



SECONDARY
HANDBOOK
2023-2024



“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	18
Vision, Mission, Aims and Values	6	E-Communication	18
DAILY ROUTINES AND GENERAL INFORMATION		Communication between Home and School	18
ManageBac	7	Parent, Student, Teacher Conferences	19
Attendance and the Daily Schedule	7	Permission Forms: ICT Acceptable Use Agreement	19
The school day	7	School Cancellation	19
Before school and arriving on time	8	Placement in Mathematics and Language Classes	19
Late arrival	8	Homework	20
End of school	8	Awards	21
Early Dismissal	8	Assessment and Reports	22
Lateness	8	Academic Interventions	25
Attendance	8	Academic Intervention Map	25
Attendance in PE (Physical Education)	10	Academic Integrity	27
Absent Parents/Guardians	10	AI Software	27
Privileges – Grade 10,11 and 12 only	10	Consequences of Academic Malpractice for MYP students	28
Medical Matters	11	Consequences of Academic Malpractice for DP students	29
Visiting Students	11	Promotion Requirements	30
School Time/Premises	11	DISV MYP Certificate	30
School Time	11	IB Diploma Access Requirements	30
Concern for matters outside school	11	Academic Progress in the DP	30
School Premises & School map	12	Passing the IB Diploma	31
Entrance/Exit	12	Graduation	33
Elevator Use	12	Austrian Matura Equivalence	33
Evacuation Drills	12	STUDENT WELL-BEING	
Laboratory Guidelines	13	Equality, Diversity and Inclusion	35
Travelling to and from School	13	Responsibilities and Expectations	35
Motor Vehicles, Bicycles, Scooters and Skateboards	14	Support Structures for Students	36
Personalia	14	Student Council	36
Lockers	14	University Applications	36
Valuables and Electronic Devices	14	Eating and Drinking	36
Lost and Found	15	Austrian Law	37
Student Study Resources	15	Eligibility for Trips and Sport Teams	37
Materials and Supplies	15	Behaviour Intervention Map	38
The Library	15	Appeal	39
Information Technology	16	Anti-Bullying	40
Use of Mobile phones, Earpods and Headphones	16	Drugs	40
Video Games	16	Dangerous Items	40
Student Clothing	16	Challenge Week	41
PE Clothing Requirements	17	Field Trip Guidelines	41
Service as Action and CAS	17	Staff List 2023-2024 and Contact E-mails	42
After School Activities	17		
Waluka and Miwani Primary Schools	17		



WELCOME

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

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

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

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

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

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

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

Rachel Pernet
Secondary Principal



VISION, MISSION, AIMS, VALUES

IDENTITY STATEMENT

DISV is an international inclusive IB World School serving children of all nationalities from Early Years to Grade 12 with English as the language of instruction.

VISION

To empower each individual in a positive and inspiring learning community that cultivates creativity, innovation and agency.

MISSION

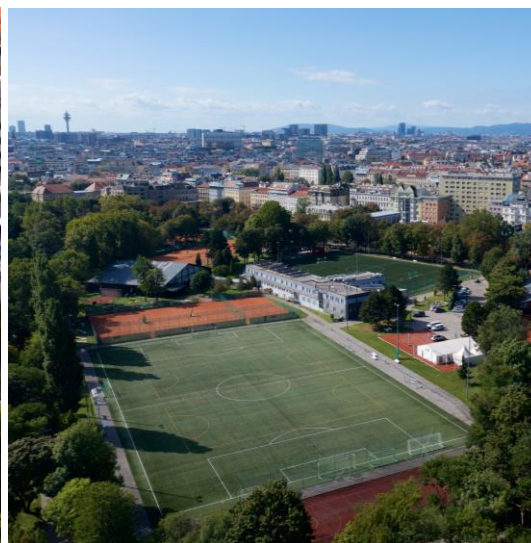
We nurture each learner's potential in a challenging and supportive academic community, fostering student success and global citizenship.

AIMS

- ◆ Strive for excellence by engaging minds, exciting learners, acting ethically and showing empathy.
- ◆ Nurture happy, balanced students with healthy self-esteem.
- ◆ Set high expectations, recognize individuality, celebrate successes and develop a reflective culture that enables students to learn from their experiences.
- ◆ Create an inclusive learning environment where all community members feel safe and have a sense of belonging.
- ◆ Serve our local and global community.

VALUES

- ◆ Place engagement, well-being and safety at the core of our learning environment.
- ◆ Focus on growth to make positive change within ourselves and our school.
- ◆ Act with integrity, empathy, transparency and respect.
- ◆ Take responsibility for our learning, words and actions.
- ◆ Foster a diverse learning community for all.



DAILY ROUTINES AND GENERAL INFORMATION

MANAGEBAC

ManageBac is the online learning platform used by the DISV secondary school for attendance, recording Service as Action (SA) in the MYP and Creativity, Action, Service (CAS) in the DP, assessment and reporting. Many teachers also use Google Classroom to organize learning and share materials with students. All summative assessments and grades are entered on ManageBac.

All students are issued with a school 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, and submit attendance excusals.

It is important that students and parents familiarize themselves with *ManageBac* to fully benefit from this powerful communication tool. Should you experience problems accessing ManageBac please send an email to managebac@danubeschool.com

ATTENDANCE AND THE DAILY SCHEDULE

THE SCHOOL DAY

The school day varies based on the grade level of the student. First lesson 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 homeroom session, and study periods. DP students may arrive at school later in the morning if they have no lesson first period, and 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. Students can see their own individual timetable on ManageBac.

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	15:30	15:00	14:30	14:30
11 and 12	08:30	15:30	15:30	15:00	15:30	15:30

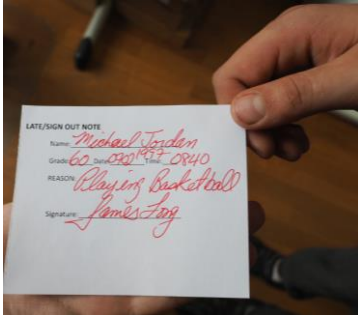
Times Vary	After School Activities (ASA)
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There is a morning break 10:35 – 10:50 and lunch 12:55 – 13:30. Students in grades 6 and 7 are released from the lesson before lunch 5 minutes early at 12:50.

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 going 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.

LATE ARRIVAL



Students arriving late to the first lesson in the morning must take a late pass from the secondary assistant and then go to their lesson (where their teacher will mark them as *late* on ManageBac). Students arriving or leaving school at any other time of the day must sign in or out in the secondary office (so that we have a record who is in the building and should be accounted for in case of emergency).

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.

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. **If a student is late to school (or if students in grades 10-12 who are allowed to leave the premises are late to the first lesson after lunch) 3 times in 10 school days, this will count as 1 day of absence.**

ATTENDANCE

Regular attendance is a pre-requisite for success in school. 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.

