SECONDARY
HANDBOOK
2021-22

DANUBE
INTERNATIONAL SCHOOL VIENNA

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

CONTENTS

Introduction and Welcome		Communication and Academic Information	
Welcome to DISV	4	Personal Information	17
IB Learner Profile	6	Student Planner	17
Daily Routines and General Information		E-Communication	17
Attendance and the Daily Schedule	7	School/Home Communication	17
The school day	7	Permission Forms	18
Before school and arriving on time	8	School Cancellation	18
Late arrival	8	Homework	18
End of school	8	Extra Help with Homework	19
Early dismissal	8	Academic Honesty	19
Lateness	8	Awards	19
Attendance	8	Assessments and Grade Reports	20
Absent parents/guardians	10	Academic Interventions and Map	26
Medical Information	10	Parent Conferences	27
Visiting Students	10	Promotion Requirements	28
Break Times and Privileges	11	DISV MYP Certificate	28
Morning break	11	IB Diploma Access	28
Lunch break	11	Graduation	29
Privileges (Grade 10, 11 and 12)	11	Matura Equivalence	29
The front doors	11	Privately Taught Languages (PTL)	30
School Time/Premises	12	**Student Wellbeing**	
School time	12	Responsibilities and Expectations	31
Concern for matters outside school	12	Support Structure for Students	31
School campus	12	Student Leadership	32
Secondary School map	12	University Counselling	32
Personalia	13	Eating and Drinking	32
Lockers	13	Health and Safety	32
Valuables	13	Austrian Law	32
Electronic devices	13	Road Safety	33
Lost and found	13	Fire Drills	33
		Support Structures	33
Student Study Resources	13	Social and Emotional Support	34
Materials and supplies	13	Eligibility for Trips/Athletics	34
Library Media Centre	14	Behaviour Intervention Map	34
Information Technology	14	Appeal	36
Student Clothing	14	Anti-Bullying	36
Dress Code	14	Drugs	36
PE clothing	15	Dangerous Items	37
Community Service Programmes	16	Field Trip Guidelines	37
		Staff List and Contact e-Mails	38

WELCOME

Welcome to the Secondary School of Danube International School Vienna (DISV). Our Secondary School offers a dynamic and rigorous international programme, graduating students who are well equipped to navigate the opportunities and challenges facing the 21st century. In Grades 6 through 10, we offer the International Baccalaureate Middle Years Programme (IB MYP) and in Grades 11 and 12, students complete the International Baccalaureate Diploma Programme (IB DP), recognised as the highest of standards by universities around the world or, alternatively, students may complete IB courses.

The role of the secondary principal is to work with students, parents, staff, teachers and administration in promoting the academic, civic, cultural, personal and social growth of students. School rules, in combination with classroom rules and policies, play a large role in creating a safe and orderly learning climate. We will ensure that student life and services within the school are conducive to learning and the development of students.

It is part of our responsibility to ensure that students abide by our code of behaviour which is based on our belief in four areas:

- The importance of courtesy to and respect for others
- The need for a safe and healthy learning environment
- The respect for school property and personal property
- The importance of the orderly operation of the school

Academic excellence through the education of the whole child is reflected in our curriculum design and daily routines. As part our school philosophy is to educate the whole child, we place great emphasis on the role of after school activities. Outside the classroom, individual passions – whether athletic, artistic, service or performance-based – can be explored through a comprehensive activities program designed to enhance students' learning experience. We aim to help each student meet their highest potential through intellectual, social, emotional, physical and artistic growth with the understanding that each child learns and develops in their own way. In our school, the student 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 citizens of the world; the school is concerned with the development of the whole student as an individual and as a member of a

community. The Secondary School aims to provide an environment in which individual attention is given to the well-being of each student both academically and personally and promotes 'international-mindedness'. All students in our community are encouraged to become inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, well-balanced and reflective.

The MYP and DP planners will be useful resources in making the most of your experience at DISV as they cover important policies concerning our expectations for academic success and personal conduct.

We think you will quickly learn why DISV is considered to be a very special school: it is because all teachers and staff care. We take pride in our diverse school community, our friendly and supportive school environment and the opportunities it provides for inclusion and growth in our understanding of our shared planet and shared humanity. We are committed to cultivating an environment that will empower and inspire all students to achieve their academic goals and personal aspirations.

We invite you to visit us and see for yourselves the education and experience your child is having. If you have any further questions, please do not hesitate to contact us at the school. We would enjoy the opportunity to speak to you personally about your child's educational needs and aspirations.

We look forward to seeing you soon. Thank you.

Best always,

Mr. Matthew J. Manfredi
Secondary 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.

