




BRITISH INTERNATIONAL SCHOOL
OF WASHINGTON
A NORD ANGLIA EDUCATION SCHOOL



SECONDARY SCHOOL HANDBOOK

2023-2024



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INTRODUCTION & WELCOME

1.0



WELCOME



WELCOME TO THE SECONDARY SCHOOL OF BRITISH INTERNATIONAL SCHOOL OF WASHINGTON (BISW)

In Year 7 (Grade 6) to Year 9 (Grade 8) we offer broad, balanced and holistic curricula that builds on the foundation provided in the Primary School by the International Primary Curriculum (IPC) and underpinned by the English National Curriculum. For Year 10 (Grade 9) and Year 11 (Grade 10) students take a range of externally examined International General Certificate of Secondary Education (IGCSE) subjects using syllabuses designed by the Cambridge Exam Board. In Year 12 (Grade 11) and Year 13 (Grade 12), students complete the International Baccalaureate Diploma Programme (IBDP). This is their passport to higher education and 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 an emphasis on the role of extra-curricular activities. Outside the classroom, individual passions, whether athletic, artistic, service or performance based, can be explored through an 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 their 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 the qualities in the BISW Learner Profile and this shapes the education that we provide at BISW. This handbook will be a vital resource in making the most of your experience at BISW, as it covers important policies on our expectations for academic success and for personal conduct.

You will quickly learn why BISW is a very special school. Learning is pervasive and demanding here, but it is also exciting and fun. 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. Should you have any further questions about life and learning here at BISW, please do not hesitate to contact us at the school.

This handbook is designed to give you an overview of the school from Year 7 (Grade 6) to Year 13 (Grade 12), providing information you will need as parents and students to make the most of your time at BISW. Our Secondary School offers a dynamic and rigorous international programme, developing students who are well equipped to navigate successfully the opportunities and challenges of the 21st century.

IDENTITY, VISION, MISSION, AIM & VALUES

BISW VISION

A truly exceptional international learning environment that empowers all students to lead meaningful, positive, and impactful lives.

BISW MISSION

To challenge and inspire young people to be ambitious for themselves, their communities, and their world.

INCLUSION, BELONGING, AND NONDISCRIMINATION

BISW does not discriminate on the basis of race, color, national origin, age, gender identity, disability or sexual orientation in the administration of its educational policies, admissions policies and other school administered programs.

BISW values the diversity of our community, and we recognize the importance of celebrating that diversity. As such, we are committed to providing equitable opportunities for all students and ensuring all students, families, and staff feel a sense of belonging in the BISW community. Our aim is to create a learning environment where all students are welcomed and are able to share their unique talents, skills, background and experiences. BISW promotes dignity and respect for all in our community and equip and empower students to challenge non-inclusive behaviour where they see it. BISW takes complaints of bullying, harassment, victimization and discrimination seriously.

BISW AIMS

- To develop creative, critical, and reflective thinkers
- To provide opportunities for young people to make a difference to others within their communities and the world at large
- To foster healthy self-esteem for themselves, respect for other people, of different cultures and their surroundings
- To offer engaging and challenging academic programs at every stage of learning
- To personalise learning for every student through a range of educational strategies
- To develop the understanding and skills needed to engage successfully in a collaborative team
- To develop resilience and embrace self-improvement
- To celebrate the successes of all members of our community

BISW IDENTITY

We are a premier, private, international school within the Nord Anglia Education family. We embrace a British academic heritage while celebrating our diverse multi-cultural community in an American setting.



A BISW LEARNER



WAYS OF BEING

balanced, caring, open-minded, principled



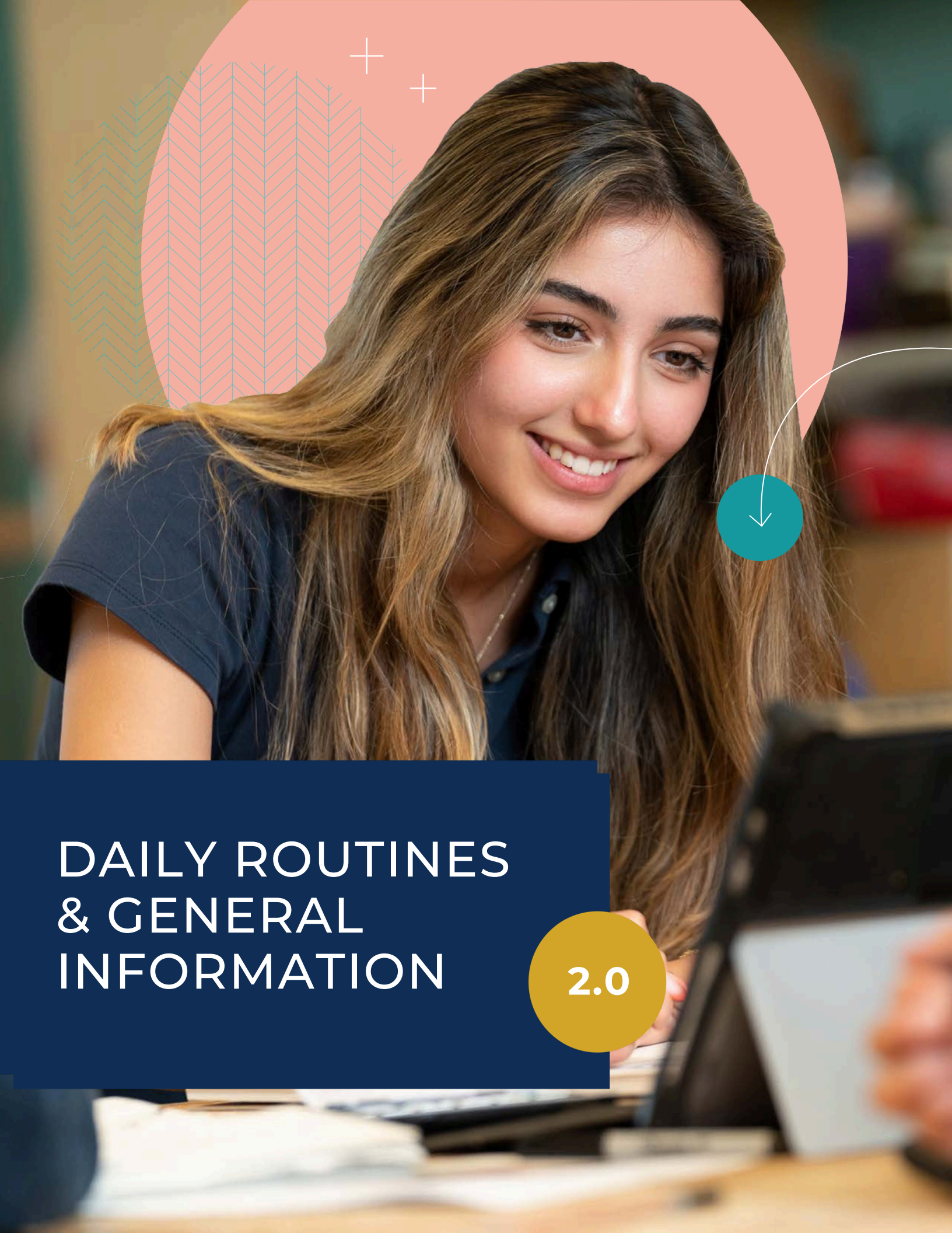
WAYS OF DOING

ambitious, communicators, risk-takers, resilient



WAYS OF THINKING

inquirers, knowledgeable, reflective, thinkers



DAILY ROUTINES & GENERAL INFORMATION

2.0



DAILY SCHEDULE & GENERAL INFO

THE SCHOOL DAY

The school day varies based on the year group of the student. All students have morning registration every day, followed by lessons throughout the day. There is also a 20-minute morning break and a 50-minute lunch break.