90% attendance in each subject is required for automatic promotion to the next grade. The IB Diploma in grades 11 and 12 is not just a final exam, but a complete 2-year school programme with a requirement for a minimum of 240 hours of instruction in higher level subjects, 150 hours in standard level subjects and 100 hours in Theory of Knowledge. The school therefore requires 90% attendance in each subject for students to be entered for the IB Diploma, and to gain a DISV high school diploma.

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.

Online Support Centre.
Help Tutorials, Quickstart Guides and Resources to help you make the most of ManageBac.

START TOUR

Have a question? Ask or enter a keyword here.

Coordinator Teacher Student **Parent**

Submitting an Attendance Excusal

Via the Attendance tab

Under the Attendance tab, click **Submit Attendance Excusal**.

Chloe Epelbaum

Submit Excusal

Date* August 24, 2016

Duration* 10 days

Reason* 10-day Glamping trip to Existedd

Submit Changes Cancel

This will allow you to indicate the days when your child will be absent, and it will allow you to provide a reason (e.g. a 10-day Glamping trip). After you click **Submit**, it will be shared with the assigned Homeroom Advisor and emailed to ManageBac Administrators.

Quickstart Guides

- Setup
- Diploma
- Middle Years
- Primary Years
- Attendance

Contact Us

Our business hours are **Monday through Friday, 24 hours a day.**

- +1 866 287 7022
- +44 208 133 7489
- +852 8175 8152
- +61 2 8006 2335

E-mail: support@managebac.com

Schedule a Demo

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:

Present: Attending class and learning!

Late: The time of arrival will be recorded by the class teacher on ManageBac. 3 lates in 10 school days = 1 absence.

Absent: The student is not at school: the absence has not been authorized in advance or the student has been absent for more than 2 days without a doctor's note. "Family reasons" and holidays during school time will be marked absent.

Authorised absence: Absence will be authorized for religious holidays, important events such as the wedding or funeral of a close relative, visa appointment, university interview, "Stellung" for military service or equivalent. Absence may be authorized for sports competition for students who compete at a high level, or for other reasons with approval from the secondary principal in advance.

Illness: Absence due to illness for the first 2 days with an excuse from the parent/guardian.

Medical: Illness after the 2nd day where a doctor's note has been submitted to the secondary office. Absence for a doctor or dentist appointment where evidence has been provided to the secondary office.

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).

Attendance marked as *authorised absence, medical or dismissed* does not count towards the attendance statistics (and reduces the total number of lessons).

Our community is a highly mobile one and we request that a family's travel plans respect the school calendar. Permission to miss school for a holiday must be sought from the Secondary Principal in advance and will only be granted in exceptional circumstances. 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 a summative assessment due to absence must 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 (PHYSICAL EDUCATION)

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. If the medical condition is long-term (a month or more) the student may be excused from PE and work in the library.

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.

PRIVILEGES – GRADE 10, 11 and 12 only

These privileges are intended to recognize 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 to leave school* form, and who meet all expectations as set out below.

- ◆ **Grade 10 students** may leave school at break and lunchtime, provided they behave appropriately and return to school promptly. They must sign out and in again at the reception desk in the foyer. These privileges may be revoked for any students who are not up to date with the Personal Project or other substantial assignments.
- ◆ **Grade 11 and 12 students:** Grade 11 and 12 students may be granted the privilege to leave the school premises during break or lunch; 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 calendar of deadlines) for all their Diploma Programme subjects, as well as TOK, the Extended Essay, and CAS. If grade 11 and 12 students have a gap with no lesson during the day, they are expected to use it for study in the DP study room, library, 3rd or 4th floor workspace, or for CAS activities.

MEDICAL MATTERS

If students become unwell while at school, they must go to the secondary school office where the secondary school 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.

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. If a student's well-being is at immediate risk, the secondary school will notify parents and call the Austrian emergency medical services. Parents should inform the school of any serious medical conditions, especially those which may require immediate emergency treatment e.g., diabetes or serious allergies.

VISITING STUDENTS

Visiting students/alumni may make half-day visits with permission of the Secondary Principal. Requests must be made in writing to the Secondary Principal at least 48 hours in advance. Prior to approval of a visit, parents must complete and return an insurance waiver to the secondary office. This form can be emailed to parents upon request or is available in the secondary 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.

SCHOOL TIME/PREMISES

SCHOOL TIME

The school rules apply during school time, which 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.

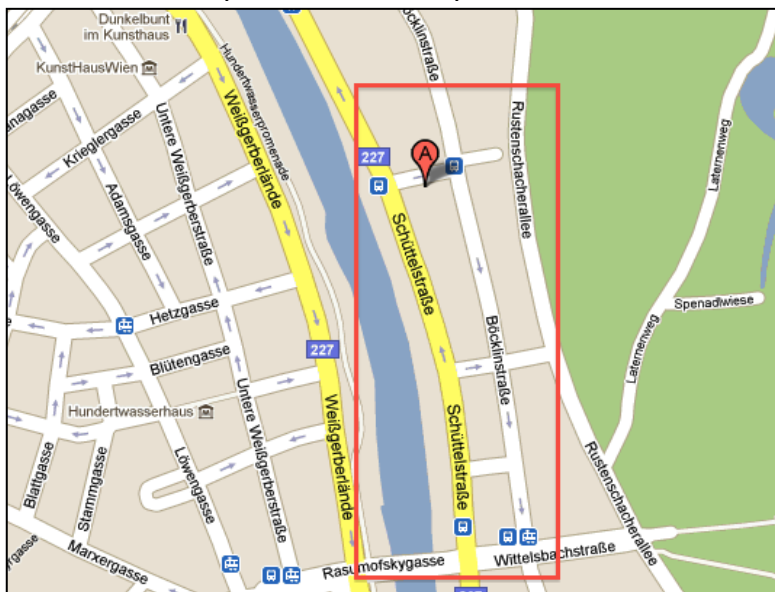
CONCERN FOR MATTERS OUTSIDE SCHOOL

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

Students must behave according to school expectations in the area designated as *school premises*. 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. The area inside the red rectangle on the map is considered the Secondary School campus while school is in session, and immediately before and after school.



ENTRANCE/EXIT

Only the front doors in Josef Gall Gasse may be used for entrance and exit. The Böcklinstrasse exit is alarmed and may only be used in emergency evacuation. 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.

ELEVATOR USE

Students may borrow a key for the elevator from the finance office if they are unable to use the stairs. They may take one other student with them in the elevator.

EVACUATION DRILLS

Evacuation drills are carried out in accordance with regulations in Austria. Students should leave all belongings in school and evacuate in silence, closing windows and doors behind them. Secondary students exit with their teacher and line up in their teaching class in alphabetical order in the evacuation area in Rustenschacherallee. If they are not in a class when the alarm sounds (e.g., during break or lunch time, before or after school) students should line up in their homeroom.

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 use 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.



TRAVELLING TO AND FROM SCHOOL

It is important to ensure that we give the best impression of our school to the general public. When travelling to and from school, students are expected to represent the school in the best light and not do anything that may damage the reputation of the school. This includes behaviour on public transport, on scooters, on bikes, or in cars and general movement around the neighbourhood. The school will deal with any poor, irresponsible or antisocial behaviour that students exhibit in line with the school behaviour policy.

