



THE BRITISH
INTERNATIONAL
SCHOOL
OF NEW YORK

**PARENT
HANDBOOK**

**2020-2021
SCHOOL YEAR**

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1 Introduction from the Headmaster

August 2020

Dear BIS-NY Parents,

Whether a new or existing parent, I hope that you find this handbook to be a useful guide to life at the British International School of New York. Please keep it as a handy reference tool for your daily life and interactions with us. Remember though, that this guide is not intended to replace the human face of the school and that the whole staff- admin team, teachers, divisional heads, deputy heads and I are available to answer your questions.

Please also refer to the Reopening Plan and guidance that we have issued as this covers specific changes to our arrangements and procedures during the current covid-19 situation, which take precedence over some of our normal routines as set out in the handbook. Please note that the school reserves the right to revise both these documents as necessary and will, of course, keep you informed of any changes or additions.

In addition, we encourage you to keep an eye out for the weekly newsletters, class bulletins/websites and social media updates. These aim to provide weekly updates on life in school and advanced details of upcoming events.

We encourage you to keep an open dialogue with us regarding the school life of your children so that we are able to make their time at BIS-NY as happy and successful as possible.

In my experience concerns shared openly and quickly can usually be resolved with ease and comfort.

Best wishes and I look forward to seeing you in person or online soon for the new school year,



Jason Morrow

Headmaster

2 Mission Statement and NonDiscrimination Statement

BIS-NY is a school that welcomes students and families from around the world. We view diversity as a great strength and strive to be a community that is accepting and inclusive. We value and seek to support the identities of every member of our community in an environment which is open and built around mutual respect. The aims of the school are:

To enable students to be knowledgeable, kind, committed, globally minded and confident.

To provide an exceptional education combining the creativity and inquiry based approach of the International Baccalaureate with the depth and rigour of the English National Curriculum.

BIS-NY does not discriminate on the basis of race, color, religious, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability or other legally-protected classes.

**More than a school...
it's an education.**

3 IB PROGRAMME & CORE VALUES

As an IB World School authorized to teach the Primary Years and Middle Years Programmes, we focus on the development of the whole child as an inquirer, both in the classroom and in the world outside. The Learner Profile provides us with a long term vision of education, a set of values that inspire, motivate and focus the work of pupils, teachers and school administrators in terms of the learning and what is expected of parents in terms of support for that kind of learning. The IB programme:

encourages *international-mindedness* in IB pupils

encourages a *positive attitude to learning* by engaging pupils in inquiries and developing their awareness of the process of learning so that they become lifelong learners

reflects *real life* by encouraging learning beyond traditional subjects with meaningful, in-depth inquiries into real issues

emphasizes through the *learner profile* and *attitudes* the development of the whole pupil – physically, intellectually, emotionally and ethically.

IB Learner Profile

We strive to be:

Inquirers

I am curious and I enjoy learning. I have acquired the skills necessary to conduct inquiry and research.

Knowledgeable

I explore concepts, ideas and issues that have local and global significance.

Thinkers

I apply thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.

Communicators

I understand and express ideas and information confidently and creatively in more than one language.

Principled

I act with integrity and honesty. I have a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. I take responsibility for my own actions and the consequences that accompany them.

Open-minded

I understand and appreciate my own cultures and personal histories. I am open to the perspectives, values and traditions of others.

Caring

I show empathy, compassion and respect towards the needs and feelings of others.

Risk-takers

I approach unfamiliar situations and uncertainty with courage. I am brave and articulate in defending my beliefs.

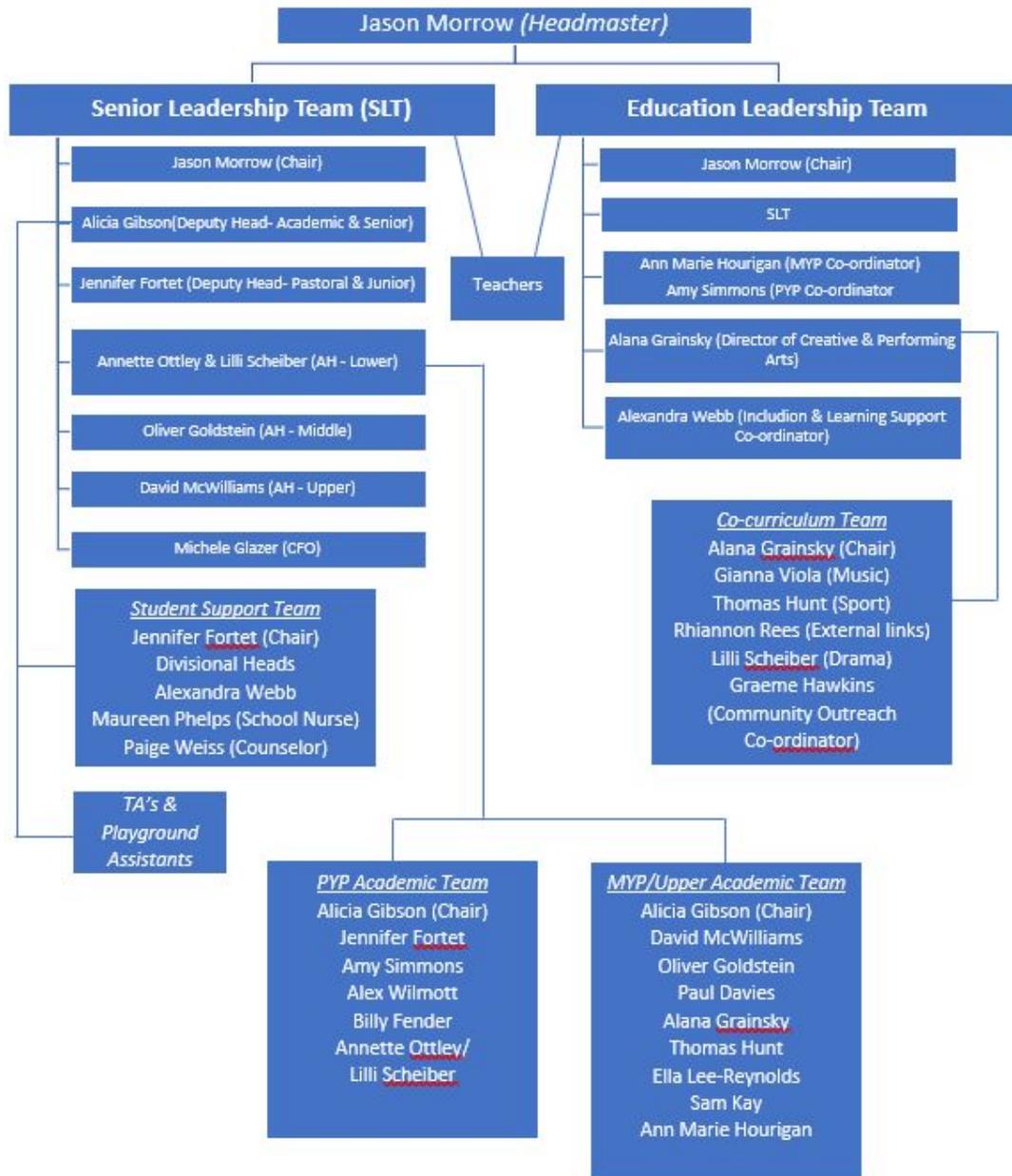
Balanced

I understand the importance of intellectual, physical and emotional balance to achieve personal wellbeing.