© International Baccalaureate Organization 2008

DAILY ROUTINES AND GENERAL INFORMATION

ManageBac

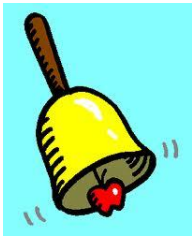
ManageBac is the online learning platform used by the DISV secondary school for attendance, setting assignments, sharing materials with students, recording Service as Action (SA) in the MYP and Creativity, Action, Service (CAS) in the DP, assessment and reporting.

All students are issued a school friendly Gmail account and a *ManageBac* account on enrolment. A *ManageBac* account is also created for parents, where they can access information about student attendance, major assignments, grades and reports.

It is important that students and parents familiarise themselves with *ManageBac* to fully benefit from this powerful communication tool. Should you have any questions please contact the Secondary School office at secondary@danubeschool.com.

ATTENDANCE AND THE DAILY SCHEDULE

THE SCHOOL DAY



The school day varies based on the grade level of the student. First lesson always begins at 08h30 followed by lessons throughout the day, with a break mid-morning and a lunch break.

In Grade 11 and Grade 12 (DP1 and DP2) all IB Diploma students have individual schedules, with lessons in the 6 subjects they chose in the IB Diploma programme, Theory of Knowledge (TOK), one Creativity, Activity, Service (CAS)/Personal and Social Education (PSE) session, and study periods. DP students may leave school at lunch time if they have no lessons in the afternoon, provided that they are up-to-date with their work and sign out in the Secondary office.

Lessons end at different times on different weekdays, depending on grade level. Each student will receive an individual timetable.

Below is a general schedule of start and end times.

Grade	Lessons Start	Lessons End				
		Monday	Tuesday	Wednesday	Thursday	Friday
6 to 10	08:30	15:00	15:00	15:00	15:00	15:00
11 and 12	08:30	15:30	15:30	15:00	15:30	15:30

Times Vary	After School Activities (ASA)

BEFORE SCHOOL AND ARRIVING ON TIME

Students should arrive at school each morning at 08h15 to first visit their lockers to store their belongings before moving to their first class for the day. Attendance will be taken during the first five minutes of class. This first period attendance will be recorded as students' daily attendance as shown on their attendance wheel on Managebac. This data is also used to record who is in the building and should be accounted for in case of emergency.

LATE ARRIVAL

Students arriving at any time of the day after 08h30 must 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 within 15 minutes of classes ending. 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 via ManageBac or email to secondary@danubeschool.com. 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

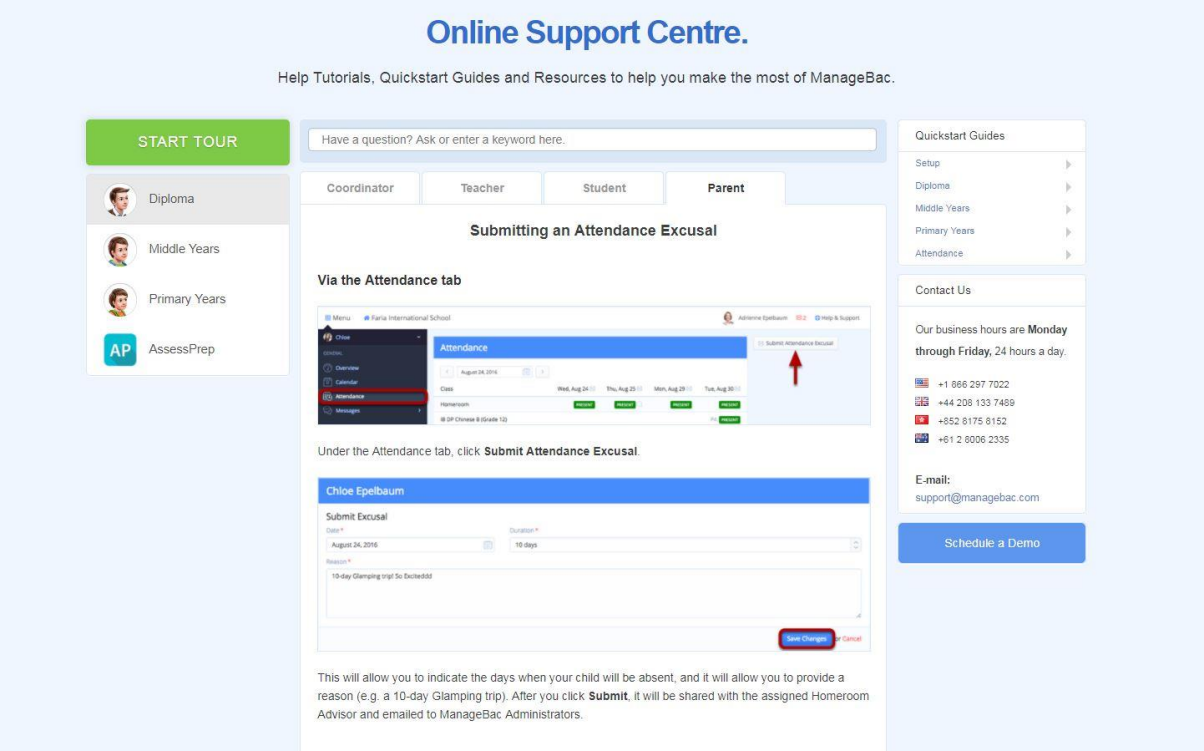
Regular attendance is a pre-requisite for success in school. 90% attendance in each subject is required for automatic promotion to the next grade. Failure to attend school inevitably affects the student's academic grades and progress.