MOTOR VEHICLES, BICYCLES, SCOOTERS AND SKATEBOARDS

The privilege of student driving allows convenient transportation to school; however, the school retains the right to insist that students do not drive themselves to school if they do not respect the following rules:

- ◆ Students may not use their own mode of transport during school activities.
- ◆ Students must not transport other students during school time unless they have parental permission and are legally licensed to do so.
- ◆ Students must drive respectfully and not in a way that may damage the reputation of the school in the eyes of the public.



Bicycles, scooters and skateboards can be left and locked outside the school premises. The school is not liable for theft and it is the students' responsibility to ensure that they are locked securely and not blocking public access.

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 pay €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 it (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. Electronic devices are part of modern society, so we aim to teach students how to use them responsibly. Mobile phones must not disrupt learning in class, so they should not be on the student's desk, but switched off in the student's schoolbag, unless the teacher gives permission for them to be used for learning (e.g. as a dictionary or listening or recording device). Using social media or playing video games during school time is not allowed. 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 students' 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. The 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 from grade 8 (available for purchase from the finance office/director's assistant)
- ◆ a laptop and charger: please remember to charge it at home in the evening!
- ◆ Headphones or earbuds (for listening to online materials individually)

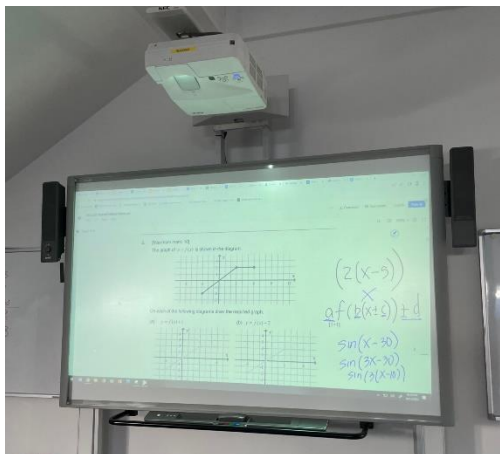


For many subjects, internet access is required to be able to complete assignments at home. Access to a printer is also very useful, although students can print work at school using their ID card.

THE LIBRARY

The library 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 is open from 08.15 until 16.00.

INFORMATION TECHNOLOGY



DISV is a bring your own device school. Students are expected to bring their own laptop and charge it at home after school. The school has spare laptops, so students can borrow a laptop from the library if necessary. There is printing access on every floor for students.

Every classroom is equipped with a PC connected to 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.

USE OF MOBILE PHONES, EARPODS AND HEADPHONES

Students should not have mobile phones out during lessons or use earpods or headphones unless the class or individual has been given permission by the classroom teacher. It is allowed to use mobile phones discreetly around school, but for safety reasons phones, earpods or headphones should not be used whilst walking around or on the stairs. The dining room and wintergarden are mobile phone/ laptop free areas during break and lunch.

VIDEO GAMES

No student should be playing video games at any point in the school day. To help our younger students learn good habits, no grade 6 or 7 students should have their laptops open during break or lunchtime.

STUDENT CLOTHING

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 design technology room, or in the science laboratories.
- ◆ Piercing of the body or the face can present health and safety hazards, especially in the 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 should not be worn for PE lessons.

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.

SERVICE AS ACTION AND CAS

Service as Action in grades 6-10 and CAS (Creativity Action Service) in grades 11 and 12 are at the core of the IB MYP and DP programmes. We believe they are 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 evidence and reflections of SA/CAS activities on ManageBac, using the IB's prescribed learning outcomes. We have a SA/CAS Coordinator, who oversees the homeroom teachers in their role as SA/CAS supervisors and promotes opportunities for students to become involved which have included Project Centipede collecting and delivering boxes of food and supplies to orphans in Romania, supporting the mother and baby centre of the Diakonie, helping the MUT project for the homeless in Vienna, organizing a TED X event or becoming part of the Eco-Schools project.

AFTER SCHOOL ACTIVITIES

The After School Activities (ASA) programme enables students to participate in a wide range of activities, some academic (such as maths and science Olympiads, debate or MUN), some creative (for example school play, dance, school band or guitar group) and some sporting (whether as part of a competitive sports team or just for fun). The school is a member of DVAC (Danube Valley Athletic Conference) and we play competitive sport against other international schools in Austria, Slovakia and Hungary. There may be an additional cost for students attending tournaments. The programme runs for 3 trimesters of 10 weeks each. Students can choose two different activities each week and up to six in a year. The activities are primarily led by school staff, but we also use a number of external coaches to deliver specialist courses.

WALUKA AND MIWANI PRIMARY SCHOOLS

For over 25 years the school has supported Waluka and more recently Miwani primary schools in Kenya. The money we raise goes towards providing school meals and other projects such as providing uniforms, building new classrooms or sponsoring a teacher. Groups of students have also visited the schools and had an unforgettable experience working with the children there.



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.

E-COMMUNICATION – *Danube Digest, Email, 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. 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:

- ◆ **Information about student attendance** e.g. medical or visa appointments, illness: please submit an attendance excusal on ManageBac (which can be seen by all of the teachers for that day). Doctor's notes (required after the 2nd day of illness) should be sent to secondary@danubeschool.com.
- ◆ **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 contact the homeroom teacher or the Head of Grade.

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

PARENT, STUDENT, TEACHER CONFERENCES

Parent, student, teacher conferences are scheduled twice a year. The first conferences are in November, with 1 day for in-person appointments and another for appointments online. The second conferences in March are in-person only. Parents make appointments using the Meet the Teacher software, and students are expected to attend the appointments with their parents.

PERMISSION FORMS: 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.

PLACEMENT IN MATHEMATICS AND LANGUAGE CLASSES

Most subjects at DISV are taught in mixed ability groups, where work is differentiated to meet the needs of our students. Mathematics is taught in homeroom groups in grades 6 and 7; in grades 8-10 we offer both MYP standard and extended mathematics. Placement tests are used to assign students to the appropriate level.

The language profiles of our students are diverse, so we have classes in English and German for both language and literature (for native speakers or equivalent) and language acquisition phases 1-5 in every year of the MYP. When students are admitted to the school who need support in English to access the curriculum (normally in phase 1 or 2), they are required to attend English Language Development (ELD) classes, which involve an additional cost.

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. Even though a student may speak their mother tongue fluently, lessons are required to acquire academic language and to develop the skills to analyze literature.

Students must take a Language and Literature course to fulfill the requirements of the MYP; it is also compulsory to take a Language and Literature course in group 1 of the IB Diploma programme. 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. For students who are unable to take the Language and Literature course in English or German, PTL lessons are required to complete the MYP or DP programme successfully.