Reflective

I am able to assess and understand my strengths and limitations in order to support my learning and personal development.

4 BIS-NY ORGANIZATIONAL CHART



Administrative Staff

Jason Morrow – Headmaster

Michele Glazer – CFO

Sybil Swain – Business & Human Resource Manager

Albert Mannion – Bookkeeper

Jayson Torres – Facilities Manager

Bryan Brennan – Facilities Coordinator

Rodrigo Rodriguez – IT Manager

Philip Morrow – IT Coordinator

Sita Singh-Rodriguez – Front Desk & After School Coordinator

Tine Sveberg-Jorge – Admissions and Marketing Manager

Charlotte Hallaways – Admissions Administrator

Maureen Phelps – School Nurse

Jo Brannan- Head's PA

5 SCHOOL DIVISIONS

Age	Year	IB Programme	Curriculum Co-ordinator	Divisional Head	Classroom Location
4-5	Reception	Early Years /PYP	Amy Simmons	Annette Ottley and Lilli Schieber	Riverview Campus/Building 20
5-6	Year 1	Early Years /PYP	Amy Simmons	Annette Ottley and Lilli Schieber	Riverview Campus/Building 20
6-7	Year 2	Early Years /PYP	Amy Simmons	Annette Ottley and Lilli Schieber	Riverview Campus/Building 20
7-8	Year 3	Primary Division/PYP	Amy Simmons	Annette Ottley and Lilli Schieber	Riverview Campus/Building 20
8-9	Year 4	Primary/PYP	Amy Simmons	Annette Ottley and Lilli Schieber	Riverview Campus/Building 20
9-10	Year 5	Primary/PYP	Amy Simmons	Oliver Goldstein	Riverview Campus/Building 20
10-11	Year 6	Primary/PYP	Amy Simmons	Oliver Goldstein	Riverview Campus/Building 20
11-12	Year 7	Middle School /MYP	Ann Marie Hourigan	Oliver Goldstein	Gardenview Campus/Building 15
12-13	Year 8	Middle School /MYP	Ann Marie Hourigan	Oliver Goldstein	Plazaview Campus/Building 35
13-14	Year 9	Middle School/MYP	Ann Marie Hourigan	Oliver Goldstein	Building 10/Building 35
14-15	Year 10	Upper School	Paul Davies	David McWilliams	The Hub, Building 20
15-16	Year 11	Upper School	Paul Davies	David McWilliams	The Hub, Building 20
16-17	Year 12	Upper School	Paul Davies	David McWilliams	The Hub, Building 20

6 EXPECTATIONS

6.1 Expectations for Pupils

An effective and safe school develops and consistently enforces school wide rules that are clear, broad based and fair. Using the Learner Profile attributes as the basis of its core values, BIS-NY implements a school-wide behaviour code that establishes high expectations and provides support for socially appropriate behaviour. The school understands the advantages of encouraging constructive, positive independent behaviour rather than the negative attitude implied in a long list of prohibitions. Nevertheless, we must distinguish some boundaries to create a learning environment suitable for all. The entire school community makes a commitment to behaving responsibly. School-wide agreements are communicated clearly to all parties and, most importantly, everyone follows them consistently.

Responsibilities for each pupil include coming to school in the correct uniform ready for the day, arriving at class prepared and conducting oneself appropriately. Courtesy and respect is expected at all times. This includes:

Respecting yourself, others, their rights and property

Communicating in a respectful manner avoiding foul language, teasing or provoking others

Accepting responsibility for one's own words, actions and behaviour

Expressing anger or frustration in a non-physical way

Working hard and being considerate of others in the classroom and the playground; refraining from any behaviour that disrupts the learning of others in the classroom

Acting with honesty and integrity at all times

6.2 Expectations for Parents

The school is a community of pupils, parents, academic and administrative staff. At the centre of this community lies the best interests of the pupils; both individually and collectively. Parents play a crucial role in the education of their children and the school expects that parents:

Become familiar with and support the school's mission, policies, guidelines and channels of communication

Read all materials sent home via backpack, email and weekly newsletter; attend parent-teacher conferences, concerts and other events

Support the articulated values of the school, cooperate with the school in any matters of discipline or academic impediment and deal promptly with any situations that may arise

Keep in close communication with the school about your child's physical and emotional health, allergies or any prescribed medications, inform the school about changes in the home environment – birth of a sibling, separation, death of a family member or close friend or other conditions which may have an impact on your child's wellbeing

Provide a quiet place of study at home and encourage your child to be responsible for his or her work. Pupils need to know that their parents understand and value the need for homework; that their parents will help them when necessary to see that it is done and done well; that reasonable time is set aside for its completion and that other, more entertaining or pleasurable activities hold a clear second place to fulfilling the responsibilities of the child to school

Be respectful in all interactions with school personnel, as they will be in return

Follow the proper chain of command with regards to any concerns/complaints

Seek information directly from the school when a situation seems problematic in any fashion, avoiding discussions with other parents that are based on partial information, gossip or rumour

Make timely payments of all fees due

The school enrolls the pupils' families, not just the individual pupils, and believes that a positive working relationship between the school and the family is essential.

Therefore, The British International School of New York reserves the right to cancel the enrolment contract or to not offer re-enrolment if the school concludes that the actions of a parent or guardian make a constructive relationship impossible or interfere with the school's accomplishment of its educational purposes.

7 GENERAL SCHOOL INFORMATION

7.1 Logistics

7.1.1 Arrival

The academic day begins **promptly at 8:45am**.

