects of their own initiative.

UNIVERSITY COUNSELLING

The school has a university counselor to aid students in their applications. All applications should be given to the university counselor at least ten school days before the deadline and references from teachers should be requested at least fifteen school days before they are required. While it is currently popular to apply to an increasing number of universities, it is the student's responsibility to ensure that the research needed in making their university choices is undertaken before an application is sent. The school will help students with up to eight applications per country. Please note that the school does not pay for the express delivery of application documents.

EATING AND DRINKING

We consider the diet of students to be very important and recommend that students eat a balanced meal at lunchtime and a healthy snack at break time. We expect students to look after the lunchroom and Wintergarten ensuring the area is in excellent condition for those following them.



Students are encouraged to drink water and may do so during lessons and around the school. No other food or drink should be consumed outside the dining area. **No food or drink (except water) is allowed upstairs or in the Hof.** Students may not chew gum in school.

HEALTH AND SAFETY

If a student's well-being is at immediate risk, the secondary school will notify parents and call the Austrian emergency medical services. Should the school consider a student to be unfit to attend school or a school event, such as a field trip, then parents may be asked to take a student home. **Please note that the school has the right to search students and their belongings at any time during the school day to safeguard the well-being of the community.**

AUSTRIAN LAW

If a concern is serious enough under Austrian law to be reported to the authorities, the secondary principal will manage this with the prior approval of the director and, where appropriate, with due notification to parents. In this respect the secondary school will act vigorously to protect all individuals in the community from drugs, violence, weapons, sexual harassment, or theft.

ROAD SAFETY

MOTOR VEHICLES, BICYCLES, SCOOTERS AND KICKBOARDS

All students should use the marked road crossings provided when crossing the roads during school activities.

The privilege of student driving allows convenient transportation to school; however, students may not use their own mode of transport during school activities. The school only has space to allow scooters to be stored in the building. Bicycles can be left and locked outside the school premises.



FIRE DRILLS

Fire drills and evacuation exercises are carried out regularly throughout the year. Parents visiting the school should be familiar with the fire procedures that are clearly posted around the school.

SUPPORT STRUCTURES

To support students who might have difficulty managing their learning or whose behavior or attitude might not meet the school's expectations, the secondary school can respond in the following ways:

Advisory	Every time the school intervenes to maintain student well-being, we work as advisors. This means verbal advice (teacher-to-student, homeroom teacher-to-student, vice-principal-to-student, parent/school-to-student); email/planner comments to parents; formal letters to parents. All interventions will begin with an advisory process and all written advice is recorded.
Mentoring	A student may be assigned a learning mentor to follow an individualised programme. The goal would be to foster positive behaviours and attitudes that would better support both individual learning and community needs. All mentoring goals are negotiated and recorded. The school may liaise with external agencies to support its work.
Counselling	A student may be asked or required to follow a counselling program to address behavioural concerns or attitudes that cannot be managed through the school's mentoring programmes. The goal would be to foster appropriate behaviour and/or attitudes in the community. This service will be external.
Community Building	A student may be asked or required to undertake work to develop a better understanding of the values expressed through the school's vision, mission, values and aims. This may take the form of individual or in-group reflection, service to the school's student body, or out-reach programs to the wider community.
Sanctions	To promote individual well-being and to address legitimate concerns about appropriate behaviour or attitudes, a student would need to spend time with secondary school staff. This will necessitate that an individual will be absent from the daily routine of the learning community; this sanction, missing learning and recreational time, is necessary to accommodate advisory, mentoring or counselling meetings. A lack of access to the school community may be as short or as long as each situation demands and may be negotiable between school, student and parents.
	In the event that a student and/or parents fail to work constructively with the school staff and/or fail to address behaviour or attitudes that are incompatible with the school's published expectations of behaviour (above), then the student may not be re-admitted to the learning community.

SOCIAL EMOTIONAL SUPPORT AND COUNSELLING SERVICES

The school has a social and emotional support professional, who is involved with interventions and restorations and can support students for a limited number of sessions.

Where ongoing psychological support is required, the school is able to recommend external counseling. When necessary as a consequence of behaviour outside DISV's expectations, the school may insist that a student undertakes external counselling.