Most students have PTL lessons instead of taking French or Spanish, so their 3 languages are their mother tongue, English and German, instead of English, German and either French or Spanish. In this case, their PTL lessons may take place during the school day at the times when other students learn French or Spanish. Students who are required to take ELD have their PTL lessons after 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. Much MYP work is project-based, where students have more autonomy over when and how work is completed. As a general guideline, students will receive the following amount of homework according to their grade level:

Grade 6	30-45 minutes per subject per week
Grade 7 and 8	45-60 minutes per subject per week
Grade 9 and 10	70-90 minutes per subject per week
Grade 11 and 12	2 hours per subject per week for HL subjects 1 hour per subject per week for SL subjects

Major assessments/assignments should be communicated at least a week in advance and the deadline entered in the ManageBac calendar. Teachers help to scaffold major assessments and long-term projects by breaking them down into smaller deadlines, but

students are ultimately responsible for organizing their work and submitting assignments on time.

Students in grades 11 and 12 take different combinations of subjects and are responsible for organising their own time and communicating with teachers about their workload. There is a calendar of draft and final deadlines for IB internal assessments and external assessment tasks to ensure that these are spread over the 2 years of the course.

Failure to complete homework will have an effect on student progress and achievement. If an MYP student has failed to submit work or not done assessments and it is not possible to grade all 4 criteria, the student cannot be awarded a grade for that subject in the final report. The teacher may provide a student with the opportunity to stay at lunch time or after school to work on an incomplete assignment or make up a test: not using this opportunity may result in a low grade or a 0. If MYP students stay to complete work after school, they should make sure to inform their parent/carer. If a student is absent, work should still be submitted by the deadline, unless the student is sick (marked as *illness* or *medical* on ManageBac). It is the student's responsibility to speak with the teacher about making up any work missed due to absence. Missing school on the day of a test to gain an unfair advantage of extra time to revise or access to the test questions is considered academic malpractice.

AWARDS

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

- ◆ **Academic Excellence Award:** For the student with the best all-round academic record in each grade.
- ◆ **Student of the Semester:** Awarded to one student in each grade who has been 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.
- ◆ **Service as Action (SA) and Creativity Activity Service (CAS):** Awarded for outstanding participation in SA or CAS, 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.



The following awards are presented 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. Grades are standardized across departments to ensure consistency. 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 IBDP has a combination of criterion based internal assessments (worth approximately 25% of the final grade) and final exams (worth approximately 75% of the final grade). School assessment in grades 11 and 12 is often in a similar format to the final IB assessment and is graded with IB criteria and mark schemes where appropriate. School grade boundaries in each subject area are set to produce grades comparable with those the student might achieve in the final diploma and give an indication of the student's achievement in assessment of the parts of the syllabus covered so far. DP students have exams at the end of grade 11, which reflect the format of the final exams, but with fewer papers. They also have mock exams at the end of the first semester of grade 12, in the same format as the final IB exams. These exams are intended to give students practice in revision and exam technique, and count for 30% of grade in the final grade 11 or grade 12 report.

DISV Secondary School issues grade reports four times a year through ManageBac. Mid-semester reports are an indication of student progress and are not included in the transcript of grades. The mid-semester reports for the second semester of grade 12 indicate the grades obtained in the mock exams. Final reports in both the MYP and the DP reflect the whole year's work in each subject. 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. Achievement grades are based on the IB grading scale:

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.

The effort grade is based on the teacher's professional observation of the student with respect to the school effort grade criteria:

Danube International School Vienna Secondary Effort Grade Rubric	
Effort Grade	Criteria
Exceeds Expectations (EE)	<p>Behaviour Always conducts themselves appropriately in class, which helps maximise productivity and supports a safe and engaging learning environment for others.</p> <ul style="list-style-type: none"> ◆ 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. <p>Work ethic Is extremely conscientious and consistently puts much effort and care into both class and homework.</p> <ul style="list-style-type: none"> ◆ 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 <p>Engagement Always proactively strives for a high level of personal focus and involvement in class. This may include some or all of the following:</p> <ul style="list-style-type: none"> ◆ 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 <p>Persistence</p> <ul style="list-style-type: none"> ◆ 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)	<ul style="list-style-type: none"> ◆ 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 <p>Work ethic</p> <ul style="list-style-type: none"> ◆ Regularly shows that effort and care is put into both class and homework. ◆ Effort is applied regularly in situations

	<ul style="list-style-type: none"> ◆ Regularly shows a commitment to independent learning that supports their learning ◆ Regular focus in class supports their learning outcomes. <p>Engagement</p> <ul style="list-style-type: none"> ◆ 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. <p>Persistence</p> <ul style="list-style-type: none"> ◆ 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
Approaching Expectations (AE)	<p>Behaviour</p> <ul style="list-style-type: none"> ◆ 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 <p>Work ethic</p> <ul style="list-style-type: none"> ◆ 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 <p>Engagement</p> <ul style="list-style-type: none"> ◆ 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. <p>Persistence</p> <ul style="list-style-type: none"> ◆ 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)	<p>Behaviour</p> <ul style="list-style-type: none"> ◆ 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. <p>Work ethic</p> <ul style="list-style-type: none"> ◆ 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 <p>Engagement</p> <ul style="list-style-type: none"> ◆ Rarely strives for personal focus and involvement in class.

	<ul style="list-style-type: none"> ◆ 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. <p>Persistence</p> <ul style="list-style-type: none"> ◆ 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.
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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 in grades 6 and 7 and through emails to students and their parents celebrating their successes. 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. We have a Learning Support department who offer skills classes and both in-class and pull-out support to students with identified needs. Students with specific learning needs are granted accommodations such as use of a laptop (sometimes with spell check), additional time or a reader/scribe in summative assessments and exams in line with IB policy. For further details, please refer to the DISV Equal Access 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.

Danube International School Vienna Academic Intervention Map		
Level	Academic Concern	Interventions
0	<p>Minor (and isolated) incident Generally not serious enough to inform someone else. This may include:</p> <ul style="list-style-type: none"> ◆ missing a deadline for a formative assessment ◆ absence from test (explained by parents) ◆ not bringing equipment to class ◆ lack of effort in class ◆ lack of effort with homework ◆ poor performance in quiz/homework 	<p>Dealt with by subject teacher Interventions may include:</p> <ul style="list-style-type: none"> ◆ teacher discusses incident with student ◆ student given opportunity to bring work late; do make-up work; take test ◆ recorded in student concern system ◆ sit with subject teacher at lunch time (<i>for DP students during free period</i>) to do assignment
1	<p>Minor concern or repeated level 0 This may include:</p> <ul style="list-style-type: none"> ◆ repeated level 0 incident ◆ missing a deadline for a summative assessment ◆ absence from test (not explained by parents) ◆ poor performance in major assessment 	<p>Dealt with by subject teacher Interventions may include:</p> <ul style="list-style-type: none"> ◆ teacher grades the work which was done by the deadline (as seen in google history) ◆ e-mail to parents ◆ teacher gives feedback on work, but no grade is awarded ◆ recorded in student concern system ◆ effort grade may be affected ◆ sit with subject teacher after school, or for DP students during free period, to do assignment (<i>parents of MYP students must be informed</i>)
Level	Academic Concern	Interventions
2	<p>Moderate concern or repeated level 1 This may include:</p> <ul style="list-style-type: none"> ◆ repeated level 1 incident ◆ little effort in class in one or two subjects ◆ little effort with homework in one or two subjects 	<p>Dealt with by subject teacher and/or MYP/DP Leader Interventions may include:</p> <ul style="list-style-type: none"> ◆ MYP/DP leader informed ◆ support from SAL or HRT ◆ meeting with parents ◆ MYP/DP leader checks overview of student's progress in all subjects ◆ individual subject contract
3	<p>Serious concern or repeated level 1 or 2 This may include:</p> <ul style="list-style-type: none"> ◆ repeated level 2 incident ◆ little effort in class in most subjects ◆ little effort with homework in most subjects ◆ regularly missing homework in more than one subject ◆ student has 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 	<p>Dealt with by MYP/DP Leader and/or Principal Interventions may include:</p> <ul style="list-style-type: none"> ◆ conference with MYP/DP leader, student and parents ◆ student placed on contract ◆ student no longer eligible to take part in school trips ◆ student and parents informed by e-mail and warned of consequences of missing final deadline