Each student receives a timetable, which is available on ManageBac. Year 10 and 11 students have individualized timetables because of their IGCSE elective choices. In Year 12 and Year 13, all IB Diploma students have individual schedules. These consist of three Higher Level subjects, three Standard Level subjects and Theory of Knowledge (TOK). All IB students also have study periods.

BEFORE SCHOOL & ARRIVING ON TIME

Our doors open at 8:00 a.m. and students should arrive at school each morning via the Whitehaven entrance early enough to first visit their lockers to store their belongings before moving to their form room for the registration period from 8:20 a.m. to 8:30 a.m.

| Lower Secondary Year 7 to 9 Distributor | |
|--|-----------------|
| 7am to 8am | ECAs |
| 8am to 8.20am | Student arrival |
| 8.20am to 8.30am | Tutor time |
| 8.30am to 10.30am | Lessons |
| 10.30am to 10.50am | Break |
| 10.50am to 12.50pm | Lessons |
| 12.50pm to 1.40pm | Lunch |
| 1.40pm to 3.40pm | Lessons |

LATE ARRIVAL

Students arriving late must sign in at the reception desk in the foyer and then go to their lesson. 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 Extra-Curricular Activity (ECA), all students must leave the building by 3:50 pm. Lower Playground is closed to all secondary students after school. All students involved in ECAs should leave the building by 5.00 p.m.

| Upper Secondary Year 10 to 13 | |
|-------------------------------|-----------------|
| 7am to 8am | ECAs |
| 8am to 8.20am | Student arrival |
| 8.20am to 8.30am | Tutor time |
| 8.30am to 9.30am | Lessons |
| 9.30am to 9.50am | Break |
| 9.50am to 12.50pm | Lessons |
| 12.50pm to 1.40pm | Lunch |
| 1.40pm to 3.40pm | Lessons |

EARLY DISMISSAL

If a student wishes to be dismissed early from school, an explanatory note should be sent to the form teacher by the parent. All students who leave school before the end of the school day must sign-out at the reception desk. No student is permitted to leave early without written consent from parents.

ATTENDANCE

Regular attendance is a pre-requisite for success in school. Having more than five percent unauthorized absences can have a direct impact on the academic progress of a student. Students are expected to attend every lesson of an individual class during a term (trimester.) Failure to do so inevitably affects the student's academic grades and progress. A formal register is taken every lesson, and these can be seen by parents via ManageBac.

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, homework and summative assessments are posted on ManageBac. Teachers are also very willing, wherever appropriate and possible, to support students in catching up on any missed work upon their return from an absence

Absences are categorised in two ways:

- A school-authorised absence includes representing the school, examinations, CAS projects, entrance interviews, family bereavement, or illness (verified by a doctor's note if longer than three days in duration).
- An unauthorised absence is an absence for any reason not sanctioned by the school and is included in the student's unauthorised absence statistics.

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 school's attendance record and your child's form tutor or Assistant Head of Secondary will follow-up with individual students and families to promote punctuality. Persistent absenteeism or tardiness will result, firstly, in a notice to parents and a detention for the student. 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 form tutor and Assistant Head of Secondary.

Parents must inform the school and provide documentation (e.g. medical note) within one week of the absence for the absence to be authorised. 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 unauthorised 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 sign in at reception. Students are responsible for catching up on work missed during absences.

ILLNESS, MAGNUS HEALTH & MEDICAL FORMS REQUIRED BY DC LAW & BISW

If your child is sick we ask that you please keep them home. If students become unwell while at school, they must go to the nurse who will evaluate their medical condition and decide 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 without written permission.

BISW partners with Magnus Health to track and manage student health records. New families will receive a welcome email soon after their enrollment is finalized. Once you create your account, you will be able to fill in your student's health history, e-sign for consent for treatment, document allergies and treatment plans, and upload your child's required medical forms for the upcoming school year. The required documents are also available to download and/or print from your Magnus account, so your physician can complete the required forms.

Please review the full list of health forms - those Required for All Students and those Required for Students with Medical Needs - on our [website](#).

Immunizations: You must include your child's immunization record with the Universal Health Certificate. If you do not already live in the DC area, your immunization schedule may be different from local requirements. Please share the [DC School Immunization Requirements Guide](#) with your physician to ensure compliance with DC regulations.

BREAK TIMES & PRIVILEGES

MORNING BREAK

During the morning break students in Lower and Upper Secondary (Years 7 -11) should go to the Lower Playground. Students are expected to be punctual to lessons following the morning break. IB students (Years 12 and 13) have the use of their common rooms during this time.

LUNCH BREAK

All Lower and Upper Secondary students should go to the dining room to eat at the appropriate time. When they have finished eating, they should go either to the Lower Playground. If the weather is too poor for the playground to be used, staff on duty will supervise the designated classrooms on the second and third floors for students to use instead.

PRIVILEGES

(YEARS 12 AND 13 ONLY)

These privileges are intended to recognise the maturity of the students as they proceed to Year 12 and 13. They are available to students who have completed and returned the permission form issued by their form teacher. Years 12 and 13 students are expected to use the IB common room, library or the allocated silent study rooms during study time. Moreover, they are strongly encouraged to use their study periods for work or for CAS activities. Year 12 and 13 students may leave the school premises during lunch or to study at the Georgetown Public Library during their study periods.