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.

On the first day of a student's unplanned absence, parents should inform the school by

submitting an excusal on ManageBac.



If we have not heard from you, the school will contact a parent by email to confirm the reason for any absence.

Attendance on *ManageBac* is categorized as follows:

Absent: A student is not at school and no reason has been submitted on *ManageBac*.

Excused: A reason for the student's absence has been provided in writing, either on *ManageBac* or by e-mail to the secondary office: **secondary@danubeschool.com.** These days still count as absences, and should not exceed 10% of the total school days.

Health: Absence due to illness where a doctor's note has been submitted to the Secondary Office. This does not count towards a student's absence.

Dismissed: Indicates a lesson in G11 or 12 which was for HL candidates only, or that the class did not take place (usually due to a school event). It is also used for religious holidays, important events such as the wedding or funeral of a close relative, and at the discretion of the principal, when a student is representing the school, participates in high-level competitions or has an interview/examination for a university or new school. It is not included in the student's absence statistics.

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 absences. 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 leave early, parents must notify the school via *ManageBac*.

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 provide 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 by the deadline if they are absent (unless this is impossible e.g. due to illness). Students who are absent for more than 2 or 3 days may only need to make up major assessments, provided that there is enough evidence for them to be graded: they should discuss this with their teacher.

ATTENDANCE IN PE

Sometimes students are able to attend school, but have a medical condition which prevents them from participating in physical activity. In this case they should bring a doctor's note, but will still be expected to attend PE class and participate in the theory portion of the curriculum.

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. This information, as well as any changes of contact details can be emailed to **secondary@danubeschool.com**.

MEDICAL INFORMATION

If students become unwell while at school, they must go to the secondary school office where the secondary school administrative assistant will evaluate the student's condition. Students will be allowed to contact their parents, but will not be allowed to leave the school premises alone unless permission has been given from a parent *in writing* – either on *ManageBac* or by email to secondary@danubeschool.com. 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. 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. 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.

BREAK TIMES AND PRIVILEGES

MORNING BREAK 10h30 – 10h50

Students in grades 6-10 wishing to eat during the morning break should go to the dining room or the Wintergarten.

LUNCH BREAK 12:50 – 13:30

Students in grades 6-10 should go to the dining room or Wintergarten to eat. We have two lunch sessions for students in grades 6-9, so that students are not spending

Grade	12:50 – 13:10	13:10 – 13:30
Grade 6 and 7	Lunch	Break (Hof)
Grade 8 and 9	Break (Hof)	Lunch

Grades 11 and 12 may also eat in the 4th floor corridor space, on the terraces or in the student work room (where there is a microwave) during break and lunch times, provided they leave the area clean and tidy.

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 only

These privileges are intended to recognise the maturity of the students as they proceed to Grade 10 and the IB Diploma. They are available to those students who have completed and returned the student permission form issued by their homeroom teacher, and who meet all expectations as set out below.

- Grade 10 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. These privileges may be rescinded for any students who are not up-to-date with the Personal Project or other substantial assignments.
- Grade 11 and 12 students – are expected to use the DP study room, library, dining room, wintergarden, 3rd or 4th floor workspace during study time. They are strongly encouraged to use their study periods for work or for CAS activities. Grade 11 and 12 students may be granted the privilege to leave the school premises during break, lunch and/or study periods; however, this privilege will only be given to students who are on track. Students on track must have an attendance record of at least 90%, and must be up to date with all IB assignments (as listed in the deadlines calendar) for all their Diploma Programme subjects, as well as TOK, Extended Essay, and CAS.

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 and the staircase down from the Business/Economics room on the 3rd floor are only to be used by students for emergency evacuation purposes.