4	<p>Very serious concern; repeated level 1,2 or 3 This may include:</p> <ul style="list-style-type: none"> ◆ in spite of academic interventions, the student is not 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 	<p>Dealt with by the Secondary Principal Interventions may include:</p> <ul style="list-style-type: none"> ◆ conference with principal, student and parents ◆ student placed on contract ◆ DP student moved to IB courses ◆ draft coursework sent to the IB; if no draft was submitted, student withdrawn from that subject
5	<p>Most serious concern; repeated Level 1, 2, 3 or 4 This may include:</p> <ul style="list-style-type: none"> ◆ student failed to meet conditions of contract or the targets set for passing the school year ◆ student did not qualify for IBDP or courses programmes (<i>applies to Grade 10 students only</i>) 	<p>Dealt with by the Secondary Principal Interventions may include:</p> <ul style="list-style-type: none"> ◆ student offered the possibility to repeat the school year* ◆ student not offered a place at the school for the next academic year

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

ACADEMIC INTEGRITY

When a student hands in a piece of work for assessment, it should be their own work without cheating or unfair help, giving credit to information which is borrowed from others.

The following practises are therefore unacceptable:

Cheating e.g. by using unauthorized notes or technology in a test/ an exam, or by looking at another student's answers or obtaining the exam paper in advance.

Plagiarism e.g. by using an idea, phrase, or other materials from another source (including works of art) without proper acknowledgement. References for other people's ideas, quotations, illustrations, maps and graphs must be cited.

Collusion e.g. copying the work of another student or getting a relative or tutor to do the work*. Where group work is allowed, the work may be based on similar data, but the presentation of the data must be the student's own.

Fabrication e.g. making up data from an experiment or forging an entry in CAS records on ManageBac.

Facilitation of breaches of academic honesty e.g. letting another student copy work.

*It is o.k. to discuss ideas with a tutor, friend or relative, but they must not do any of the work for the student, or edit or correct it.

AI SOFTWARE

We live in a world where students have easy access to artificial intelligence platforms, which can be a useful and powerful tool, but are not always a reliable source and can also be used to produce assignments which are not authentically the student's own work. It is school policy to teach students to use these tools effectively, but also to realize their limitations. AI platforms may suggest ideas or examples, but a reliable source must be found for such examples to be cited in an assignment. It is not allowed to have work written or edited by AI software or a tutor.

TurnItIn (a web-based academic honesty tool) is used in the MYP and DP programmes to identify incidences of plagiarism, collusion or duplication of work. It can also identify work which has been written by AI software.

Students are taught about the importance of academic integrity and how to reference their work. Correct referencing can be complex, and getting it right is part of the learning process. Younger students should be reminded of the expectations when work is set which requires referencing, and genuine mistakes with referencing should be seen as an opportunity for learning, rather than an infringement of the academic integrity policy. Although the IB has a zero-tolerance policy towards malpractice, for schoolwork in the MYP it is considered relevant whether the offence was committed intentionally.

CONSEQUENCES OF ACADEMIC MALPRACTICE FOR MYP STUDENTS

Danube International School Vienna Academic Integrity MYP		
Level	Incident	Possible consequences
1	<ul style="list-style-type: none"> ◆ Unintentional* lack of academic integrity including plagiarism (using an idea, phrase, or other materials from another source without proper acknowledgement) and submitting work written or edited by AI software. 	<ul style="list-style-type: none"> ◆ Explain to student ◆ Allowed to resubmit
2	<ul style="list-style-type: none"> ◆ Deliberate lack of academic integrity (i.e. the student understands that it is wrong) ◆ Cheating in a test ◆ Copying another student's work. (If the other student allowed the work to be copied, both students receive 0). ◆ Repeated* level 1 	<ul style="list-style-type: none"> ◆ Awarded 0 for piece of work/ test ◆ Parents informed
3	<ul style="list-style-type: none"> ◆ Cheating in end-of-year exam (G10 only) ◆ Repeated level 2 	<ul style="list-style-type: none"> ◆ Awarded 0 for exam ◆ In-school suspension ◆ Meeting with parents
4	<ul style="list-style-type: none"> ◆ Repeated cheating in end-of-year exam (G10 only) ◆ Repeated level 3 	<ul style="list-style-type: none"> ◆ Awarded 0 for subject in school report ◆ Not allowed to sit further exams in that session ◆ Contract (warning that any further offences could lead to the student not passing the school year) ◆ Meeting with parents ◆ External suspension
5	<ul style="list-style-type: none"> ◆ Repeated level 4 	<ul style="list-style-type: none"> ◆ Not awarded any grades in report ◆ Student fails the school year ◆ Exclusion


*Younger students in grades 6 or 7, students who are new to the school and the requirements for academic integrity and students with limited English (in an ELD class) may be allowed more flexibility in what is considered "unintentional" and how often malpractice is repeated before this escalates to the next level.

*Incidents of academic malpractice will be entered in the behaviour tracking sheet, so that it is clear whether the offence is repeated (in the same or another subject).

CONSEQUENCES OF ACADEMIC MALPRACTICE FOR DP STUDENTS

The IB designates trying to gain an unfair advantage by any of the practices above as malpractice.

The IB has a zero-tolerance policy towards plagiarism: any work submitted to the IB which fails to acknowledge all ideas and words of other persons will receive an “N” (meaning “no grade”), causing the student to fail the subject and the Diploma.