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 Extra Curricular Activities (ECA). 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 OF SCHOOL

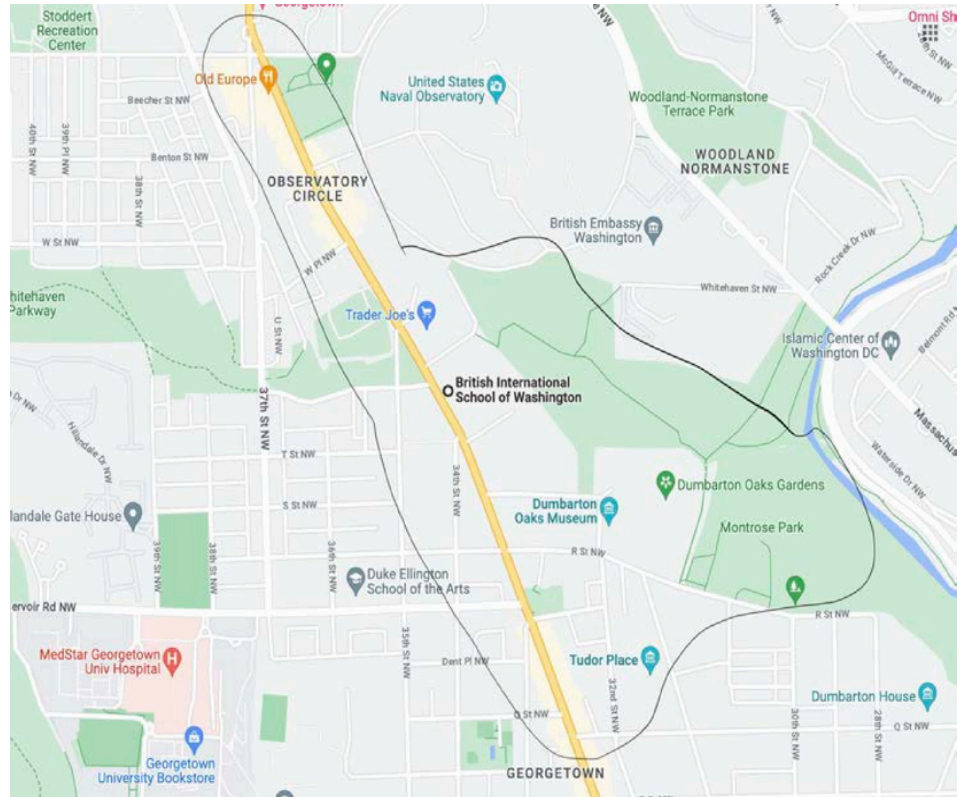
The expectations that are presented in this document are those that BISW has of students who are, or who should be, in school, or who are on a Secondary school trip and in the care of school staff or travelling to and from school. It should be noted, however, that behaviour occurring off campus which 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 behaviour, 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.

ABSENT PARENTS/ CARERS

Please ensure that the appropriate contact names and numbers of a guardian are given to the front desk as well as your classroom teacher.

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 Jellef Centre and the Balance gym), our nearby park 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, various shops and food establishments along Wisconsin Avenue and parking areas. 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 BISW campus. They are inside the black line and are therefore considered the Secondary School campus while school is in session, and immediately before and after school.

WISCONSIN AVENUE LOWER EXIT

Using the Wisconsin lower exit is expressly forbidden except when accompanied by BISW staff.

PERSONAL BELONGINGS

LOCKERS

Every student is provided an individual locker by the school. Students will be issued with a locker for the duration of the year. We strongly encourage students to purchase and use a lock to secure their locker. The school reserves the right to break locks to gain access to lockers if necessary. Students are expected to keep their bags in their lockers and take out only those items necessary for the next lessons. Use of their locker in this way will reduce the need to carry a heavy bag around the school.

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, GAME CONSOLES, ETC.

All secondary students must turn off all personal electronic devices that they bring to school and store them away safely in their bags. They should not use personal electronic devices at all throughout the school day or in the school building. BISW 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 property room is situated near the school foyer. We ask that all a student's articles be clearly labelled with their 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.

STUDENT EMAIL & MANAGEBAC

All students from Year 7 to Year 13 have an email account. ManageBac is used for setting assignments and sharing grades with students. It is also used to track Creativity, Action, Service (CAS) and the Extended Essay (EE) in Years 12 and 13. Parents have their own login to their child's ManageBac and so can monitor homework and read end of term reports.

STUDENT STUDY RESOURCES

MATERIALS & SUPPLIES

The school will loan students textbooks for the academic year. Students are 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:

- a fully charged device each day
- pens (blue and black)
- pencils (graphite and colour)
- an eraser
- a pencil sharpener
- a set of basic mathematical instruments (ruler, protractor, compass, etc.)
- a calculator for mathematic classes (the mathematics team will advise on a suitable calculator for each year group)

STUDENT SUPPORT CENTRE

Learning support center is located on the second floor and consists of a Lower Secondary and Upper Secondary library which are quiet environments designed to be free from disruption to maintain an atmosphere conducive to learning, reading, study and research. There are also the learning support offices, our school counsellors' offices, and a student wellness room for relaxation.

INFORMATION TECHNOLOGY

The Computer Technology Suite contains twenty-four networked workstations. Every student in the secondary school is given a device and is responsible for the safety of said item. Years 7 to 9 received an iPad, while Years 10 to 13 receive MacBooks.

If this device is lost or unprotected and damaged the student is responsible for the cost of replacing it.

If the device has a protective cover and is damaged three times then they will also be responsible for the cost of its replacement. All students who leave the school must return all IT equipment, including any charger cables and accessories – the return of the school deposit is dependent on this.

Every classroom is equipped with a digital projector or a “Smartboard.” There is broadband internet access throughout the school building and each student will only have their school electronic learning device (e.g. laptop or tablet) connected to the school wireless network by the school’s IT technician.

All students must sign to accept to adhere to an Acceptable Usage Policy before they are permitted to use the school’s hardware or network.

STUDENT UNIFORM

All students must be dressed appropriately for school activities and for the specific learning environment in neat, clean and modest clothing. Students in Year 7 through Year 11 will follow the specific secondary school uniform outlined here.

YEAR 7 THROUGH YEAR 11 (11-16 years old)

| Item type | Items | Distributor |
|--------------------|---|--|
| Tops | Navy short-sleeved polo shirt with BISW logo | FlynnO'Hara or Lands' End |
| | Navy long-sleeved polo shirt with BISW logo | FlynnO'Hara or Lands' End |
| | V-Neck pullover or 1/4 Zip Fleece pullover with BISW logo | FlynnO'Hara or Lands' End |
| Bottoms | Grey dress pants | FlynnO'Hara or Lands' End or personal choice |
| | Grey kilt or knee length skirt | FlynnO'Hara or personal choice |
| | Grey walking shorts | Personal choice |
| Accessories | Black leather belt | Lands' End or personal choice Personal choice |
| Footwear | Plain black socks | Personal choice |
| | Black, grey, navy, or white tights | |
| | Black shoes (no visible logos) with black soles | Personal choice |
| PE Uniform | See PE Uniform details | |

Students in Years 12 & 13 enrolled in the International Baccalaureate Programme should follow general guidelines for appropriate business formal attire. Jeans are not allowed except for on Fridays if paired with school "spirit wear." If students experience uncertainty, they should ask their form tutor or IB leader.

SPIRIT WEAR

BISW encourages students in Reception - Year 11 to wear 'spirit' items on Fridays. Spirit wear is defined as any article of non-uniform clothing with the BISW logo. Students can wear their PE kit, or clothes they've acquired from sports teams or whole school events. Students can also purchase spirit wear through BSN's online Sideline Store at the following link.