ELIGIBILITY FOR TRIPS AND ATHLETICS

Students must meet eligibility requirements to participate in residential field trips and school athletics. As residential trips are being planned, the school will determine if a student is ineligible for a trip and inform the student and parents in a timely manner. The school athletic leader will determine eligibility for athletic participation and communicate directly with students and parents when a student is not eligible.

Criteria for ineligibility include:

- ◆ **Grades:** Students with under a 4 for achievement in two or more subjects may be ineligible.
- ◆ **Attendance:** Students with attendance below 90% in two or more classes may be ineligible.
- ◆ **Effort:** Students with two or more effort grades of C (Concern) may be ineligible.
- ◆ **Behaviour:** Students on level 4 of the behaviour intervention map or level 3 of the academic intervention map may be ineligible.

BEHAVIOUR INTERVENTION MAP

The school has a map of structured interventions (see next page) to help manage students who do not meet our expectations for appropriate behavior. These interventions are not exhaustive but cover the most serious issues that the school may have to address such as **drug abuse, substance abuse, violence at school**, concerns about **alcohol and tobacco, bullying** and **personal safety**. Please note that repeated failures to manage behavior will automatically raise the level of concern.

Please note: Minor incidents, level 0 or 1, occurring immediately before or after school, or during break or lunchtime, will be dealt with by the member of staff on duty, who should refer more serious incidents, level 2, to the homeroom teacher, and level 3-5, to the secondary vice-principal or principal

LEVEL	BEHAVIOUR	INTERVENTIONS
0	<p>Minor and isolated incident Generally not serious enough to inform someone else. This may include:</p> <ul style="list-style-type: none"> ◆ profanity ◆ refusal to work in class ◆ refusal to follow class rules ◆ refusal to participate in a lesson ◆ disrespectful behaviour ◆ classroom disruption ◆ lateness ◆ misuse of electronic device(s) 	<p>Dealt with by observing staff member Interventions may include:</p> <ul style="list-style-type: none"> ◆ informal, verbal warning(s) ◆ student/teacher conference ◆ academic/behavioural support ◆ student (and HRT, if a classroom incident) informed of level of event and recording of it ◆ recorded by brief note in planner ◆ recorded in student concern system
1	<p>Minor concern or repeated level 0 This may include:</p> <ul style="list-style-type: none"> ◆ minor demonstration of violence/ aggression (pushing, verbal aggression) ◆ minor demonstration of disrespect to people or property ◆ truancy (skipping class) 	<p>Dealt with by observing staff member Interventions may include:</p> <ul style="list-style-type: none"> ◆ advisory meeting with teacher or homeroom teacher ◆ student may lose privileges ◆ monitoring by teacher (shared with parents) ◆ reflection session ◆ e-mail to parents about the event, level consequences and recording
2	<p>Moderate concern or repeated level 1 This may include:</p> <ul style="list-style-type: none"> ◆ repeated level 1 behaviour ◆ defiance of authority ◆ smoking on school campus ◆ forging parents' notes/ signature ◆ cheating, plagiarism, etc. 	<p>Dealt with by observing staff member or homeroom teacher Interventions may include:</p> <ul style="list-style-type: none"> ◆ student-teacher-homeroom teacher conference ◆ monitoring by homeroom teacher (shared with parents) ◆ detention
3	<p>Serious concern or repeated level 1 or 2 This may include:</p> <ul style="list-style-type: none"> ◆ repeated level 2 behaviours ◆ unsafe use of equipment ◆ graffiti ◆ violation of IT Usage policy ◆ intimidation, harassment, threatening behaviour etc. ◆ bullying 	<p>Dealt with by vice-principal and/or principal Interventions may include:</p> <ul style="list-style-type: none"> ◆ Conference with IB leader/secondary principal and student ◆ monitoring by vice-principal or principal, which is then shared with parents ◆ parents may be required to attend meeting with IB leader and/or secondary principal ◆ in-school suspension
4	<p>Very serious concern or repeated level 1, 2 or 3 This may include:</p> <ul style="list-style-type: none"> ◆ repeated level 3 behaviours ◆ minor theft ◆ violence/fighting ◆ sexual harassment ◆ racial harassment ◆ possession/use of drugs, alcohol or weapons ◆ wilful school-wide disruption ◆ wilful minor destruction of property 	<p>Dealt with by the secondary principal Interventions may include:</p> <ul style="list-style-type: none"> ◆ conference with secondary principal, student and parents ◆ report/monitoring by secondary principal ◆ student may be placed on probation ◆ student may be suspended ◆ referral to outside agency
5	<p>Most serious concern or repeated level 1, 2, 3, 4. This may include:</p> <ul style="list-style-type: none"> ◆ serious theft ◆ physical assault, extreme violence/fighting ◆ sexual assault ◆ distribution or sale of drugs, alcohol or weapons ◆ wilful serious destruction of property 	<p>Dealt with by the DISV Director Interventions may include:</p> <ul style="list-style-type: none"> ◆ parent, student, director conference ◆ report/monitoring by director ◆ student may be expelled