Danube International School Vienna		
Academic Integrity DP		
Level	Incident	Possible consequences
1	<ul style="list-style-type: none"> ◆ Unintentional lack of academic honesty including incorrect citation, unpermitted help from a tutor 	<ul style="list-style-type: none"> ◆ Allowed to resubmit ◆ IB coursework submissions rewritten under controlled conditions at school
2	<ul style="list-style-type: none"> ◆ Cheating in a test ◆ Copying another student’s work. (If the other student allowed the work to be copied, both students receive 0). ◆ Plagiarism in a school assignment ◆ Repeated level 1 	<ul style="list-style-type: none"> ◆ Awarded 0 for piece of work/ test ◆ Parents informed
3	<ul style="list-style-type: none"> ◆ Cheating in end-of-year or mock exam ◆ Malpractice in IB coursework submitted as a draft e.g., having a tutor, online service or AI software write the work for you; copying work already submitted by another student ◆ Repeated level 2 	<ul style="list-style-type: none"> ◆ Awarded 0 for exam ◆ Meeting with parents ◆ In-school suspension
4	<ul style="list-style-type: none"> ◆ Repeated cheating in end-of-year or mock exam ◆ Cheating in an IB exam ◆ Malpractice in IB coursework for the final school deadline e.g., having a tutor, online service or AI software write the work for you; copying work already submitted by another student* ◆ Repeated level 3 	<ul style="list-style-type: none"> ◆ Awarded 0 for subject in school report ◆ Not allowed to sit further exams in that session ◆ Reported to the IB (the student will receive an “N” for the subject and fail the diploma). ◆ Work not submitted to the IB (so the student will receive an “N” for the subject and fail the diploma). ◆ External suspension
5	<ul style="list-style-type: none"> ◆ Repeated level 3 or 4 	<ul style="list-style-type: none"> ◆ Not awarded any grades in report ◆ Withdrawal from all IB programmes ◆ Exclusion

*When a final piece of work is submitted to the IB, the teacher has to sign a declaration that this is "the authentic work of the candidate." If the student has done the work under the supervision of the teacher as prescribed by the IB, it is very clear that the work is their own. If there is reasonable doubt about the authenticity of the work (e.g. because the language, structure or ideas are unlike the work the student normally produces or because the student did not use the prescribed opportunities to discuss the work with the teacher and/or did not hand in a draft), then the student may be questioned about the work in an interview and/or required to re-write the work under supervised conditions. If any doubt remains about the authenticity of the work, then it will not be submitted to the IB. It is the responsibility of the student to follow the school and IB requirements for supervision and submission: the school is not obliged to accept work which has been done with a tutor and submit it to the IB.

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
- ◆ no effort grades of *concern* and at least 50% *meets expectations* or above.
- ◆ minimum 90% attendance in each subject
- ◆ satisfactory behaviour
- ◆ students in grade 10 are also required to pass the Personal Project with a minimum of 10 points. (The school standardized grade counts since the final grades moderated by the IB are not published until September the following school year).

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 allowed the opportunity to repeat the 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* with a minimum of 10 points
- ◆ successfully completing Service as Action (SA) requirements

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, as published in the DISV IB Diploma Handbook. For example, most subjects 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 subject at higher level. Internal candidates 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.

ACADEMIC PROGRESS IN THE DP

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 *concern* and at least 50% *meets expectations* or above.
- ◆ minimum 90% attendance in each subject

Additional requirements for candidates in the full IB Diploma Programme:

- ◆ 90% attendance and 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 a student being withdrawn from the full IB Diploma Programme (but allowed to continue in IB Courses) or not being offered a place at the school in the next academic year.

PASSING THE IB DIPLOMA



It is an IB requirement that SL courses must have a minimum of 150 hours of teaching and HL courses 240 hours over the 2 years of the Diploma Programme; ToK must have a minimum of 100 hours of instruction. Students who do not meet the minimum 90% attendance in each subject may therefore be withdrawn from the final DP exams. Taking time off school to catch up with deadlines or revise is disruptive to learning and will be marked as absent.

Every subject has an internal assessment, worth approximately 25% of the final grade. The IB requires schools to produce a calendar of deadlines indicating the draft and final deadlines for these IAs and any externally assessed work (Language A HL essay; Art comparative study and process pages). These deadlines help to pace the

work, so that all of the deadlines do not fall at once. Work must be submitted by these school deadlines, and not the final IB deadline (which is the deadline for teachers to upload the grades and marking comments for the IAs to the IB). If the final piece of work has not been submitted by the deadline, then the draft will be sent to the IB; if no work at all has been submitted by the final school deadline, then normally no work will be submitted to the IB, which will cause the student to gain an "N" for that subject and therefore not pass the IB Diploma.

The school organizes an exam session for all students at the end of grade 11, and mock exams in February of grade 12 in order to practise exam technique. The grades from these exams count towards the school grade and will therefore also influence the predicted grades sent to universities. If you unavoidably miss a school exam (e.g. through serious illness or a university interview), you must provide appropriate documentation. Failure to attend a final IB exam is a very serious matter: all schools in the world take the exams in that session at the same time, and the exam cannot be postponed.

To pass the IB Diploma students need 24 points, including bonus points from TOK and the Extended Essay (see table below), and none of the failing conditions must apply (see list below). The DP results are published online on 6th July of grade 12, and diploma certificates are sent to the school in late August. The school does not normally run November retakes.

Bonus Points for TOK and the Extended Essay

To qualify for an IB Diploma students must take 6 subjects, 3 at HL and 3 at SL. A maximum of 7 points is awarded for each of these subjects. Up to a maximum of 3 bonus points can also be awarded for the Extended Essay and ToK, according to the table below:

	Theory of Knowledge						
		Excell. A	Good B	Satisfact. C	Medioc. D	Element. E	Not Submitted N
Extended Essay	Excellent A	3	3	2	2	Failing Condition	Failing Condition
	Good B	3	2	2	1		
	Satisfactory C	2	2	1	0		
	Mediocre D	2	1	0	0		
	Elementary E	Failing condition					
	Not Submitted N	Failing condition					

Failing Conditions

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An N has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

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 Honours 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 Honours 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
- ◆ minimum 90% attendance in each subject
- ◆ 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
- ◆ minimum 90% attendance in each subject
- ◆ participated to a satisfactory standard in the 'Service' component of CAS

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.

AUSTRIAN 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, provided that the student can demonstrate that they require nostrification for some purpose. Certain conditions must be fulfilled, which currently 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 4 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 organized by the school (or take the subject in the IB Diploma)

STUDENT WELL-BEING

EQUALITY, DIVERSITY AND INCLUSION

Through our policies and practices, we work to ensure that our students, staff and community are welcome in our school and do not face discrimination with regard to any aspect of their identity, such as age, disability, gender, ethnicity (including race, colour or nationality), religion or belief (including non-belief) or sexual orientation. The school will not tolerate any form of discrimination based on identity within our community.

We believe 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. As a school we believe in restorative practice. We teach students about the effect their actions have on other people and on their own reputation. Failure is an opportunity for learning and adversity an opportunity to build resilience. We model and help students to develop the characteristics of the IB learner profile (below), to make them better citizens of the world, both individually and as a member of the community and prepare them for the world of work and life after school.