YEAR 12 & YEAR 13 (16-18 years old)

| Item type | Items | Distributor |
|--|--|--|
| Skirts, dresses, trousers | Smart trousers, chinos or tailored shorts are acceptable for all students Dresses and skirts that sit below, on, or just above the knee are permitted | No jeans No sports attire No miniskirts or minidresses |
| Shirts, tops, blouses and jackets | Dress shirts Smart casual button-down shirts, sweaters, and other tops are permitted | No casual T-shirts No midriff tops No shirts made of sheer or other wise revealing materials |
| Footwear | Conservative shoes such as loafers, boots, flats, dress heels of a comfortable height, strapped sandals, and leather shoes are permitted | No sneakers, dress sneakers, or flip flops |
| Other | Natural hair tones only | |

Additionally, the following guidelines must be followed:

- Shorts and skirts should be of modest length. No shorter than one's fingertips with arms down.
- Clothing should adequately cover undergarments. Items of clothing with potentially offensive slogans or drawings, or with references to alcohol, drugs, violence or sex should be avoided.
- Hairstyles must be safe, especially for work in the art room, design technology room, or in the science laboratories.
- Hair colour should only be coloured by natural tones or subtle tints.

PE UNIFORM (Reception through Year 11)

| Item type | Items | Distributor |
|--------------------|--|--------------------|
| Tops | House colour T-shirt with BISW Logo (provided by the school) | BSN Sideline Store |
| | Sweatshirt with BISW Logo | BSN Sideline Store |
| Bottoms | Black shorts with BISW Logo (one provided by the school) | BSN Sideline Store |
| | Sweatpants with BISW Logo | BSN Sideline Store |
| Footwear | Full length soccer socks or short trainer socks | Personal Choice |
| | Trainers suitable for indoor spaces | Personal Choice |
| | Trainers suitable for Astroturf (Years 3-11) | Personal Choice |
| Accessories | Shin Guards may be advised for certain sports (Years 3-11) | Personal Choice |
| | A mouthguard advised for hockey/rugby (Years 7-11) | Personal Choice |

•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.

•Any jewelry and make-up worn should be discreet.

COMMUNITY & SERVICE PROGRAMS

The school encourages all students to be actively involved in Community Service in Year 7 to Year 11, and requires Creativity, Action, Service (CAS) Year 12 and Year 13; whether that involves a group of friends, the school, the neighbourhood, Washington, USA 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 CAS information on ManageBac or in their LDP or CAS portfolios.

PARENT VOLUNTEERS

We like to involve our parents in the daily life of the school. 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), French, Spanish 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 front desk.

The background image shows a young woman with long brown hair, wearing a red sweater, and a young man with dark hair, wearing a light blue button-down shirt, sitting at a wooden desk in a classroom. The woman is smiling and looking towards the camera, while the man is looking down at a book or paper on the desk. There are decorative overlays: a large teal circle with a white plus sign and a yellow square, a smaller pink circle with a white arrow pointing up, and a pattern of teal chevrons in the upper right. A dark blue banner is at the bottom left, and a yellow circle is at the bottom right.

COMMUNICATION & ACADEMIC INFORMATION

3.0



COMMUNICATION

It is very important for the school to have complete and up-to-date information about all our students and those who we may need to contact in case of emergency. Parents are requested 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 nurse of any medication that their child is taking by contacting nurse@biswashington.org.

Please email any changes to our data manager, Tim Myers: tim.myers@biswashington.org.

COMMUNICATION BISW NEWSLETTER, EMAILS, MANAGEBAC

Good communication between home and school is essential.

Through our weekly e-newsletter the school will keep parents informed about school activities and news. We will also send information home via email and sometimes collect information using surveys. A ManageBac account is created for students and their parents where they can access information about student grades, reports, tasks, activities and school documents.

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

- For individual student subject related issues: Always contact the individual subject teacher first. We encourage you to do this by email in the first instance. A further point of contact is the Head of Department.
- For issues related to student wellbeing you may also contact our school counsellors

- Issues related to the overall curriculum, activities and student wellbeing in Year 7-9: Contact Mrs White-Hunt (Asst. Head - Lower Secondary).
- Issues related to the overall curriculum, activities and student wellbeing in Year 10 & 11: Contact Ms McDonagh (Asst. Head - Upper Secondary).
- Issues related to the overall curriculum, activities and student wellbeing in Year 12 & Year 13: Contact Ms Yates (Asst. Head -IB).
- For personal/social related issues or matters of a general nature: Always contact your child's form tutor first. We encourage you to do this by email in the first instance.

PERMISSION FORMS

During the year, parental permission forms will be distributed for any trips outside Washington, DC. 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. If you have any concern please check before calling the school. The school social media accounts, such as Instagram, will also be used to convey messages of this nature. If it is possible to do so, lessons will be provided via Teams or on ManageBac.

HOMEWORK & PLANNERS

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. All homework is set on Managebac.

BISW believes homework helps students develop important learning habits of self-discipline, organisation and a healthy work ethic. 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 Year level:

•**Year 7:** Up to 20 minutes per piece in two to three subjects per night

•**Year 8 and Year 9:** Up to 30 minutes per piece in two to three subjects per night

•**Year 10 and Year 11:** Up to 40 minutes per piece in two to three subjects per night

•**Year 12 and Year 13:** Between 2 to 4 hours per subject, per week (students should also use their study periods in school for this)

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

The BISW Secondary School expects students to complete and submit homework/assessments properly and punctually. Failure to meet weekly homework or assessment deadlines without an authorised reason may result in interventions that can include lunchtime support sessions, after-school support, and/or being awarded a 0 for the assignment. Parents will be notified should a student repeatedly fail to submit schoolwork.

All students are given a planner to record homework. Planners have key information, such as dates and activities, as well as record House Points.

EXTRA HELP WITH HOME-WORK

The Secondary School runs an after-school 'Quiet Study' until 4:40 p.m. each Monday to Thursday. This is a quiet place, supervised by a teacher, and is designed for students to study.

ACADEMIC HONESTY

The school follows an academic honesty policy consistent with IB Diploma standards. 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. Important text heavy work is passed through Turnitin plagiarism software.

ASSESSMENTS AND GRADE REPORTS

BISW Secondary School holds all assessment data on ManageBac. The school will issue term reports three times a year at the end of the Autumn, Winter and Spring terms. In addition, BISW also provides a mid-trimester data snapshot in October – which primarily focusses in on how well the students have settled in over the first six weeks of term.

The reports indicate the student's academic attainment and their approaches to learning. In IGCSE and IB subjects this measure uses the grading system used by the relevant examination boards. Students in Years 7-9 are awarded grades based on the IGCSE grading system (A*-G) – but in the context of their age and stage of learning.