Arrival and Dismissal 2020

Below are the locations and times for arrival and dismissal for each year group:

Year Group	Location to enter and exit
Upper	Hub & Extension - arrival direct from Plaza from Arrival: from 08:15 Dismissal: 3:30
Year 9	Building 10 and 35 - arrival direct from Plaza Arrival: from 08:15 Dismissal: 3:30
Year 8	Building 35 - arrival direct from Plaza Arrival: from 08:15 Dismissal: 3:30
Year 7	Music & MIT - arrival direct from Plaza Arrival: from 08:15 Dismissal: 3:30
Year 6	6GH 6AS - Urban Garden Arrival: 10 mins window from 8:25 Dismissal: 3:25
Year 5	5BF 5FO - Graffiti stairs Arrival: 10 mins window from 8:25 Dismissal: 3:25
Year 4	4JC & 4AG - Arrival: Lobby 10 mins window from 8:25 Dismissal: Lower Playground 3:30
Year 3	3MN/AO - Graffiti stairwell Arrival: 10 mins window from 8:15 Dismissal: 3:15
Year 2	2HM / 2EW Arrival: Lobby 10 mins window from 8:15 Dismissal: Lower Playground 3:20 - 3:30
Year 1	1AW - Urban Garden

	Arrival: 10 mins window from 8:15 Dismissal: 3:15
Reception	Rec - Lower Playground Arrival: 10 mins window from 8:15 Dismissal: Lower Playground 3:10 - 3:20

Children should arrive at school between 8.15 and 8:35 and those in Y2 – Y6 will be supervised in the Riverview Campus playground until they are collected by their class teachers at 8.35am.

No child may be dropped off before 8:15am. Drop offs are curb side where your child will be met by the Headmaster and guided to the playground by a member of the Leadership Team. At 8.35 the students are met in the playground by their year level teachers who accompany them to their classes. Students at Plaza view Campus (PVC) are accompanied by staff to the PVC building. MYP students can arrive to Building 15 from 8.15 onwards. Registration will begin at 8.35am. Upper students will be registered in the Hub at Plaza level in Building 20 and can arrive from 8.15 onwards with registration at 8.35am.

Nursery, Reception and Year 1 parents/caregivers can accompany their children to the classroom. Nursery, Reception and Y1 doors will open at 8.15am

PLEASE NOTE THERE IS NO PARKING ON THE DRIVEWAY. If you wish to escort your child into school you should park in the Waterside garage. There is a \$25 non-refundable fee to obtain an access card to the garage. BIS-NY parents get 30 minutes free parking if they are enrolled in the debit card program. After 30 minutes the charge is \$15.00 for up to 1 hour. If you have questions please contact Wanda Pagan at the parking garage at (212) 340-4248. Any child arriving late must sign in at the Front Desk. Children arriving late for PVC will be escorted to the classroom by a staff member. Children who arrive late by bus should enter through the school’s main entrance where staff will ensure that they are safely taken to their class.

See below for inclement weather arrival and dismissal arrangements.

7.1.2 Dismissal

Please see table for dismissal times and locations

Middle School and Upper Students – Year 7 to Year 11 on dismissal proceed to take public transport or the school bus or follow the arrangement that has been mutually agreed upon by each parent and student.

We appreciate timely pick up at the times mentioned above to ensure a smooth dismissal process for all students.

Children taking the bus will make their way to the Front Desk where they will be grouped by bus and escorted to their bus under supervision. Early Years children will be escorted to the bus by a Teaching Assistant.

3:35pm After School Activities start. Club organizers collect their students from Multi-Purpose Room.

4:35pm After School Activities end, pick up is generally at River View Campus. *Please note that some clubs run slightly longer or have alternate pick up arrangements, so please confirm end time and location with the club leader.*

NOTE: If you will be late in picking up your child or there is a change in plans please be sure to notify school no later than 1:00pm. Children whose parents are late for pickup will be taken to after school care at 3:35pm. Charges are \$20 per hour after 10 minutes.

NOTE: Parents are required to inform the school in writing of any change of person authorized to pick up their child. New caregivers (i.e. nannies, babysitters, grandparents) will be required to show identification before being allowed to pick up a child unless we are familiar with them already.

7.1.4 Bus Transportation

Please contact the Front Desk at frontdesk@bis-ny.org for more information about public or private transportation.

7.1.4.1 Public DOE Transportation

The school participates in a transportation program administered by the New York City Department of Education Office of Pupil Transportation. This service is free of charge to residents of Manhattan that live in school district 2 and who meet the eligibility requirements. Please check our website at www.bis-ny.org for the district map. Free bus transportation is only available for children in Kindergarten (Year 1) age 5 to Year 7. The DOE transportation office decides the route and pick-up time to ensure the child's arrival at School by 8:30am. We have many pupils who utilize the public school buses and families are encouraged to consider this option if you are eligible. **This service is free of charge to residents of Manhattan who meet the eligibility requirements.**

If you reside in Manhattan and your child is enrolled in Years 1 through 9, s/he may be eligible for a full fare metro card. Eligibility is based upon your child's age as well as your distance from the school. Please refer to: <http://www.optnyc.org/ServicesAndEligibility/gettransportation.htm#halffare> for eligibility requirements. Please note that pupils must be at least 5 years of age to be eligible for this service.

For those pupils already signed up for the DOE Yellow Bus service you will automatically be re-enrolled for next year; however, your pickup and drop off times may vary based on any changes made to the route to accommodate newly enrolled pupils. Once the routes are set in late August we will contact you to confirm your pickup and drop off times. If your child's eligibility changes you will be notified over the summer.

Instead of the Yellow Bus service, pupils can opt for a free metro card to use on public buses and subways. The cards are valid during weekdays when school is in session between the hours of 5:30am and 8:30pm. You may apply for either the DOE Yellow Bus or a metrocard, but not both.

For further information regarding enrolment, bus stops, schedules and metro cards, please contact the Front Desk at frontdesk@bis-ny.org or call (212) 481-2700. **If you are interested in these services, please be sure to let us know as soon as possible so that we have ample time to coordinate with the DOE to organize the routes prior to the first day of school or check our website at www.bis-ny.org/info/transportation.**

7.1.4.2 Private Bus

There is also a private bus option with service provided by the bus company Mario Transportation for a fee. The annual fee for 5 days round trip is \$8,000 round trip is to be paid directly to the bus company. Please contact Mario directly at 718-748-4100 for further information.

7.1.4.3 Bus Behaviour

Children riding the bus are expected at **ALL TIMES** to show respect to the driver and others riding the bus. **This is paramount for the safety of ALL.** The children are expected to adhere to the same the code of conduct that is expected when at school.