IB Learner Profile	
As IB learners we strive to be:	
<p>INQUIRERS</p> <p>We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life</p>	<p>OPEN-MINDED</p> <p>We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
<p>KNOWLEDGEABLE</p> <p>We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	<p>CARING</p> <p>We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>
<p>THINKERS</p> <p>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p>RISK-TAKERS</p> <p>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
<p>COMMUNICATORS</p> <p>We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	<p>BALANCED</p> <p>We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>

<p>PRINCIPLED</p> <p>We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>REFLECTIVE</p> <p>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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RESPONSIBILITIES AND EXPECTATIONS

We try to help students understand school rules and expectations and believe in positive reinforcement of good behaviour; however, students also need to understand that their actions have consequences.

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
Support the school's diversity, equality and inclusion policy.	Be welcomed at our school regardless of any aspect of their identity, such as age, disability, gender, ethnicity, religion or sexual orientation.

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 school's diversity, equality and inclusion policy	Be welcomed at our school regardless of any aspect of their identity, such as age, disability, gender, ethnicity, religion or sexual orientation.
support the implementation of school policy	meet with staff and discuss issues relating to school policy and procedure

SUPPORT STRUCTURES FOR STUDENTS

In the secondary school we have a Vice Principal (Pastoral), who is responsible for student wellbeing and behaviour, assisted by Heads of Grade and homeroom teachers. Each student is a member of a homeroom group. The homeroom teacher is responsible for overseeing student welfare as well as their SA (Service Action) or CAS (Creativity Activity Service) programme. Homeroom periods focus on personal and social education and regular assemblies to celebrate student achievement and build school community.

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.

For academic support students are encouraged to speak with their teachers, who work under the supervision of Subject Area Leaders and the MYP and DP Coordinators.

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 pastoral matters can be escalated to the Head of Grade and Vice Principal; academic matters to the appropriate Subject Area Leader (see the staff list on the back page) or MYP/DP Coordinator.

STUDENT COUNCIL

We have a secondary student council with representatives from each year group, which represents student interests and promotes activities and events for the student body.

UNIVERSITY APPLICATIONS

The school organizes university fairs and visits from university representatives. Students may be granted up to a maximum of 6 school days of authorized absence for university visits. We have 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. 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, although they should prioritize quality over quantity, and avoid spending so much time on university applications that this interferes with their learning. Please note that the school does not pay for the express delivery of application documents.

EATING AND DRINKING

We consider the diet to be very important and advise students to eat a balanced meal at lunchtime and a healthy snack at break time. We strongly recommend that students bring a refillable drinks bottle: there are taps in the bathrooms and many of the classrooms and the quality of tap water in Vienna is excellent. Students may order a meal from the school canteen for a semester (they should show the stamp on the back of their ID card as evidence that they have paid); it is also possible to buy snacks, and students may bring food from home. Grade 10, 11 and 12 students are free to go off site at break and lunch (so long as their parents have signed the permission form) but must return punctually by 13.30 ready for lessons.

Lunch timings:

12:50	Grade 6 and 7 released from class and should go to the canteen if they intend to eat there
12.55	All other secondary classes released for lunch break
13:00	Grade 8 and 9 should not go down to the canteen until 13.00
13:20	No students should buy lunch after 13.20
	Grade 10, 11 and 12 can go to the canteen whenever they wish

Please note the following rules to ensure the smooth operation and safety of eating and drinking in the school:

- ◆ Morning break: all students are free to move around the school and eat where they wish other than in the stairwells and the HOF.
- ◆ Students are free to move around the school corridors, HOF and canteen area during lunch and can eat anywhere apart from classrooms, first floor, entrance foyer, stairwells and HOF.
- ◆ Students using ceramic plates may eat in the dining room and winter garden: ceramic plates and/or cutlery must not be taken out of this area.
- ◆ Students may only go into classrooms if there is a teacher in the room supervising them.
- ◆ Hot drinks should be consumed on the ground floor near the drinks machine and must not be taken upstairs.
- ◆ Students are not normally allowed to eat or drink in lessons unless food has been brought in to share for a special occasion.
- ◆ Energy drinks are not allowed in school.
- ◆ Students are not allowed to order food from an outside provider and have it delivered to school.

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, intimidation, hate speech or theft.

ELIGIBILITY FOR TRIPS AND SPORTS TEAMS

Teachers take on great responsibility when leading trips, so it is especially important that students follow instructions. Serious breaches of the code of conduct for a trip (e.g., possession or use of alcohol or behaviour which endangers themselves or others) will result in students not being eligible for residential trips for the rest of the academic year (or an equivalent time, if the trip is at the end of the year).

Students must meet eligibility requirements to participate in residential field trips and school sports teams. 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 After School Activities Coordinator will determine eligibility for participation in school sports' teams 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 any effort grades of *concern* may be ineligible.
- ◆ **Behaviour:** Students on level 3 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 to help support 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, drugs, vaping or tobacco, bullying, the use of hate speech about or the marginalisation of a person or group who is perceived as being different and both physical or emotional threats to a person or group. Repeated failure to improve behaviour 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 Head of Grade, and level 3-5, to the Vice Principal or Principal.

Danube International School Vienna Behaviour Intervention Map		
Level	Behaviour	Interventions
0	Minor and isolated incident Generally not serious enough to inform someone else. This may include: <ul style="list-style-type: none"> ◆ Profanity ◆ not working in class ◆ not following class rules ◆ not participating in a lesson ◆ disrespectful behaviour ◆ classroom disruption ◆ lateness ◆ misuse of electronic device 	Dealt with by observing staff member Interventions may include: <ul style="list-style-type: none"> ◆ informal, verbal warning(s) ◆ student/teacher conference ◆ Classroom management strategies to support student e.g., different seating arrangement student (and HRT, if a classroom incident) informed of level of event and recording of it recorded in student concern system
1	Minor concern This may include: <ul style="list-style-type: none"> ◆ repeated level 0 behaviour ◆ 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: <ul style="list-style-type: none"> ◆ student may lose privileges ◆ monitoring by teacher (shared with parents) ◆ reflection session ◆ e-mail to parents about the event, level, consequences and recording