The grades in Lower Secondary, IGCSE and IB Diploma are a best fit (not an average) and reflect the level the student has consistently demonstrated in that term, through all available assessment evidence. We do not award grades for Years 7-10 and 12 in the first autumn snapshot as not enough criteria have been assessed at that time. The term grades are the ones used on school transcripts.

The IGCSE and IB potential grades are an indication of what the student could achieve in the final IGCSE and IB examination if they reached their potential and the exam was an appropriate match for their capabilities. The IGCSE and IB potential grades are released in the final term in Y10 and Y12 and in every subsequent IGCSE and IB term report.

IB university predicted grades are decided on by the IB leadership team and are used in the university application process.

OVERALL STUDENT APPROACH

On all reports we will indicate whether a student's overall approach to learning is Exceeding Expectations (EE), Achieving Expectations (AE) or Not Yet meeting Expectations (NYE). This is a best fit and considers the areas of effort, attitudes and organisation.

BISW LEARNER QUALITIES

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective
- Ambitious
- Resilient

| Exceeding Expectations | Achieving Expectations | Not Yet Making Expectations |
|---|---|--|
| Effort | | |
| <ul style="list-style-type: none"> •Consistently puts in the highest levels of effort into class and homework. •Is willing to take risks with their learning and is able to reflect on their work, in order to understand where to go next. •Will always read around a subject to deepen their understanding or consolidate their knowledge. | <ul style="list-style-type: none"> • Generally puts in good levels of effort into class and homework. • Is able to take certain risks with their learning and is often able to reflect on their work, in order to understand where to go next. • Will sometimes read around a subject to deepen their understanding. | <ul style="list-style-type: none"> •Is inconsistent with the levels of effort they put into class and homework. •Struggles to take risks with their learning and finds it difficult to reflect on their work. •Rarely does more than what is required. |
| Attitudes | | |
| <ul style="list-style-type: none"> • Is an independent and curious learner who is open-minded to and values the views of others. •Always works well in groups, shows strong communication skills, and is an active participant in class. •Is resilient when faced with a challenge and approaches difficult topics with a growth mindset. | <ul style="list-style-type: none"> • Is developing into an independent and curious learner who is open-minded to and values the views of others. •Often works well in groups, shows good communication skills, and is an active participant in class. Enjoys a challenge and is able to ask for help when needed. | <ul style="list-style-type: none"> •Has not yet demonstrated that they are an independent learner. •Rarely asks questions, and finds it difficult to communicate their ideas clearly. •Finds it difficult to work consistently effectively in groups. •Can give up when faced with a challenging topic or task and finds it difficult to ask for help. |
| Organisation | | |
| <ul style="list-style-type: none"> •Always prepared for each lesson with the correct equipment. •Demonstrates exemplary time management skills. | <ul style="list-style-type: none"> •Always prepared for each lesson with the correct equipment. •Uses their time well and meets all deadlines. | <ul style="list-style-type: none"> •Is inconsistent with how well prepared they are for each lesson. Finds it difficult to organise their time and meet deadlines. |

YEAR 7-11 GRADE DESCRIPTORS

These grade descriptors are used to measure a student's attainment for that particular term in a particular subject.

| Grade | Descriptor |
|-------|---|
| A+ | <ul style="list-style-type: none"> • 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. |
| A | <ul style="list-style-type: none"> • 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. |
| B | <ul style="list-style-type: none"> • 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. |
| C | <ul style="list-style-type: none"> • 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. |
| D | <ul style="list-style-type: none"> • 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. |
| E-F | <ul style="list-style-type: none"> • 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. |
| G | <ul style="list-style-type: none"> • Produces work of very limited quality. • Conveys many significant misunderstandings or lacks understanding of most concepts and skills. • Very rarely demonstrates critical or creative thinking. • Very inflexible, rarely using knowledge or skills. |

IGCSE GRADE DESCRIPTORS

For further information on Cambridge IGCSE grading please [click here](#).

IB GRADE DESCRIPTORS

| Grade | Descriptor |
|-------|---|
| 7 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. |

EXTERNAL ASSESSMENT

The school uses subject-specific IB and IGCSE criteria to indicate levels of attainment. Assessment is criterion-related, so students around the world are measured against pre-specified criteria for each subject group.

In the IB years 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. Formal examinations at the end of Year 13 are externally set, assessed and graded.

In IGCSE subjects, formal examinations at the end of Year 11 are externally set, assessed and graded. Some subjects also require a sample of coursework elements to be submitted so that the examination board can externally assess a school's marking, grading and moderation processes.

mindset by embracing challenging work and making maximum effort. Positive academic achievement is acknowledged and rewarded. 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 Head of Secondary or the relevant Assistant Head of Secondary.

The school offers a variety of interventions to support student learning. English as a Second Language (ESL) classes support students in their first years of learning the language, and Learning Support (LS) is offered, to students with identified needs that can be supported with more help. The Extra Curricular Activities (ECA) programme offers a variety of academic clubs which help students improve their academic achievement.

ACADEMIC SUPPORT

The school aims to work together with students and parents to ensure that each student achieves their academic potential. We believe that students should be encouraged to develop a growth

GRADUATION REQUIREMENTS

BISW aims for all students to obtain the full IB Diploma. In addition, students may graduate with a US High School Diploma (awarded at the graduation ceremony in early June).

YEARS 10 & 11 REQUIREMENTS

Across Years 10 & 11 students must have participated each year in the following subjects, gaining at least 12 credits.

A full credit is gained each year when a student successfully passes a course that is at least 180 minutes in length per week. A partial credit can be gained for courses less than 180 minutes.

- Mathematics
- English
- A foreign language
- A Science
- A Social Science
- Physical Education
- Personal Health Social

Education

- A further two elective subjects

US HIGH SCHOOL DIPLOMA REQUIREMENTS

If students are in a school that does not offer certain courses or enough time before they embark on the IB Diploma Years with BISW, appropriate allowances will be made.

Standard Diploma

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. To gain a US High School Diploma a student will have:

- participated in at least five courses during Years 12 and 13
- 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

Honours Diploma

To gain a US High School Honours Diploma an IB Years student will have:

- participated in six courses (other than TOK), including a subject from each of groups 1 – 5, during Years 12 and 13

- gained an average score of 21 points across all six courses over the two years

- scored no lower than a 2 in any course

- successfully completed the CAS programme

- achieved a minimum 90% attendance in each course over the two years

PRIVATELY TAUGHT LANGUAGES (PTL)

It is important for students' cognitive skills to learn their mother tongue. Skills learned in the mother tongue transfer to other languages (e.g. English), and form part of their cultural heritage and identity. Students must take a language at mother tongue level in Group 1 of the IB Diploma Programme, whilst this is often English, students may opt to study their mother tongue.

Even though a student may speak their mother tongue fluently, lessons are required to acquire academic language and to develop the skills to analyse language and literature necessary for the DP. BISW offers students and their parents the opportunity to engage mother tongue language tutors through the Director of World Languages. Please note, all additional language tutors will come at your personal expense. The number of hours tuition must also be in line with the requirements of the course being studied.