Children who are found to be engaging in

- talking to the bus driver while driving
- inappropriately using windows
- standing up or using seat belts inappropriately
- yelling or using an extremely loud voice
- initiating negative games
- name calling
- taking items from others
- defying instructions from the driver

will be spoken to by the relevant Divisional Assistant Head and an email will be sent to inform parents.

Complaints about drivers and routes should be directed to the school.

7.1.5 Arrival or Pick-up by Car

For safety reasons, there are some important rules for parents who drive their children to and from school. **Please note that there is no parking on the driveway as this is an unloading area for school buses & an emergency access route.** If you drive your child to school in a private car you will need register your vehicle with the Waterside parking garage and escort your child into school. There is a registration fee of \$10. The garage will provide 30 minutes courtesy parking at no charge, after which the fee is \$13.00 for the first hour. If you are arriving by taxi or car service you will be able to enter the driveway to drop your child off curbside with a staff member who will escort them into school. **No child may be dropped off before 8:15 am. If you plan to pick your child up instead of using the bus, please notify the school no later than 1:00 pm.** Calls at the end of the school day are very difficult to handle; please email the Front Desk at frontdesk@bis-ny.org.

7.1.6 Late Club

Parents must communicate to the school by 1:00pm if their children will or will not be attending after-school care that day. The charge for late club is \$22 per hour.

Pupils who have not been picked up by 3:30pm will go to after-school care. Parents will be charged for these services after 10 minutes.

7.1.7 Attendance

Regular attendance and a regular schedule are essential to success in school. Therefore we expect pupils to be in attendance every day that school is in session. All late arrivals and absences are tracked and will be included on school reports.

During the school day the school is responsible for the supervision and security of all pupils. For this reason registration/attendance is taken at the beginning of each morning and afternoon sessions and at the beginning of every lesson in the MYP. Pupils are not allowed to leave the school without confirmed written authorization from their parent or guardian. The school publishes vacation times and expects parents to respect these times.

7.1.8 Absences

The only acceptable reasons for absence are religious holidays, illness and emergencies. **In the case of illness, parents must call or advise the school no later than 8:40am.** All absences should be communicated to the class teacher, the school nurse (m.phelps@bis-ny.org) and the front desk (frontdesk@bis-ny.org and nurse@bis-ny.org). If a pupil is absent without notification the school nurse will call the parent. Pupils who are out due to illness will be required to submit a doctor's note to the nurse upon return to school **after three consecutive days of absence.** If a child has any restrictions, a note stating the restrictions and the length of the restriction should be submitted to their teacher (e.g., a child with a sprained wrist cannot participate in physical activity for two weeks).

7.1.9 Unexcused Absences

Family vacations should be scheduled around the school calendar. It is not the school's policy to provide for work missed due to non-illness related absences. Absences due to extensions of vacation periods create difficulties for the classroom teacher and child and undermine the integrity of the school as a whole. The school has provided vacations of normal or greater length so that no one should need to extend their vacations beyond the designated time. **Written requests for all absences must be provided to the Headmaster in advance.**

Unexplained absence can be a cause for concern and can lead to contractual complications. Parents are expected to be proactive in their communication.

7.1.10 Late Arrivals/Early Dismissals

Occasionally children have to arrive late or leave early. These departures from our schedule are difficult for the individual pupil, the classroom teacher and other pupils. The beginning and end of the day are critical times in our classrooms. A pupil who arrives late often misses a discussion of the day to come and one who leaves early may miss important homework or other school information. Please discuss any planned late arrivals or early departures ahead of time with the Teacher. **For security purposes, parents must sign their children in/out at the Front Desk. Parents are not permitted to bring their children directly to class while school is in session.** All pupils should be dropped off at the main entrance Front Desk where they will be signed in and escorted to class by a staff member.

7.1.11 After School Activities

This program is intended to provide children with an opportunity to learn something new or extend particular skills beyond the levels gained through the normal school curriculum. Of equal importance is the opportunity given to children to enjoy social contact with their peers. In a society where many of our children live in apartment blocks, the value of this social contact cannot be emphasized enough.

These are voluntary activities for the children and therefore must be considered as additional, and not supplementary, to those offered during the school day. We do not recommend that Reception aged children participate in more than two after school activities per week in their first term of school. After school activities are offered each term for an additional fee. For more information please see our website (www.bis-ny.org). Parents are responsible for notifying the front desk at frontdesk@bis-ny.org and the child's teacher if their child is enrolled in a club but will not be attending.

7.1.12 Play Dates

Our pupils come from all over the New York metropolitan area. For those who use NYC DOE public bus service, there are regulations about transporting non-registered children on the bus. If you are planning a play date please arrange your own transportation. **A note must be sent in and given to the teacher that morning by both sets of parents.** Children will not be allowed to arrange play dates at the last moment. **If parents have made arrangements during the school day, they must call the school so the teacher and child can be notified.**

If a large number of students are being picked up, parents must ensure that adequate supervision is arranged.

7.2 Home-School Communication

7.2.1 Contacting Teachers

In an effort to be green the school encourages electronic form of communications. Email is the preferred form and will facilitate a two way communication between teachers and parents. Teachers aim to acknowledge receipt of emails within 24 hours.

If you need to contact your child's teacher during the school day, please call the main desk and leave a message for them. They will contact you as soon as they are available to do so. **Please do not approach your child's teacher at the start or end of the day as they are very busy attending to all of their pupils and will not be able to discuss personal matters with you at those times.** You may contact your child's teacher to request a meeting before or after school if you have any issues to discuss with them.

NOTE: Personal mobile and home numbers for BIS-NY employees are not available for our parents and text messaging is not the preferred method of communication between parents and teachers.

7.2.2 Concerns/Complaints

Parents who have questions or concerns about their child's academic or behavioural performance should first contact the child's teacher via email. If the situation is not resolved, the parent should contact the relevant Assistant or Divisional Head.

Divisional Heads

Annette Ottley (Lower)	Reception – Year 4	a.ottley@bis-ny.org
Lilli Scheiber (Lower)		l.scheiber@bis-ny.org
Oliver Goldstein (Middle)	Year 5 – 9	o.goldstein@bis-ny.org
David McWilliams (Upper)	Year 10 - 12	d.mcwilliams@bis-ny.org

The Divisional Heads are primarily responsible for the progress, attainment and overall well being of students in their Division..