APPEAL

For any concern, the student may appeal the consequences. In the case of level 5 concerns, the Geschäftsführer (DISV Managing Director) must be informed. The only purpose of an appeal to the Geschäftsführer is in the case of procedural defects. Our work presumes full collaboration from all parties; in the case of non-collaboration, the school reserves the right to not re-register the student for the following school year.

ANTI BULLYING

The school is committed to providing a caring, friendly and safe environment for all of our students so that they can learn in a relaxed and secure atmosphere. Danube is an anti-bullying school; bullying is not accepted in our community. We wish to create a learning environment for every student in which all partnerships are based on mutual respect. All students have the right to enjoy their learning and leisure time free from any form of bullying or harassment.

At Danube, we deter students from all aggressive behaviour, and we will not tolerate fighting, kicking, biting, spitting, pinching, pushing, slapping or punching. Neither will we accept threats, swearing, name calling or racist, sexist and derogatory comments designed to hurt and cause offence. We will actively address behaviours that may cause pain and distress to others.

We expect students who witness bullying behavior (bystanders) to behave in a supportive way to students who are being bullied, to intervene where feasible and to report the incident to a teacher, vice principal or principal.

DRUGS

DISV is committed to maintaining a learning environment free from legal and illegal drugs. The curriculum educates students and parents concerning their harmful effects. Confirmed instances of substance abuse will always be reported to parents or guardians and may lead to expulsion.

- ◆ **Tobacco:** Possession or use of tobacco products by students anywhere on the school campus is prohibited. Students who may have been granted permission to smoke by their parents are not exempt from this policy. Should a student continue to smoke on the school campus then the school reserves the right to not re-enroll the student for the following school year.
- ◆ **Alcohol:** Possession, consumption and/or being under the influence of alcohol by students anywhere during school hours is strictly prohibited.
- ◆ **Illegal Drugs:** Possession, transfer or being under the influence of illegal drugs by students anywhere during school hours is strictly prohibited.

The term *“illegal drugs”* includes, but is not limited to marijuana, cocaine, narcotics, hallucinogens, glue and other substances and items commonly accepted as controlled substances. The term also includes the use of prescription drugs by persons other than the person for whom the prescription was written. The vice-principal and/or principal will investigate allegations of inappropriate possession and/or use of drugs at DISV as discreetly as possible, but will request students to share the contents of backpacks, lockers and possessions in the pockets of their clothing. Students found in violation of this policy face expulsion.

DANGEROUS ITEMS

In order to foster a safe and secure environment students should not come to school with anything that may pose a danger to themselves or others. Specifically, lasers, knives and other weapons or imitation weapons are forbidden. The vice-principal and/or principal will investigate allegations of inappropriate possession or use of dangerous items as discreetly as possible, but will request students to share contents of back packs, lockers and possessions in the pockets of their clothing. Students found in violation of this policy may face expulsion.

FIELD TRIP GUIDELINES

Participants in school-organized trips are representatives of the school at all times. As such, they are expected to abide by school rules, to follow appropriate standards of behavior and appearance, and to demonstrate concern for the well-being of others. All specific event procedures, secondary school rules and expectations of good conduct and relevant undertakings accepted on the event-specific permission form, will apply at all times. Inappropriate behavior, such as drinking alcohol, dangerous behavior, etc., will result in the student being sent back to Vienna at the parents' expense and the student could be reprimanded by the school in other ways. Adults accompany every field trip, with at least one of whom must be a member of faculty. Staff may establish special rules and conditions in line with general school policy. Such special rules or conditions are indicated in the trip information letter and may require written parental consent.