Students in Year 12 and Year 13 taking their mother tongue as their Group 1 subject in the DP will have their grades recorded as DP grades in school reports and transcripts; students in years 7-11 who take mother tongue classes organised through the Director of World Languages may have their grades recorded on reports and transcripts.

LOWER SCHOOL DIPLOMA

Enriching the formal curriculum is the Lower School Diploma. This programme allows students to achieve awards by developing and demonstrating skills and values inherent in the BISW Learner Profile. Through enquiry- based learning days and project work in Health and Wellbeing, students will be able to complete the Knowledgeable, Communicator and Reflective components. The Caring category encourages students at all stages of school to take part in service activities to help their local community.

Bronze Award

- Knowledgeable • Communicator
- Reflective • Caring (5 hrs)
- + 3 other BISW Learner Qualities

Silver Award

- Knowledgeable
- Communicator
- Reflective
- Caring (7 hrs)
- +4 other BISW Learner Qualities

Gold Award

- Knowledgeable
- Communicator
- Reflective
- Caring (10 hrs)
- +5 other BISW Learner Qualities



STUDENT WELL-BEING

4.0



STUDENT WELLBEING

RESPONSIBILITIES AND EXPECTATIONS

BISW 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 recognises that on occasions further interventions will be necessary.

| Students have the... | |
|--|--|
| Responsibility to... | Expectation to... |
| actively promote safe and healthy practices at school | learn within and enjoy a safe and clean environment |
| actively 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 ideas and opinions in an appropriate manner |
| respect the privacy of others | privacy |
| respect the approaches to learning of their peers | learning experiences catered to their individual needs |
| move around and study in a well-behaved manner | co-exist in a respectful environment |
| be kind online | have kind interactions online |

| Parents have the... | |
|---|---|
| Responsibility to... | Expectation to... |
| show respect towards staff, students and the community | be respected by staff, students and the community |
| model appropriate behaviour, including use of language | be welcomed at our school and treated courteously |
| actively participate in their child's learning and progress | be 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

Each student in the secondary school is a member of a form of students, organised by year group and by school house (Chesapeake, Patuxent, Potomac and Shenandoah). The form tutor 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 form teacher, another member of staff, the Assistant Head and/or school counsellor depending on the nature and seriousness of the problem. Students can also ask their representative on the Student Council to act on their behalf.

STUDENT LEADERSHIP

Everyone has the potential to lead. We believe that schools should foster leadership qualities. Therefore, at BISW we have an active Student Council. Moreover, we endeavour 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 HWB and CAS projects of their own initiative. Each year we appoint Presidents of the Student Body. These students lead the work of the student council. In addition to this we have Subject Ambassadors – these positions

allow students to work alongside the academic subject teams to, for example, promote the subject, run inter-house competitions, and offer peer tutoring.

UNIVERSITY COUNSELLING

The school has a university counsellor to aid students in their applications. All applications should be given to the university counsellor at least ten school days before the deadline and references from teachers should be requested may be asked to take that student 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 & DRINKING

We consider the diet of students to will act vigorously to protect all be very important and recommend that students eat a healthy snack at break time. We expect students to look after the lunchroom and other eating areas, ensuring all places are in excellent condition for those following them. Students are encouraged to drink water and may do so during lessons and around the school. Students may not chew gum in school or bring in commercial beverages.

HEALTH & SAFETY

If a student's wellbeing is at immediate risk, the school will notify parents and call the DC 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 that student home. Please note that the school reserves the right to conduct a search of student belongings and request a student self-search at any time during the school day to safeguard the wellbeing of the community.

Please note that the school reserves the right to conduct a search of student belongings and request a student self-search at any time during the school day to safeguard the wellbeing of the community.

US LAW

If a concern is serious enough under US law to be reported to the authorities, the Head of Secondary will manage this with the prior approval of the Principal and, where appropriate, with due notification to parents. In this respect, the school will act vigorously to protect all individual in the community from issues such as drugs, violence, weapons, sexual harassment, and theft.

STUDENT TRANSPORT

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 courtyard entrance. Students who drive a motor vehicle will need to pay for a parking pass. Note: they may not park in BISW assigned spaces.

SAFETY PROCEDURES

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

STUDENT SUPPORT SERVICES

Student Support Services at BISW aim to support all learners in fully accessing their learning at our school. Students with additional identified needs whether these are academic, social-emotional, behavioral, medical, or physical may be provided additional support through an individualized profile or plan. These plans are developed and implemented by the Student Support Services Team, which includes the learning support teachers, counsellors, and school nurse. Services can be accessed by student request, or parent or teacher referral.

LEARNING SUPPORT

All children are unique and at different stages in their learning journey, so we differentiate the curriculum to meet our students' varying needs. However, the school also offers additional support for those children with identified needs.

This support is provided by our Learning Support Staff, who work with children either one to one, in the classroom or within small groups.

SOCIAL-EMOTIONAL SUPPORT AND COUNSELLING

The school offers social-emotional support to all students by employing counsellors who are involved with interventions, classroom presentations, screening, and promoting positive school culture. Our counsellors provide time and space for supportive conversation, problem solving, and development of coping skills.

Services offered: •Individual short-term, solution focused counseling sessions •Drop-in support • Group counseling • Screening • Referrals

Information disclosed by the student during counseling sessions is typically not revealed to anyone else, except under certain circumstances (for example, evidence that a student is a threat to themselves or others). Sharing of information will be limited to parents/guardians and/or the child's teacher/head of school as necessary for student wellbeing and to support student success. While the counsellors are trained and licensed mental health professionals, the services provided are not therapeutic.

The Student Support Services Team maintain a local network in order to help students and families find a therapist, agency, or program to more fully meet student needs. When necessary, because of behavior outside BISW's expectations, the school may insist that a student undertakes external counseling.

BEHAVIOUR POLICY

The purpose of BISW's Secondary Behaviour Policy is to inform all stakeholders of how the school intends to ensure that all students learn effectively and conduct themselves appropriately at school. We have chosen to develop a policy based on rights and responsibilities because we want students to consider the consequences of their choices in the context of what is 'fair' and 'just'. The policy emphasises praise, prevention, restoration and repair as well as implementing immediate and proportional sanctions where appropriate.

The aims of all behaviour management and discipline are to:

- Enable the students to be accountable for their own behaviour
- Respect everyone's mutual rights to ensure effective relationships with other students and with staff
- Ensure all students are able to learn effectively and that their behaviour is not a barrier to anyone's learning or progress.

We aim to prevent or minimise behaviour related incidents by providing the students with a positive, engaging, and memorable learning experience. We understand that all behaviour is a form of communication and about making choices. 4.8-4.13

Students need to learn responsibility for their behaviour like they learn any other area of the curriculum. To help the students develop successfully we need to create a school climate that encourages responsibility and promotes positive behaviour choices.