Parents should only contact the Deputy Head/Headmaster once they have attempted to resolve the matter through the appropriate channels. This approach will facilitate prompt feedback and follow-

through. If the situation is still not resolved after these attempts, you may schedule an appointment to meet with the Headmaster. Please note the Headmaster and Deputy Head hold meetings by appointment only. To make an appointment with the Headmaster please contact the office at headpa@bis-ny.org stating the reason for the meeting request. To make an appointment with the Deputy Head please contact a.gibson@bis-ny.org for curriculum matters or j.fortet@bis-ny.org for Pastoral matters. A full explanation of the complaints policy can be found towards the end of this handbook.

7.2.3 Contacting the Headmaster

As noted above, most parent concerns should be handled by the class teacher and/or the relevant Divisional or Deputy Head. Appointments to see the Headmaster can be made through the Headmaster's Assistant as explained above (headspa@bis-ny.org).

7.2.4 Contacting Pupils During the School Day

Please call the Front Desk and leave a message for your child. Only if the call is urgent will we remove your child from class to take a call while class is in session. You may also email the Front Desk frontdesk@bis-ny.org. Do not email class teachers directly as they may not be at their computers during the school day.

7.2.5 Reporting and Conference Schedule – Nursery – Year 6

1st Term

Parent-Teacher Conferences – October 13-14, 2020
PYP Interim Reports – Mid November

2nd Term

Reports – February 5, 2021
Optional Parent Conferences – February, after reports
Student Led Conferences – March 24 and 25, 2021

3rd Term

Reports - June 21, 2021

7.2.6 Reporting and Conference Schedule – MYP & Upper

Semester One

MYP Interim Report – Mid November
Year 10 and 11 Parent/Teacher Conferences – Week of October 19, 2020
Y 7 - 9 Parent/Teacher Conference – October 13-14, 2020
MYP & Upper Semester One Full Report
Years 9, 10 & 11 – December 16, 2020
Year 7 & 8 – January 22, 2020
Optional Parent Conferences – week January 22, 2021

Semester Two

MYP& Upper Interim Report – March 22, 2021

7.2.7 Reporting at BIS-NY

At BIS-NY assessment identifies what pupils know and can do and feel at different stages in the learning process. Pupils and teachers are actively engaged in assessing progress as part of the development of the wider critical thinking and self-assessment skills.

Written reports and conferences are part of the reporting system at BIS-NY to share information between teachers, pupils and parents. For PYP students there will **be two written reports**, one in **February** and one at the end of the year in **June**. In addition, there will be one Interim Report in November. This report will give information about how students have settled into the new year and is intended to be a discussion starter for Parent-Teacher Conferences happening the next week.

The reports are self-explanatory. However, optional Teacher Conferences are offered to parents following the first report should there be any need for clarifications or concerns that need to be discussed.

Throughout the reporting teachers use the vocabulary of the learner profile to describe the learning, attitudes and efforts of the pupils. For MYP & Upper students there will be **two end of semester reports**, one in **January** and one at the end of the year in **June**. In addition, mid semester reports will be released in November and March.

7.2.8 Parent Conferences

Conferences at BIS-NY during the year will take two different formats.

Parent- Teacher Conferences

Are designed to give parents information

- about how the child has settled in class
- his/her attitude to work and learning in general
- preparedness for the year level
- organisational skills
- self-management skills
- areas of strength
- areas for development

The conferences are an opportunity for parents

- to share with teachers their observations of the child at home
- any concerns
- areas where they may need support/advice
- any issues at home that may impact the learning at school

Student Led Conferences

This is an opportunity for

- pupils to self-evaluate, reflect, set goals and monitor their learning
- pupils to demonstrate their skills in a supportive environment
- parents to sit with the child and his/her teacher to review what s/he is proud of or is continuing to find a challenge
- all involved to establish communication
- the pupil to take responsibility for what s/he is doing
- for all to celebrate the learning

These conferences fit with the IB framework and help develop qualities of the learner profile. Depending on the age level, this type of conference can be pupil led or pupil involved. There is always an opportunity at the end of the conference to speak to the teacher if needed.

In addition, an optional Teacher Conference is offered to parents following the final report should there be any need for clarifications or concerns that need to be discussed.

7.2.9 Weekly Newsletter, School Calendar and Website

The school newsletter is emailed to parents every Friday afternoon. Please be sure to read this important document each week so that you are up to date with the latest information from the school. If you do not receive a weekly newsletter via email, please let the Front Desk know. The calendar is downloadable on the school's website. Please ensure email contact details are updated as needed by advising the Front Desk at frontdesk@bis-ny.org. The website contains important information including class blogs. Parents are encouraged to visit the website and review relevant information in the Parent Portal.

7.2.10 Health

7.2.10.1 Nurse's Office

Nurse Maureen's office is located at the Riverview Campus on the 3rd floor. The extension is 217 and the email address is nurse@bis-ny.org or m.phelps@bis-ny.org.

7.2.10.2 Physical Exams

The New York City Department of Health requires all new pupils to have a comprehensive physical exam by a New York State licensed physician. The examination form and [list of vaccination requirements](#) are in the admission packet. **Pupils generally cannot begin school until their medical forms have been reviewed by the school Nurse.** For new families relocating to New York from abroad, we may allow a period of 10 working days to allow for the appropriate medical appointments to be arranged. Pupils entering Nursery, Reception and Year 1 are required to have an annual physical exam until they have reached their sixth birthday. Pupils entering Year 7 are also required to have a comprehensive physical exam. The examination forms are sent home in May with a list of vaccination requirements along with the lead assessment/testing policy. **The examinations forms are due by August 15th. The school is not permitted by NY State Law to allow pupils to attend school without these completed forms.**

7.2.10.3 Medication

Our Health Care Plan allows the school Nurse to administer emergency medications such as Epipens or asthma inhalers. A separate medication administration form needs to be completed by a New York State licensed physician. **The school Nurse will not accept medication until the form is received and reviewed.** The medication must be in the original container with the child's name. Two Epipens should be given to the Nurse - one for her office and one for the classroom teacher.

7.2.10.4 Policy on Food Allergies

Pupils with food allergies may bring their own packed lunch and snack. Please discuss these allergies with the school Nurse. Any pupil with a medical condition requiring a packed lunch **MUST** have a doctor's note on file in the Nurse's office

The school has established a food allergy policy to ensure the health and wellbeing of all pupils. The foods most likely to cause allergic reactions are peanuts, tree nuts, dairy products, eggs, soy, wheat, fish and shellfish. While most food allergies produce symptoms that are uncomfortable, for some people, allergic reactions are life-threatening.