SCHOOL TIME/PREMISES

SCHOOL TIME

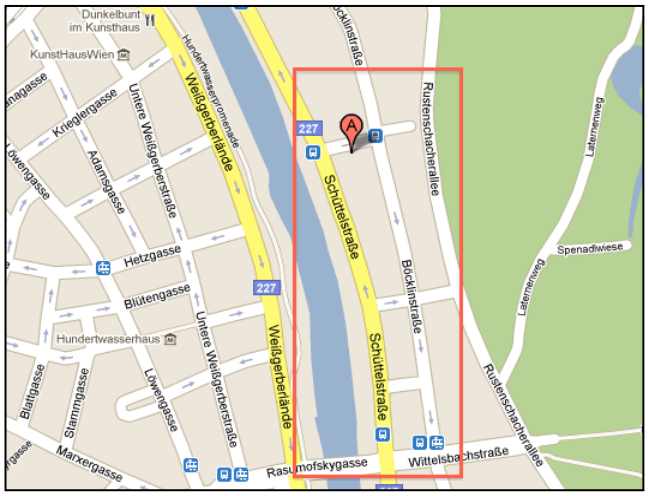
The school rules apply during school time, on the school premises and during online learning. School time begins when students arrive on campus and ends when they leave at the end of the scheduled activities in which they participate, including After School Activities (ASA). A secondary school sponsored 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 PREMISES

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 €25 at the business office so that a new one can be cut. The school reserves the right to gain access to student lockers if necessary.

VALUABLES AND ELECTRONIC DEVICES

Students are strongly advised not to bring valuables (e.g. designer coats or bags, electronic devices or large sums of money) into school. Students need a laptop for work, but must look after them (consider personalizing it with stickers, leave it in your locker during lunch time; be careful not to leave it lying around or in your school bag unattended): laptops are not covered by the school's insurance. Students may use their mobile phones for important communication (e.g. with a parent) in the dining room or Wintergarden, or in the Secondary office. Otherwise, electronic devices are to be used for learning only (e.g. to complete work or access ManageBac). Students should sit or stand still when using electronic devices (and not be walking around or on the stairs).

The school cannot be held responsible for the loss of or damage to 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 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. School also provides exercise books and files.

Students should bring to school:

- lined paper
- pens (blue and black)
- pencils
- a set of coloured pencils
- highlighters (yellow, green, pink and blue)
- a glue stick
- an eraser

- a pencil sharpener
- a set of basic mathematical instruments (30cm ruler, protractor, compass)
- TI 84+ calculator for mathematics classes (available for purchase from the finance office/director's assistant) from grade 8
- a laptop (see separate guidelines): please remember to charge it at home in the evening!

For many subjects, internet access is required to be able to complete assignments at home. Access to a printer is also very useful, although students can print work in the library at school in special cases.

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 16.00.

INFORMATION TECHNOLOGY

The Computer Technology Suite contains twenty-four networked workstations. The school has spare laptops, so students can borrow a laptop if necessary. There is printing access on every floor for students.

Every classroom is equipped with a PC connected to a digital projector or a *`Smartboard´*. There is wifi access throughout the school building and each student may have one electronic learning device (normally their laptop) 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 clothing, which should be neither insulting to another member of the school community nor offend normal standards of modest dress. Decisions on what constitutes insulting, offensive or indecent clothing will rest with the secondary principal and the director.

As a guideline:

- 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

Students are expected to change their clothing for PE. It is required that students wear a DISV t-shirt, shorts and appropriate footwear. Alternative sports clothing is accepted whilst DISV kit is being washed. DISV sports team uniforms are not considered acceptable in PE.

An intervention will be implemented once a student has failed to bring a change of PE clothing three times and an email will be sent home to parents.

LABORATORY GUIDELINES

1. Do not enter any laboratory or science office unless your teacher has asked you to do so.
2. You must **always** follow the instructions or procedures given to you by your teacher. You must not use chemicals or apparatus for any other purpose.
3. **DO a 'RISK ASSESSMENT'.** Does the experiment you are doing have any risks (danger) for you or your classmates? If so, take precautions. Wear an apron and goggles if necessary. Take great care of any flames. Keep hair and loose clothes away from flames. Keep bags where people will not fall over them. Do not touch any open plugs or have an access to electricity or gas without the teacher's permission.
4. The following activities are **not allowed** in any labs:
    - running;
    - throwing things;
    - doing your own experiments without permission;
    - eating, drinking and chewing;
    - wearing outside coats;
    - touching ANY science equipment without permission.
    - Any accident or near-accident, or any breakage, must be reported to your teacher immediately.
5. Make sure that you know the **emergency routines**: Where is the eye wash bottle? How do you use it? Where is the nearest fire escape? Where is the nearest first aid kit?
6. If any chemicals get on your hands or any other parts of the body they should be washed off immediately. Ensure that you wash hands after working with chemicals or any animal or vegetable matter.
7. When working with an open flame ensure that hair, scarves, ties etc. are tied back or tucked in to keep them well away from the flame.