REWARDS

At BISW, we believe that by providing encouragement and specific feedback to the students about their effort is the most effective way to develop positive behaviour. In addition, there are a range of incentives which we use to encourage and celebrate student's good behaviour.

Although there is no definitive list, below are the most commonly used rewards.

- Verbal acknowledgement e.g. feedback and praise.
- Visual acknowledgement e.g. thumbs up, stickers, stamps.
- Public recognition, e.g. house points, sharing success with another class or teacher; trophies.
- Class agreed reward e.g. marble in the jar, personalised reward, house points
- Inform parents e.g. Email, phone call, postcard or letter home. In addition, each week, each teacher will send at least one 'golden' e mail home to celebrate the work of one student.

CONSEQUENCES

At BISW, we always aim to use a fair process and our responses to challenging behaviour should involve building relationships and repairing them.

Although we teach the students that there are natural consequences to behaviour, we also make it clear that enforced sanctions are a necessary part of discipline and behaviour management. When students do not respond to our positive correction, teaching staff will apply consequences or sanctions. Less severe sanctions might be deferred whilst more serious sanctions are non-negotiable and immediate

Teaching staff, including Learning Assistants and the Leadership team, will use their professional judgement and the behaviour intervention map when deciding on the most appropriate sanction. The decision of the school will be final.

When establishing behaviour sanctions, we try to ensure there is a link between the disruptive behaviour and the consequential outcome. Where appropriate we will ask each of the students involved to reflect and give their view of the incident. We can then consider what they should do to address the behaviour in question. It is important that those harmed, and the perpetrators have an opportunity to individually put their views forward before agreeing a way forward together.

TRACKING LOW LEVEL INCIDENTS

Time spent in school should be focused on learning. While low level behaviour incidents are not serious, they often have a detrimental impact on learning, particularly if they become regular occurrences. Consequently, the school carefully tracks low level incidents. Most minor transgressions can be classified into one of six areas: homework, uniform, mobile devices, behaviour, lateness and equipment (HUMBLE). A HUMBLE can be recorded for:

• **Homework** – Either late, incomplete, poorly attempted or not attempted at all.

• **Uniform** – Missing/incomplete, uniform, uniform worn wrongly, jewellery/make-up/nail varnish transgressions

• **Mobile Device** – Any inappropriate use of a mobile device or unsanctioned use of a device in learning time

• **Behaviour** – See Level 0 for examples below

• **Lateness** – Lateness to school and also to lessons (or other school activities)

• **Equipment** – Failure to bring the required equipment/resources/books etc for a particular lesson (each subject will have its own expectations of what is required).

HUMBLES will be recorded onto ManageBac and form tutors and Assistant Heads will monitor the number being received and intervene where appropriate.

BEHAVIOUR INTERVENTION MAP

The school has a map of structured interventions to help manage students who do

not meet our expectations for appropriate behaviour. 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

behaviour will automatically raise the level of concern. Please note: Minor incidents occurring immediately before or after school, or during break or lunchtime, will be dealt with by the member of staff on duty. More serious incidents should be referred to the Head of Secondary, Director of Student Support or School Counsellor.

| Examples of behavior | | Interventions |
|----------------------|---|--|
| 0 | Minor and/or Isolated Incident Generally not serious enough to inform someone else, including: <ul style="list-style-type: none"> • profanity • not working in class • not following class rules • not moving safely around school • chewing gum • eating in wrong areas • missing equipment • improper uniform • classroom disruption • lateness • misuse of electronic device(s) | Dealt with by observing staff member Interventions may include: <ul style="list-style-type: none"> • informal, verbal warning(s) • student/teacher conference • academic/behavioural support |
| 1 | Minor Concern or repeated level 0, including: <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) • disrespectful behaviour | Dealt with by observing staff member Interventions may include: <ul style="list-style-type: none"> • advisory meeting with teacher or form tutor • student may lose privileges • report monitoring by teacher (shared with parents) • reflection session • e-mail to parents about the event, level consequences and recording • student (and Form Tutor, if a classroom incident) informed of level of event and recording of it • recorded in ManageBac |

BEHAVIOUR INTERVENTION MAP (continued)

| | | |
|---|---|--|
| 2 | Moderate Concern or Repeated Level 1, including: <ul style="list-style-type: none"> • defiance of authority • possession and/or use of tobacco products • forging parents' notes/ signature • cheating, plagiarism, etc. | Dealt with by observing staff member or Head of Year/IB Leader Interventions may include: <ul style="list-style-type: none"> • student-teacher-year Head of Year/IB Leader conference • report monitoring by Head of Year/IB Leader (shared with parents) • detention |
| 3 | Serious concern or repeated level 1 or 2, including: <ul style="list-style-type: none"> • unsafe use of equipment • graffiti • violation of IT Usage policy • intimidation, harassment, threatening behaviour etc. • leaving school premises | Dealt with by Head of Year/IB Leader and/or Head of Secondary Interventions may include: <ul style="list-style-type: none"> • conference with IB leader/Head of Secondary and student • report monitoring by Head of Year/IB Leader and/or Head of Secondary, which is then shared with parents • parents may be required to attend meeting with Head of Year/IB leader and/or Head of Secondary • internal suspension |
| 4 | Very serious concern or repeated level 1, 2 or 3, including: <ul style="list-style-type: none"> • minor theft • violence/fighting • bullying • sexual harassment • racial harassment • possession/use of drugs and/or alcohol • wilful school-wide disruption of learning • wilful minor destruction of property • unwarranted transmission of bodily fluids | Dealt with by the Head of Secondary Interventions may include: <ul style="list-style-type: none"> • conference with Head of Secondary, student and parents • report/monitoring by Head of Secondary • student may be placed on probation • student may be externally suspended • referral to outside agency |
| 5 | Most serious concern or repeated level 1, 2, 3 or 4, including: <ul style="list-style-type: none"> • serious theft • possession of a weapon • physical assault, extreme violence/fighting • wilful intent to cause bodily harm and/or serious destruction of property • sexual assault • distribution or sale of drugs, alcohol, tobacco products or weapons • wilful serious destruction of property | Dealt with by BISW Principal. Interventions may include: <ul style="list-style-type: none"> • parent, student, Principal conference • report/monitoring by Principal • student may be expelled • student suspension |

APPEAL

For any concern, the student may appeal the consequences. In the case of level 5 concerns, the Nord Anglia Education Regional Managing Principal (RMD) must be informed. The only purpose of an appeal to the RMD 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-enrol the student for the following school year.