This policy focuses particular attention on peanuts because they present a special problem: They are the most common culprit in severe food allergies and they are an oily substance. Peanut oil residue is easily spread from hand to hand and around kitchen surfaces and lunch tables.

This policy is designed to prevent severe allergic reactions, to prepare faculty and staff to deal with allergy emergencies and to minimize anxiety on the part of all pupils, faculty and staff around the issue of food allergies. Specific measures include -

- No peanut butter or peanut products are served in the cafeteria.
- No snacks containing peanuts are used.
- Parents are instructed not to send food items containing peanut butter, peanuts or peanut oil to the school.
- Hand washing before and after meals and snacks is part of the daily routine.
- Tables will be washed with soap and water after snacks and meals. This is the teachers' responsibility in classrooms where food is eaten; kitchen staff handles this task in the cafeteria.
- **Parents of children with life-threatening allergies must provide the school with a written medical treatment protocol for their child and/or a school district Section 504 plan, along with two sets of emergency medication: one to be kept in the Nurse's office, the other for the child's teacher.**
- The school Nurse will educate faculty and staff at the beginning of each semester about the recognition and emergency treatment of severe food allergies.
- The school Nurse coordinates the overall allergy prevention and treatment program.

This food allergy policy does not guarantee that a pupil will never experience an allergy-related event at school. We believe, however, that these measures significantly decrease the risk to allergic children and that they reflect the strong value that our school places on respect for individual differences.

7.2.10.5 Medical Exclusions

Please review the reopening guide for information on medical exclusions related to COVID-19.

Children will be excluded from school for fever, diarrhoea (definition is more than 1 loose stool), vomiting (if determined not to be car sickness), severe productive cough, difficult or rapid breathing, yellowish skin or eyes, pinkeye with drainage, unusual spots or rash, sore throat with fever or pustules, infected skin patches and severe headaches with stiff neck. Children with any communicable diseases will be excluded (chickenpox, measles etc.). If a child is excluded, they should remain out of school for 24 hours from the last sign/symptom. If they are prescribed antibiotics, they should have 24 hours of antibiotics prior to returning. If a child is seen by a physician for a medical problem the doctor needs to write a note that includes diagnosis, treatment, limitations and when the child can return to school. (Examples: rashes, pinworm or ringworm, strep throat, fractures or sprains). If you have any questions/concerns, please stop by the Nurse's office.

7.2.10.6 Lice Policy

Head lice are most commonly found in children 3-12 years old. Head lice do not pose a health hazard, transmit disease or serve as a sign of poor hygiene or neglect. Head lice can be transmitted by direct head to head contact.

Due to the current public health situation, Licenders will not perform lice checks this year. Please watch [this video](#) for information on how to routinely check your child's head for nits/lice. This should especially be completed when returning from camp or a trip.

7.2.10.7

Students who have head lice will be kept home from school until they are treated and are nit free. Treatment should be an enzyme based solution that is purchased at any pharmacy. You may choose to have Licenders or another Lice company perform the treatment at your expense. All nits need to be removed. Toilet Training

All Early Childhood pupils are required to be toilet trained in order to attend school. If there are any concerns related to this your child may not be able to continue their attendance until they are properly toilet trained.

7.2.10.8 Child Protection

New York State Social Services Law identifies all school employees as mandatory reporters of suspected child abuse. The Law requires mandated reporters to directly report instances of suspected child abuse to the Central Register and inform the person in charge of the school.

The Law prohibits the school from retaliation against an employee for making a referral and from imposing any conditions, including approval or prior notification, upon an employee specifically required by Social Services to make direct reports. Reports will be made to the Child Abuse Hotline if the employee (1) has reasonable cause to suspect a child is the victim of abuse or maltreatment by

someone in parental relation to the child or (2) they witness or receive allegations of child abuse or maltreatment by an employee or volunteer in an educational setting.

All teachers have undergone New York Department of Education training relating to the prevention and identification of child protection. All employees have undergone national and local criminal background checks prior to being hired by the school. The Headmaster is the Child Protection Officer and parents, pupils and faculty should feel free to discuss any concern without fear of reprimand. The school's full Child Protection Policy can be found on the website.

7.3 Security

The school is committed to safety and security and has a designated Crisis Team who is led by the Headmaster as Incident Commander. The school has implemented a comprehensive safety and security program to ensure the safety of all pupils, faculty, staff and the school facilities.

With our staff, Waterside Plaza Security personnel monitor arrival and dismissals to ensure an orderly and safe departure of the pupil population. A security communication system including two-way radios ensures rapid sharing of information between administrators and the faculty.

7.3.1 Security System

To ensure the physical security of the school, a modern security system, including video monitoring system, is in place, providing a visual view of all exits and entrances. Security inspections of the building are conducted periodically to ensure the safety of the school population. Each building also has an alarm system including an entry buzzer to allow entry only to authorized personnel. The security system requires access cards for entry through all secondary doors. Access cards are issued to all employees and MYP students and are monitored by our ICT department.

7.3.2 Waterside Security

Waterside Plaza has security staff stationed in the driveway outside the main school entrance during arrival and dismissal times and also stationed during the school day throughout the Plaza level.

7.3.3 Visitors

An access control policy has been established requiring all visitors to be properly identified at the Front Desk. Visitor identification will be issued to contractors, vendors, parents and other visitors. All visitors, including parents and guardians, will be required to sign in and out of the buildings in the visitors' log. All vendors and contractors are required to submit photo ID that is photocopied and held at the Front Desk prior to entering the building. Visitors who have not gone through a complete safeguarding clearance check are not permitted to be alone with children at any time.

7.4 Emergencies

7.4.1 Emergency Plan

The school is committed to the safety and wellbeing of your children. The school has developed an Emergency Plan in consultation with local emergency response agencies. It includes detailed procedures to follow for fire, severe weather conditions and natural disasters, as well as other possible emergencies on or near our campus.

A manual has been developed to aid in the implementation of our emergency procedures. For security purposes, we do not circulate this manual. Parents are welcome to come to the Business Office and view the manual on-site.

In the event that there is a crisis that makes it impossible for some parents to travel to the school to pick up their children, we will utilize the pupil emergency form you filled out at the beginning of the school year, listing a neighbour or nearby relative who can assume temporary responsibility for your child. (Please confirm all of your arrangements with the designated parties you listed on the emergency form.)