COMMUNITY AND SERVICE PROGRAMMES

The school requires all students to be actively involved in Service as Action (SA) in Grade 6 to Grade 10, or Creativity, Action, Service (CAS) in 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, using the IB's prescribed learning outcomes.

"It Takes a Village to Raise a Child"

Nigerian Igbo Culture

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 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

Please email these changes to secondary@danubeschool.com.

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

STUDENT PLANNER SUMMARY

All students in Grades 6-8 will receive a hard copy planner with the following in it: Academic honesty policy, standard dress code, PE clothing requirements, laboratory guidelines, SA and CAS expectations, conditions for passing the IB Diploma, responsibilities and expectations, and the effort grade rubric. All other students will receive a digital copy.

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 keeps parents informed about school activities and news. We 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 for you 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 Coordinator.
- Issues related to curriculum in Grade 11 to Grade 12 (DP1 and DP2) contact the IB DP Coordinator.
- Issues related to student well-being or any other issues, contact the MYP or DP Coordinator, the homeroom teachers or the Secondary office.

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

PERMISSION FORMS & DISV: ICT Acceptable Use Agreement

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. There is no extra charge for day trips which are part of the curriculum: these are included in the school fees.
Students will also receive the DISV: ICT Acceptable Use Agreement which will need to be signed and returned to the Secondary office (room 207).

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 parents 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 and 7 are expected to record

homework assignments in their planners. The amount of homework given will vary across the school. As a general guideline, students will receive the following amount of homework according to their grade level:

Grade 6	10-15 minutes per subject in their scheduled day
Grade 7 and Grade 8	15-20 minutes per subject in their scheduled day
Grade 9 and Grade 10	25-30 minutes per subject in their scheduled day
Grade 11 and Grade 12	30-40 minutes per subject in their scheduled day

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, and/or being given an N/A 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

Both the MYP and DP planners contain a section on academic honesty. The school expects students to try their best and produce their own work. Failure to abide by this code will have serious consequences. If a student works with a tutor outside school, it is important that the tutor's assistance is limited to explaining or discussing the task and giving feedback on drafts the student has produced: work which has been completed with too much assistance cannot be graded.

TurnItIn (a web-based academic honesty tool) is used in the DP and MYP programmes to identify incidences of plagiarism, collusion or duplication of work.

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.

ASSESSMENT AND REPORTS

Students in the MYP are graded using subject-specific criteria provided by the IB. Each subject has 4 criteria (A,B,C and D), which must be assessed at least twice in each grading period for a grade to be awarded. Grades are standardized across departments to ensure consistency, and samples of student work are sent to the IB for monitoring using their *Building Quality Curriculum* service. At the end of each grading period, the teacher must decide the best fit grade for each criterion: the grades for each of the 4 criteria are then added together and converted into a final grade on the 1-7 scale using grade boundaries provided by the IB.

The DP has a combination of criterion based internal assessments and final exams. School assessment in grades 11 and 12 uses the IB criteria, mark schemes and grade boundaries where appropriate, and gives an indication of the student's achievement in assessment of the parts of the syllabus covered so far.

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, along with a comment from the teacher by way of explanation if the student obtained less than a 4 for achievement or a C (Concern) for effort.

The second semester grades for both the MYP reflect the whole year's work in each subject. 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 of grade 12 indicate the grades obtained in the mock exams.

Achievement grades are based on the IB grading scale:

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:

DISV Secondary School Effort Rubric

The effort grade is based on the teacher's professional observation of the student.

	Danube International School Effort Grade Rubric
Effort Grade	**Criteria**
Exceeds Expectations (EE)	**Behaviour** Always conducts themselves appropriately in class, which helps maximise productivity and supports a safe and engaging learning environment for others. ● Avoids distraction ● Is sensitive to the views of peers and responds accordingly ● Engages with teachers and peers in a respectful and considerate manner ● Never willfully disrupts the learning of others ● Displays a positive attitude to learning at all times. **Work ethic** Is extremely conscientious and consistently puts much effort and care into both class and homework. ● Concerted effort is applied in every situation ● Shows a genuine commitment to independent learning, with the creation of a study plan that supports their learning ● Focus in class supports their understanding and maximises their learning outcomes **Engagement** Always proactively strives for a high level of personal focus and involvement in class. This may include some or all of the following: ● Appropriately participates in class discussions and asks questions ● Actively listens to instruction and follows all directions in class ● Instigates class discussion and listens and responds to the views of others ● Takes detailed and effective notes, completes thorough research and works collaboratively to use class time most effectively ● Works independently and collaboratively to maximise potential and is always on task.