PHYSICAL INTERVENTION

In rare circumstances teachers may have to use reasonable force to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

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.

| Examples of behavior | | Interventions |
|----------------------|---|--|
| 0 | Minor and/or Isolated Incident Generally not serious enough to inform someone else, including: <ul style="list-style-type: none"> • missing a deadline for a piece of work • absence from test (explained by parents) • not bringing equipment to class • lack of effort in class • lack of effort with homework • under-achievement in a subject in one task | Dealt with by subject teacher Interventions may include: <ul style="list-style-type: none"> • teacher discusses incident with student • recorded on ManageBac • new deadlines set • work returned to be completed outside of the classroom |
| 1 | Minor Concern or repeated level 0, including: <ul style="list-style-type: none"> • repeated level 0 incident • missing a deadline for a major piece of work • absence from test (not explained by parents) • poor performance in a subject over a period • Student NOT MEETING in one subject Snapshot. | Dealt with by observing subject teacher or HOD Interventions may include: <ul style="list-style-type: none"> • recorded on ManageBac • detention • contact with parents • Subject Report • discussion between HOD and student • record test score as zero (test still to be marked though) • Learning Support referral. |
| 2 | Moderate Concern or Repeated Level 1, including: <ul style="list-style-type: none"> • repeated level 1 incident • lack of effort in class in several subjects • lack of effort with homework in several subjects • regularly missing deadlines in several subjects • student misses deadline for draft of coursework or a project. | Dealt with by form tutor and/or HOD Interventions may include: <ul style="list-style-type: none"> • form tutor contacting parents • Form Tutor Report • enforced supervised study • mentoring from form tutor • Learning Support referral. |

ACADEMIC INTERVENTION MAP (continued)

| | | |
|---|---|--|
| 3 | Serious concern or repeated level 1 or 2, including: <ul style="list-style-type: none"> • repeated level 2 incident • lack of effort in class in most subjects • lack of effort with homework in most subjects • regularly missing homework in more than one subject • student NOT MEETING in more than one subject Snapshot • student misses final deadline for coursework or a project | Dealt with by AH and/or HOD Interventions may include: <ul style="list-style-type: none"> • HOD or AH meeting with parents • AH Report • student placed onto a contract • student no longer eligible for out of lesson activities • mentoring from AH • enforced supervised study. |
| 4 | Very serious concern; repeated level 1,2 or 3, including: <ul style="list-style-type: none"> • in spite of academic interventions, the student is not engaging with the school's programmes • student failed to meet conditions of contract • student misses the final deadline for external examination coursework. | Dealt with by the Head of Secondary Interventions may include: <ul style="list-style-type: none"> • conference with HOS, student and parents • mentoring from HOS • Head of Secondary Report • student placed on contract • reduction/change of timetable/courses • draft coursework sent to the exam board (or removal from the course if no draft exists). |
| 5 | Most serious concern; repeated Level 1, 2, 3 or 4, including: <ul style="list-style-type: none"> • student failed to meet conditions of contract • student did not pass the school year • student repeatedly fails to engage with the school's academic programme • student did not qualify for IBDP or courses programmes (applies to Year 11 students only). | Dealt with by BISW Principal Interventions may include: <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.*

ANTI BULLYING

The school is committed to providing a caring, friendly and safe environment for all our students so that they can learn in a relaxed and secure atmosphere. BISW 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 BISW, 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 discrimination based on a person's national origin, race, color, religion, disability, sex or family status—both in person and online. We will actively address behaviours that may cause pain and distress to others.

We expect students and their families to be familiar with the Anti Bullying Policy. We also expect students who witness bullying behaviour (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, Assistant Head, or Head of Secondary.

DRUGS

BISW 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 (this includes vape pens and other tobacco devices) 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-enrol the student for the following school year.

•**Alcohol:** Possession, consumption and/or being under the influence of alcohol by students anywhere during school hours or during school activities is strictly prohibited.

•**Illegal Drugs:** Possession, transfer or being under the influence of illegal drugs by students anywhere during school hours or during school activities 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 or beyond prescribed amounts. The Assistant Head and/or Head of Secondary will investigate allegations of inappropriate possession and/or use of drugs at BISW 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.

DA NGEROUS 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 Assistant Head or Head of Secondary 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. The school does not condone violence in any form.

FIELD TRIP GUIDELINES

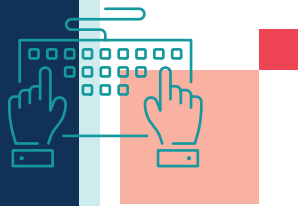
Participants in school-organized trips are representatives of the school at all times. As such, they are expected to abide by school rules, to follow appropriate standards of behaviour and appearance, and to demonstrate concern for the well-being of others. All specific event procedures, school rules and expectations of good conduct and relevant undertakings accepted on the event-specific permission form, will apply at all times. Inappropriate behaviour, such as drinking alcohol, dangerous behaviour, etc., will result in the student being sent back to Washington at the parents' expense and the student could be reprimanded by the school in other ways. Adults accompany every field trip, 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.



STAFF CONTACTS

5.0

STAFF CONTACTS



All staff emails are their name then
suffixed by @biswashington.org
(e.g., oona.carlin@biswashington.org).

HEADS OF SCHOOL

Oona Carlin
Principal

Neela Choudhury
Head of Secondary

Katie Benson
Head of Primary

SECONDARY LEADERSHIP TEAM

Ms Rachel White-Hunt
Assistant Head - Lower Secondary
/ Performing Arts and Social
Sciences Teacher

Ms Louise McDonagh
Assistant Head - Upper Secondary
/ Psychology and English Teacher

Ms Catherine Yates
Assistant Head – IB
/ English Teacher

SECONDARY TEACHING TEAM

Mr Ethan Roberts
Economics and Business Teacher

Ms Elisa Esteve
World Languages Teacher

Mrs Rose Beale
(ESL) Learning Support

Ms Eleanor Bram
Head of Mathematics

Ms Sophie Cole
Mathematics Teacher

Mr Mathew McGrath
Mathematics Teacher

Mrs Lesley McErlane
English Teacher

Mrs Lauren Williams
Head of English

Mr Ryan Bate
Head of Humanities

Mrs Lesley McErlane
English Teacher

Mrs Montse Learner
Languages Teacher

Ms Monica Palacios
Languages Teacher

Ms Jessica Rogers
Humanities Teacher

Ms Gemma Caines
History Teacher

Ms Jessica Barrowman
Head of Performing Arts

Mr Glauco Vallerino
Performing Arts Teachers

Mr Grant Bowdery
Head of Science

Ms Kat Deakin
Science Teacher

Mr Guy Hardwood
Science Teacher

Ms Anne Hardwood
Science Teacher

Mr Tony Stacey
Technology Teacher

Mr James Waring
Head of Technology and Art

Ms Nancy Cavill
Art Teacher

Ms Kat Wagner
Head of World Languages

Ms Sarah Norton
Languages Teacher

Mr Robert Ramey
University Counsellor

Devon DeCataldo
*Director of Student Support
and Learning Support Services*

Ms Tatjana Gainey
School Counsellor

Mr Mike Garden
Director of PE

Mr Connor Vicary
PE Teacher & Director of Athletics

Ms Fay Ryder
Learning Support Teacher

Ms Laura Elster
Learning Support Teacher