We also have parents and staff in the vicinity who will take in your children as necessary, and we can also house pupils at the school. The school has a Shelter in Place plan and supplies in the event of an emergency that would require an extended stay beyond normal school hours. **Please be assured your child will be well taken care of.**

7.4.2 Evacuation Plan

In the event of an emergency requiring evacuation of any one of our campus buildings, pupils would first be moved to a different building. If the threat required us to evacuate the entire school from Waterside Plaza, we have identified two evacuation sites as follows:

Primary Evacuation Site (A on map below)

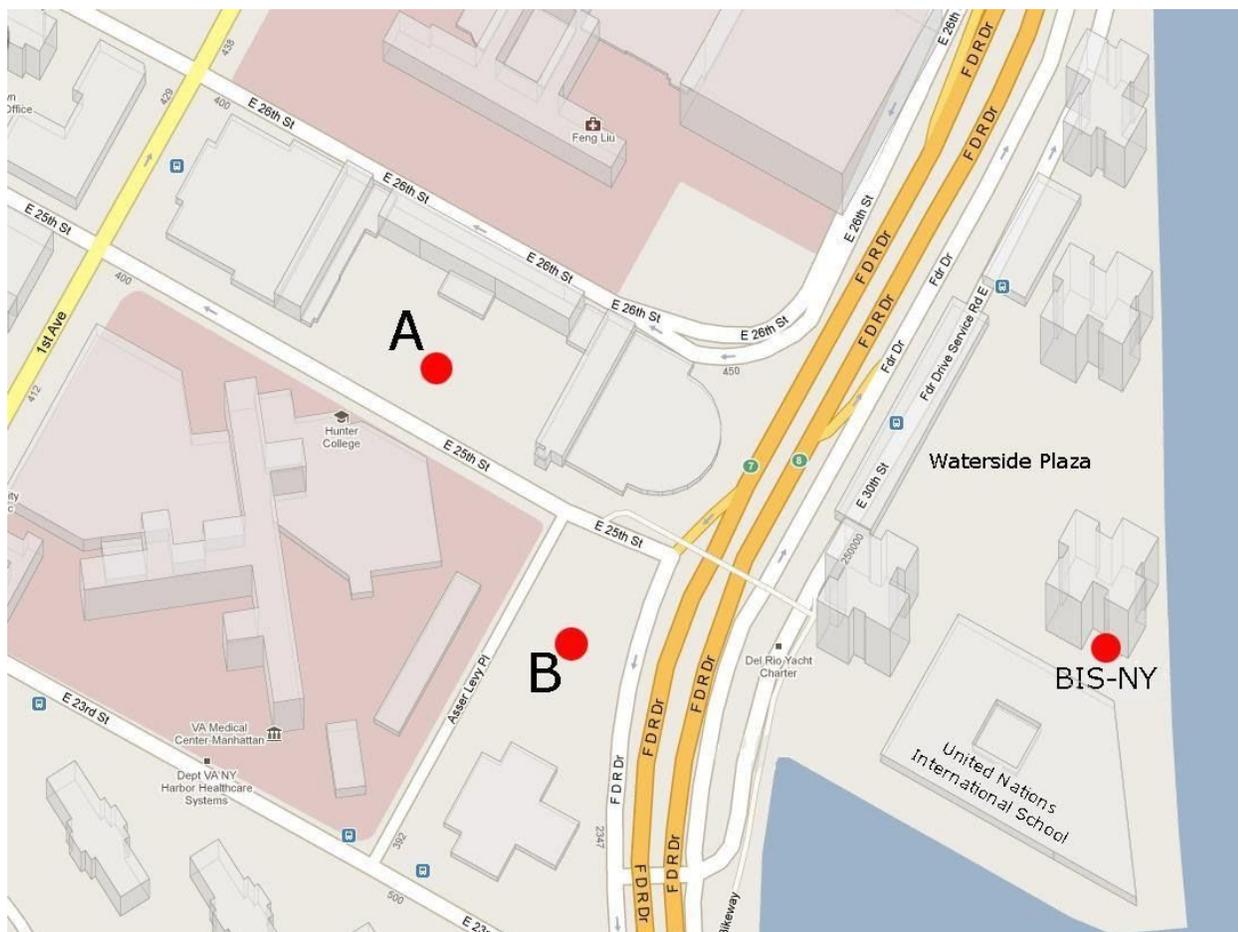
Hunter College Brookdale Facility

425 East 25th Street (212) 481-4308

Secondary Evacuation Site (B on map below)

Asser Levy Recreation Center

23rd Street at FDR Drive (212) 447-2020



In the event of an evacuation, all Pupils will be escorted across the FDR Drive footbridge to either the primary or secondary location, as necessary. Please note that pupils in Years 4 and up regularly travel the same route for their break times so they are familiar with this location and route. The school maintains a 'go-bag' at the Front Desk containing pupil contact and medical information. Parents would be notified via our emergency communications system (noted below) and instructions would be provided as to whether you should come to pick up your children at that time. Staff will remain at the evacuation site until all children are collected by their parent and/or guardian.

In the event of an emergency in Manhattan, the school may evacuate to "The Water Club" (just North of the school alongside the River) or The United Nations International School (directly next door to BIS- NY)

7.4.3 Emergency Communications

Circumstances such as snow, ice or other emergency conditions may make it necessary to delay or cancel school. In addition there may be other emergencies that arise which would make it impossible to open school, such as loss of electricity, heat or water. Notices of school closings will be broadcast by 6:00am via a recorded message delivered to family phone numbers and by text. The school uses an automated calling system that will deliver a pre-recorded message to all the phone numbers you have listed with the school. This system will leave a message on your voicemail or answering machine and will redial in the event of no answer or a busy signal. The school's name will appear on your caller ID.

Always be sure that the school has your most current emergency contact telephone numbers on file.
Please contact the Front Desk at frontdesk@bis-ny.org with any changes.

7.4.4 School Closings and Pupil Dismissal

In the event school must close in the middle of the day due to an emergency, the school will send an automated telephone message notifying parents of the situation and provide dismissal information.

7.5 School Fees

2020-2021 TUITION AND FEES

Application Fee	\$125
Full day tuition (Reception – Y12)	\$51,750
Partial Year*: Two Terms -	\$38,812
75% One Term –	\$25,875
50%	
Excursion Week Fee (Years 7 – 10 only)	\$1,800

* Fees are prorated only by term for mid-year entry/withdrawal

** Priority will be given to full day pupils. Half day enrolment will be offered as space is available.

NOTE: Tuition covers educational materials, lunch, snacks, athletics, extra-curricular activities and educational day trips. It does not cover uniforms, after-school clubs, transportation or after school care (\$20/hr).