	Persistence Always demonstrates the necessary persistence in order to develop deep interest and creativity in their learning both in and out of school. ● Takes a great deal of pride in their work ● Takes calculated risks to advance learning and thinks laterally ● Shows responsibility for own actions and accompanying consequences ● Always demonstrates determination and resilience ● Reacts well to criticism and sees mistakes as opportunities to learn ● Sees difficulties as challenges to be overcome rather than obstacles ● Is always self-motivated and works independently
Meets Expectations (ME)	**Behaviour** ● Regularly strives to conduct themselves in an appropriate manner ● Regularly avoids distraction ● Is regularly sensitive to the views of peers and responds accordingly ● Engages on a regular basis with teachers and peers in a respectful and considerate manner ● Rarely disrupts the learning of others ● Displays a positive attitude to learning **Work ethic** ● Regularly shows that effort and care is put into both class and homework. ● Effort is applied regularly in situations ● Regularly shows a commitment to independent learning that supports their learning ● Regular focus in class supports their learning outcomes. **Engagement** ● Regularly strives for personal focus and involvement in class ● Participates in class discussions and asks questions. Regularly listens to instructions ● Is involved in class discussions ● Takes very good notes.

	• Regularly works independently and collaboratively and is generally on task. **Persistence** • Regularly demonstrates the necessary persistence in order to develop interest and creativity in their learning both in and out of school • Takes pride in their work • Often takes risks and thinks laterally • Demonstrates determination and resilience • Overcomes challenges • Regularly works independently
Below Expectations (BE)	**Behaviour** • Occasionally strives to conduct themselves in an appropriate manner • Occasionally avoids distraction • Is occasionally sensitive to the views of peers and responds accordingly • Occasionally engages with teachers and peers in a respectful and considerate manner • Occasionally disrupts the learning of others • Sometimes displays a positive attitude to learning **Work ethic** Occasionally shows that effort and care is put into both class and homework. • Effort is not always applied in situations • Commitment to independent learning is sporadic • Occasionally applies themselves in class **Engagement** Occasionally strives for personal focus and involvement in class. • Occasionally participates in class and asks questions • Sometimes listens to instructions and is involved in class discussions • Takes notes when instructed. • Works when directed but easily drifts off task. **Persistence** Occasionally demonstrates persistence in order to develop some interest in their learning both in and out of school. • Takes occasional pride in their work.

	• Occasionally overcomes challenges and shows determination. • Sometimes works independently.
Concern (C)	**Behaviour** • Rarely strives to conduct themselves in an appropriate manner. • Rarely avoids distraction • Is seldom sensitive to the views of peers and responds accordingly • Rarely engages with teachers and peers in a respectful and considerate manner • Regularly disrupts the learning of others • Seldom displays a positive attitude to learning. **Work ethic** Rarely shows that effort and care is put into both class and homework. • Effort is rarely applied in situations • Commitment to independent learning is seldom present • Rarely applies themselves in class **Engagement** Rarely strives for personal focus and involvement in class. • Rarely participates unless directly asked to • Is a passive learner • Does not demonstrate good listening skills • Does not take adequate notes. • Appears to take little pride or interest in class. • Is often off task. **Persistence** Rarely demonstrates persistence in order to develop interest in their learning both in and out of school. • Takes no pride in their work. • Gives up easily. • Does not demonstrate independent work habits. • Needs constant directions.

From Secondary Student Handbook 2016-2017 Updated 2020
From the Journal of Learning Analytics published by the Society for Learning Analytics Research 2016

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 a 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 the report indicates serious concerns, then a meeting will be arranged with the student, his/her parents, the MYP or DP Coordinator (and sometimes the Secondary Principal). The student may be placed on contract. Failure to meet the conditions of the contract can 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. 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.