2	<p>Moderate concern This may include:</p> <ul style="list-style-type: none"> ◆ repeated level 1 behaviour ◆ defiance of authority ◆ more serious demonstration of disrespect to people or property ◆ smoking/vaping/nicotine on school campus ◆ forging parents' notes/ signature 	<p>Dealt with by Head of Grade Interventions may include:</p> <ul style="list-style-type: none"> ◆ student-teacher-HoG conference ◆ monitoring by HoG (shared with parents)
3	<p>Serious concern This may include:</p> <ul style="list-style-type: none"> ◆ repeated level 1 or 2 behaviours ◆ unsafe use of equipment ◆ graffiti ◆ violation of IT Usage policy ◆ intimidation, harassment, threatening behaviour bullying 	<p>Dealt with by Vice Principal Interventions may include:</p> <ul style="list-style-type: none"> ◆ conference with the Vice Principal and student ◆ monitoring by the Vice Principal, shared with parents ◆ parents may be required to attend meeting with the Vice Principal ◆ 1 day in-school suspension
4	<p>Very serious concern This may include:</p> <ul style="list-style-type: none"> ◆ repeated level 1, 2 or 3 behaviours ◆ theft ◆ use of hate speech about or the marginalisation of a person or group who is perceived as being different. ◆ violence/fighting ◆ sexual harassment ◆ racial harassment ◆ endangering other people ◆ possession of drugs, alcohol, or weapons ◆ wilful school-wide disruption ◆ wilful minor destruction of property 	<p>Dealt with by Vice Principal Interventions may include:</p> <ul style="list-style-type: none"> ◆ conference with the Vice Principal, Head of Grade, student and parents ◆ report/monitoring by the Vice Principal ◆ student may be placed on probation ◆ referral to outside agency ◆ 3-day external suspension
5	<p>Most serious concern This may include:</p> <ul style="list-style-type: none"> ◆ repeated level 1, 2, 3, 4 behaviours ◆ use of hate speech about or the marginalisation of a person or group who is perceived as being different. ◆ serious theft ◆ physical assault, extreme violence/fighting ◆ sexual assault ◆ use or distribution or sale of drugs, alcohol or weapons ◆ wilful serious destruction of property 	<p>Dealt with by the DISV Director and Vice Principal and or Secondary Principal Interventions may include:</p> <ul style="list-style-type: none"> ◆ parent, student, director conference ◆ report/monitoring by director ◆ permanent exclusion

How many times a behaviour is repeated before escalating to the next level is up to the professional judgement of the leader dealing with the case, who will consider whether the student is learning from mistakes or repeating the same behaviour, and how frequently such behaviours are occurring.

APPEAL

For any concern, the student may appeal the consequences. In the case of level 5 concerns, the DISV Managing Director must be informed. The only purpose of an appeal to the Managing Director is in the case of procedural defects. Our work presumes full cooperation

from all parties; in the case of non-cooperation, 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, intimidation, tactical isolation, name calling, hate speech, bigoted speech or 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 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, head of grade, coordinator or principal.

DRUGS

DISV is committed to maintaining a learning environment free from legal and illegal drugs. Confirmed instances of substance abuse will always be reported to parents or guardians and may lead to exclusion.

- **Tobacco/Nicotine/vape:** Possession or use of tobacco or vaping 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-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 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 school 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 exclusion.

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 school will investigate allegations

of inappropriate possession or use of dangerous items as discreetly as possible, but will request students to share contents of backpacks, lockers and possessions in the pockets of their clothing. Students found in violation of this policy may face exclusion.

CHALLENGE WEEK

At the beginning of the academic year grade 6-10 homerooms go away on residential challenge week trips to different locations in Austria. Their aim is to teach students to go out of their comfort zone and grow in confidence and resilience, whilst helping new students to settle in and build the sense of community.

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, Secondary 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 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.



SECONDARY STAFF LIST 2023-2024

Name	Code	Role	Email
Kirsty Sharp	KSH	Director	director
Rachel Pernet	RPE	Secondary Principal; IB DP Coordinator; TOK	rpernet
Matthew Clayton	MCL	Secondary Vice Principal; Design	mclayton
Maura Lichtscheidl	MLI	IB MYP Coordinator; Individuals and Societies	mlightscheidl
Fikrat Badalov	FBA	SAL Science; Chemistry	fbadalov
Jonathan Gaudet	JGA	SAL English/French/Spanish, CAS & SA Coordinator, French	jgaudet
Anna Hammonds	AHA	Head of Grades 10,11,12; English	ahammonds
Andrew Hutchinson	AHU	SAL Mathematics	ahutchinson
Kirsty Hyldon	KHY	Head of Grades 8 & 9; Science	khyldon
Claudia Luenig	CLU	SAL Arts/Design/PE	cluenig
Marley Ogden	MOG	Head of Grades 6 & 7; Individuals & Societies	mogden
Robert Parker	RPA	University Counsellor; History, TOK	rparker
Ana Requejo	ARC	SAL German; PTL Coordinator; Spanish, German	arequejo
Patrick Tat Seto	TSE	Learning Support Coordinator	pseto
Mark Stilkenboom	MST	SAL Individuals & Societies; Economics	mstilkenboom
Carmen Baron Mata	CBM	Learning Support Assistant	cbaron
Magdalena Brenn	MBR	German	mbrenn
Sally Brunner	SBR	English	sbrunner
Ana Cabric-Cica	ACA	German	acabric-cica
Peter Cusick	PCU	Mathematics	pcusick
Alberto Del Amo Gimeno	ADE	Spanish	adelamogimeno
Vera Dimitrova	VDI	English	vdimitrova
Oliver Eaton	OEA	Mathematics; PE	oeaton
Antonia Els	AEL	Science	aels
Benjamin Faigen	BFA	Business Management	bfaigen
Alice Gerard	AGE	English, TOK	agerard
Olga Ghosh	OGH	Mathematics	agghosh
Ellen Harris	EHA	English	eharris
Scott Holcomb	SHO	Business Management	sholcomb
Jutta Huemer	JHU	German	jhuemer
Renata Howkins Balkova	RBA	Biology; ESS	rbalkova
Lisa Kerwin	LKE	German	lkerwin
Bünjamin Kilicdagi	BKI	German	bkilicdagi
Sebastian Klikovits	SKL	German; Learning Support Assistant	sklikovits
Luis Köster	LKO	Physics; Mathematics	lkoester
Ghyslain Lafrance	GLA	Learning Support Assistant	glafrance
Luka Lau	LLA	Physical & Health Education Teacher	llau
Trevor Lewis	TLE	English	tlewis
Rebecca Louttit	RLO	English, Individuals and Societies	rlouttit
Kirsten Mackay	KMA	Learning Support Assistant	kmackay
Lelia Malone	LMA	PE	lmalone
Regan Oakley	ROA	Theatre and Visual Arts	roakley
Sabina Pomberger	SPO	German	spomberger
Michelle Shaw Treytl	MSH	Mathematics	mshaw
Christopher Stone	CST	Geography	cstone
Addison Sullivan	ASU	Design	asullivan
Katerina Vejvodova	KVE	ESS; Biology	kvejvodova
Roberto Villanueva	RVI	Spanish	rvillanueva
Paul Woodward	PWO	History, Psychology	pwoodward
Yvonne Ging-Wiedeschitz	YGI	Registrar	registrar
Christian Hasler	CHA	ICT Support	chasler
Katja Pichler	KPI	Director's Assistant	kpichler
Pierluigi Lavermicocca	PLA	Reception	office
Martin Moser	MMO	Finance	finance
Marie-Therese Brunn	MBR	Finance Assistant	mbrunn
Christof Wegiel	CWE	ASA Coordinator	cwegiel
James Long	JLO	Secondary School Administrative Assistant	secondary
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*“striving for **excellence** by **engaging** minds, **exciting** learners, acting **ethically** and showing **empathy**”*