“We are what we repeatedly do. Excellence, then, is not an act but a habit.”

Aristotle

SECONDARY STAFF LIST 2017-2018

Name	Code	Role	Email
Dr. Michelle Purghart	MPU	Director	mpurghart
Rachel Pernet	RPE	Secondary Principal	rpernet
Maura Lichtscheidl	MLI	IB MYP Leader; Secondary Vice Principal; Humanities	mlichtscheidl
Chloe Pollack	CPO	IB DP Leader; Secondary Vice Principal; Science	cpollack
Jennifer Tesoro	JTE	Secondary Dean of Students; Humanities	jtesoro
Sally Brunner	SBR	Head of Language & Literature; PTL Coord. for IB DP, English	sbrunner
Nina Edlinger-Pope	NED	Head of German LA, German; Learning Support; SES	nedlinger
David Knapper	DKN	Head of Physical & Health Education	dknapper
Mike Long	MLO	Head of Maths	mlong
Nubia Ortiz	NOR	Head of ELD & English, Head of French & Spanish LA	nortiz
Robert Parker	RPA	University Counsellor; History, TOK	rparker
Oliver Pope	OPO	Head of Arts; TOK	opope
Paul Woodward	PWO	Head of Social Sciences; History, Psychology	pwoodward
Zoë Woodcock	ZWO	Head of Technology; Digital Design	zwoodcock
Christopher Wright	CWR	Head of Science; Chemistry	cwright
Renata Balkova	RBA	Environmental Systems & Societies	rbalkova
Mary Bouras	MBO	Music	mbouras
Eduard Cobzaru	ECO	Maths	ecobzaru
Maria Compan	MCO	English Language & Literature; Spanish	mcompan
Caroline Cooney	CCO	Business & Management, Economics	ccooney
Kassantha Coyne	KCO	Maths; TOK	kcoyne
Vera Dimitrova	VDI	English Language Acquisition, ELD	vdimitrova
Thilo Förtsch	TFO	Geography	tfoertsch
Alice Gerard	AGE	English Language & Literature, TOK	agerard
Oliver Gubis	OGU	PE; Humanities	ogubis
Monika Hammerschick	MHA	German Language Acquisition	mhammerschick
Florian Hirschvogel	FHI	German Language Acquisition	fhirschvogel
Eva Kleindienst	EKL	German Language & Literature	ekleindienst
Jenna Langthaler	JLA	Science; PSE; Learning Support	jlangthaler
Trevor Lewis	TLE	English Language Acquisition	tlewis
Claudia Luenig	CLU	Art	clueing
Lelia Malone	LMA	PE	lmalone
Aude Mathe	AMA	French and German Language Acquisition	amathe
Katlyn Mihalek	KMI	Biology	kmihalek
Eleanor Mockler	EMO	Drama; Theatre	emockler
Craig Morgan	CMO	Design	cmorgan
Erik Neuhold	ENE	Maths	eneuhold
Elvira Palffy	EPA	English Language Acquisition, ELD	epalffy
Kathleen Riley	KRI	Biology; Science	kriley
Ana Requejo-Castillo	ARC	Spanish & German Language Acquisition	arequejo
Erin O'Hara Schmid	ESC	PSE; Social & Emotional Support	eschmid
Daniele Seidemann	DSE	German Language & Literature	dseidemann
Michelle Shaw	MSH	Maths	mshaw
Gerlinde Spulak	GSP	German Language & Literature	gspulak
Elena Vojtelova	EVO	Physics	evojtelova
Yvonne Ging-Wiedeschitz	YGI	Registrar	registrar
Christian Hasler	CHA	ICT Support	ICT-support
Zsafia Kocsis	ZKO	Director's Assistant	zkocsis
Pierluigi Lavermicocca	PLA	Reception	office
Martin Moser	MMO	Finance	finance
Juan Nagore	JNA	Extra-Curricular Leader	jnagore
Lindy Steele	LST	Secondary School Administrative Assistant	lsteele
Berrin Tekerek	BTE	Secondary School Administrative Assistant	btekerek

Note: All staff email addresses are suffixed by **@danubeschool.com**





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