ACADEMIC INTERVENTION MAP

Issues such as lack of effort with classwork or homework, missed deadlines or low achievement in a particular subject may 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	**Minor (and isolated) incident** Generally not serious enough to inform someone else. This may include: ♦ 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	**Dealt with by subject teacher** Interventions may include: ♦ 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 (*for DP students during free period*) to do assignment
1	**Minor concern or repeated level 0** This may include: ♦ repeated level 0 incident ♦ missing a deadline for a major assignment ♦ absence from test (not explained by parents) ♦ poor performance in major assessment	**Dealt with by subject teacher** Interventions may include: ♦ 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 *(parents of MYP students must be informed)*

Level	Academic Concern	Interventions
2	**Moderate concern or repeated level 1** This may include: ♦ repeated level 1 incident ♦ little effort in class in one or two subjects ♦ little effort with homework in one or two subjects	**Dealt with by subject teacher and/or MYP/DP Leader** Interventions may include: ♦ 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	**Serious concern or repeated level 1 or 2** This may include: ♦ 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 C (Concern) for effort in more than one subject in mid-semester report ♦ student obtains average achievement grade under 4 in report (learning support students may have adapted criteria) ♦ DP student missed deadline for draft of IB coursework	**Dealt with by MYP/DP Leader and/or Principal** Interventions may include: ♦ 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	**Very serious concern; repeated level 1,2 or 3** This may include: ♦ in spite of academic interventions, the student is not making academic progress or succeeding in the school's programmes ♦ student failed to meet conditions of contract ♦ DP student missed final deadline for IB coursework	**Dealt with by the Secondary Principal** Interventions may include: ♦ 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	**Most serious concern; repeated Level 1, 2, 3 or 4** This may include: ♦ student failed to meet conditions of contract or the targets set for passing the school year ♦ student did not qualify for IBDP or courses programmes *(applies to Grade 10 students only)*	**Dealt with by the Secondary Principal** Interventions may include: ♦ 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:

- An average achievement grade of 4 or above in each subject
- Effort grades of below expectations or above in each subject
- 90% or more for attendance in each subject
- A student will be placed on academic probation if any of the following occur:
    - More than 3 grades of 3 or under
    - More than 3 grades of "Below Expectations" for effort
    - Less than 90% 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 a conditional contract 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 or an IBDP Courses certificate. In addition, students may graduate with a DISV High School Honors Diploma or a DISV High School Diploma (awarded at the graduation ceremony in late May). Traditionally the graduation ceremony is followed by a graduation dinner, organized by parents of the graduating class and attended by students, their families and the grade 12 teachers.

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

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)

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 4 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 it 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. These lessons will be charged separately by the private tutor.

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 their 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 coordinator or principal depending on the nature and seriousness of the problem.

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. Students in grades 11 and 12 may eat on the 4th floor corridor and terraces, and in the DP student work room. Otherwise all food and drink should be consumed in the dining area (but not outside in the Hof).

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. Bicycles, scooters and skateboards 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, coordinator-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 social and emotional support 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's 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 coordinator or principal.

LEVEL	BEHAVIOUR	INTERVENTIONS
0	**Minor and isolated incident** Generally not serious enough to inform someone else. This may include: ♦ 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)	**Dealt with by observing staff member** Interventions may include: ♦ 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	**Minor concern or repeated level 0** This may include: ♦ minor demonstration of violence/ aggression (pushing, verbal aggression) ♦ minor demonstration of disrespect to people or property ♦ truancy (skipping class)	**Dealt with by observing staff member** Interventions may include: ♦ 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	**Moderate concern or repeated level 1** This may include: ♦ repeated level 1 behaviour ♦ defiance of authority ♦ smoking on school campus ♦ forging parents' notes/ signature ♦ cheating, plagiarism, etc.	**Dealt with by observing staff member or homeroom teacher** Interventions may include: ♦ student-teacher-homeroom teacher conference ♦ monitoring by homeroom teacher (shared with parents) ♦ detention
3	**Serious concern or repeated level 1 or 2** This may include: ♦ repeated level 2 behaviours ♦ unsafe use of equipment ♦ graffiti ♦ violation of IT Usage policy ♦ intimidation, harassment, threatening behaviour etc. ♦ bullying	**Dealt with by the MYP/DP Coordinator** Interventions may include: ♦ conference with the respective Coordinator and student ♦ monitoring by the respective Coordinator, which is then shared with parents ♦ parents may be required to attend meeting with the respective Coordinator ♦ in-school suspension
4	**Very serious concern or repeated level 1, 2 or 3** This may include: ♦ 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	**Dealt with by Secondary Principal** Interventions may include: ♦ conference with the Secondary Principal, student and parents ♦ report/monitoring by the Secondary Principal ♦ student may be placed on probation ♦ student may be suspended ♦ referral to outside agency
5	**Most serious concern or repeated level 1, 2, 3, 4.** This may include: ♦ serious theft ♦ physical assault, extreme violence/fighting ♦ sexual assault ♦ distribution or sale of drugs, alcohol or weapons ♦ wilful serious destruction of property	**Dealt with by the DISV Director and Secondary Principal** Interventions may include: ♦ 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, coordinator or principal.

DRUGS

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

- **Tobacco/Nicotine:** 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 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 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, 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.

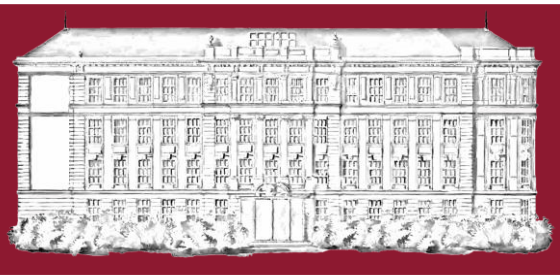
"We are what we repeatedly do. Excellence, then, is not an act but a habit."

Aristotle

SECONDARY STAFF LIST 2021-2022

Name	Code	Role	Email
Dr. Michelle Purghart	MPU	*Director*	director
Matthew Manfredi	MMA	*Secondary Principal; TOK*	mmanfredi
Rachel Pernet	RPE	*IB DP Coordinator; TOK*	rpernet
Maura Lichtscheidl	MLI	*IB MYP Coordinator; English & Humanities*	mlichtscheidl
Fikrat Badalov	FBA	*Chemistry, SAL Science*	fbadalov
Andrew Hutchinson	AHU	*Head of Maths*	ahutchinson
Claudia Luenig	CLU	*Head of Arts/Design/PE*	cluenig
Robert Parker	RPA	*University Counsellor; History, TOK*	rparker
Ana Requejo	ARE	*PTL Coordinator for Secondary, Spanish, German*	arequejo
Zina Sciemi-O'Sullivan	ZSC	*Head of Individuals & Societies;* *Humanities; Business Management*	zosullivan
Sally Brunner	SBR	*English*	sbrunner
Leonard Constantin	LCO	*Maths*	lconstantin
Maria Cruz	MCR	*Spanish & German*	mcruz
Peter Cusick	PCU	*Maths*	pcusick
Vera Dimitrova	VDI	*English Language Acquisition*	vdimitrova
Isailo Dondic	IDO	*Maths*	idondic
Gerlinde Formanek-Spulak	GSP	*German Language & Literature*	gformanek-spulak
Thilo Förtsch	TFO	*Geography;*	tfoertsch
Alice Gerard	AGE	*English Language & Literature, TOK*	agerard
Monika Hammerschick	MHA	*German Language Acquisition*	mhammerschick
Edward Hill	EHI	*Substitute Teacher*	ehill
Renata Howkins Balkova	RBA	*Science; Biology*	rbalkova
Kirsten Hyldon	KHY	*Science; Biology*	khyldon
Eva Kleindienst	EKL	*German Language & Literature; French*	ekleindienst
David Knapper	DKN	*Physical & Health Education Teacher*	dknapper
Jenna Langthaler	JLA	*Science*	jlangthaler
Michael Leonard	MLE	*Learning Support*	mleonard
Trevor Lewis	TLE	*English Language Acquisition*	tlewis
Kirsten Mackay	KMA	*Learning Support Assistant*	kmackay
Lelia Malone	LMA	*PE*	lmalone
Regan Oakley	ROA	*Theatre and Visual Arts*	roakley
Nubia Ortiz	NOR	*English Language Acquisition & Spanish Language Acquisition*	nortiz
Elvira Palffy	EPA	*English Language Acquisition*	epalffy
Bettina Schorn	BSC	*German Language Acquisition*	bschorn
Christopher Smith	CSM	*Design Technology*	csmith
Mark Stilkenboom	MST	*Business & Economics*	mstilkenboom
Elizabeth Tucker	ETU	*PE*	etucker
Elena Vojtelova	EVO	*Physics*	evojtelova
Paul Woodward	PWO	*History, Psychology*	pwoodward
Yvonne Ging-Wiedeschitz	YGI	*Registrar*	registrar
Christian Hasler	CHA	*ICT Support*	chasler
Zsofia Förtsch	ZFO	*Director's Assistant*	zfoertsch
Pierluigi Lavermicocca	PLA	*Reception*	office
Martin Moser	MMO	*Finance*	finance
Juan Nagore	JNA	*Extra-Curricular Leader*	jnagore
James Long	JLO	*Secondary School Administrative Assistant*	jlong
Berrin Tekerek	BTE	*IB Diploma Assistant*	btekerek

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



Danube International School Vienna

Josef Gall Gasse 2, 1020, Vienna
Tel: +43 (1) 720 31 10
Fax: +43 (1) 720 31 10 40
registrar@danubeschool.com
www.danubeschool.com