PAYMENT SCHEDULE	Reception through Y12
DUE UPON ENROLLMENT:	
One-time security deposit (refundable upon completion/withdrawal with notice for accounts in good standing)	\$1,000
Annual tuition deposit (non-refundable)	\$5,000
TUITION BALANCE BILLING OPTIONS:	

<u>Single Installment:</u>	
Balance of full tuition due May 15, 2020	\$46,750
<u>Two Installments:</u>	
70% of full tuition due May 15, 2020	\$36,225
30% of full tuition (less pre-payment) due Dec 15, 20	\$10,525
<u>Ten Installments:</u>	
Monthly payments from May 15, 2020 - Feb 15, 2021	\$5,175/mth
<i>NOTE: Requires auto payment setup in TADS</i>	
Excursion Week Fee (Years 7 – 10 only):	\$1,800
\$800 deposit due October 25, 2020	
\$1,000 balance due March 15, 2021	

NOTE: Late fees of 1.5% per month are assessed on all past due invoices. Significant past due accounts may result in dismissal.

8.1 Lost and Found

Please label all uniforms, outerwear and personal belongings. Young children often have difficulty keeping track of their belongings and sometimes fail to even recognize their own things. There is a lost and found located in the Lobby (a red bench box). Please check it regularly and encourage your child to do the same. Any items left behind at the end of each term will be donated to charity.

8.2 Personal Property

Pupils are expected to respect the property of others. They should not touch, move or deface in any way books, bags or other property belonging to another pupil, a teacher or the school.

Pupils may not use cellular phones, iPODS, MP3 players, video games, personal laptops or other expensive or unnecessary electronic equipment of any kind on campus. Such devices interfere with the learning environment of school and limit positive social interactions. Inappropriate use of any of the above items will result in their confiscation. They will be returned to parents/guardians, but not directly to pupils.

While the school will do all it can to ensure personal property is respected and secured, it is not responsible for lost items. Therefore pupils are advised not to bring large amounts of money or

valuable items to school. If a pupil needs to bring a particularly valuable object to school as part of a school project, please notify the appropriate Divisional Coordinator so that arrangements can be made to ensure the safety of valuable items.

8.3 Cell Phone Use

Cell phone or PDA use is prohibited during school hours. Pupils who bring a cell phone to school must keep it turned off and in bags or lockers during school hours. MYP students deposit cell phones with their Mentor during morning registration and they will be returned to students during dismissal at the end of the day.

8.4 House System

Upon arrival at The British International School of New York your child will be placed in one of the three houses: Glennie, Shakespeare or King. Throughout the course of the year the school runs a variety of inter-house competitions and events. All of the competitions earn points toward the end of year totals and the winning House is announced at Speech Day at the end of the school year.

8.5 Uniforms

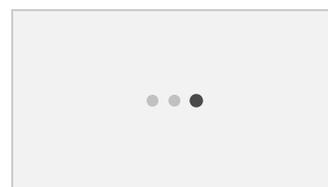
The school uniform is designed to give our pupils a clean and smart dress code that allows the children to focus on their learning while being comfortable. Uniform is compulsory and must be worn at all times in school. All uniform items must be clearly marked with the child's first and last name. Shoes should be plain black on school days and suitable sports trainers on PE & Games days.

Our Uniform Guide can be found on the school’s Welcome site at news.bis-ny.org.

In Winter an overcoat of plain colour may be worn to provide a layer of extra warmth or waterproofing over the school uniform when travelling to and from school.

- stud earrings should be worn.
- Children may not wear more than one pair of **plain stud earrings**.
- Necklaces, bracelets and other jewellery are not allowed in school for reasons of safety on PE days.
- Watches may be worn.

All items that require school logo are priced already to include logo.



Lower School - Reception (Pre-K) through Year 4 (Grade 3)

Winter Tops	Winter Bottoms	Summer Tops	Summer Bottoms	Sports Kits
<ul style="list-style-type: none"> • Long sleeve white shirt • Red cardigan, v-neck jumper, or vest (optional) • Pre-tied necktie house color stripe (optional for Y2-Y4 only) • Red fleece jacket (optional) 	<ul style="list-style-type: none"> • Navy pants • Plaid skort • Plaid Pinafore 	<ul style="list-style-type: none"> • Short sleeve white shirt • Pre-tied necktie with house color stripe (optional for Y2-Y4 only) 	<ul style="list-style-type: none"> • Plaid skort • Plaid pinafore • Navy shorts • Navy pants 	<ul style="list-style-type: none"> • House color polo shirt (SS or LS) • Navy track jacker • Navy track shorts Navy track pants • Navy swimsuit • House color swimming cap-provided by the school • White sneakers
White or black socks, navy tights, black lace up or slip on shoes				

Middle School - Years 5 through 9 (Grades 4-8)

Winter Tops	Winter Bottoms	Summer Tops	Summer Bottoms	Sports Kits
<ul style="list-style-type: none"> ● Long sleeve white shirt ● Red cardigan, v-neck jumper, or vest (optional) ● Necktie (house colors) ● Navy blazer - for formal occasions ● Red fleece jacket (optional) 	<ul style="list-style-type: none"> ● Navy skirt ** ● Navy pants ** 	<ul style="list-style-type: none"> ● Short sleeve white shirt ● Necktie (house colors) 	<ul style="list-style-type: none"> ● Navy shorts ● Navy pants ● Navy skirt 	<ul style="list-style-type: none"> ● House color polo shirt (SS or LS) ● Navy track shorts ● Navy track pants ● Navy swimsuit ● House color swimming cap- provided by the school
White or black socks, navy tights, black lace up or slip on shoes				

8.6 Uniform Purchases

The BIS-NY uniform is available through [Untold Horizons](http://untoldhorizons.com). Please visit their website at <http://untoldhorizons.com>. Tel: 212.481.5431

Go to the Untold Horizons website. In the upper right corner click on “Log In” and create an account. Select our school name from the drop down menu. Once you create account and log in you will see all uniforms available for our school.

8.7 Athletics

8.7.1 Physical Education

All Nursery to Year 2 students have two PE lessons on-site at BIS-NY weekly and also an additional weekly swim lesson at the Waterside Plaza Health Club.

In Years 3 to 9, students have two extended PE lessons per week. One lesson takes place throughout the full school year as an indoor PE lesson in the full size gymnasium at Asphalt Green Battery Park. The other PE/Games lesson follows a split schedule:

- September until Thanksgiving (end of November): PE/Games takes place at the East River Park fields.
- Thanksgiving until Spring Break (approximately late-March): Swimming lessons take place at the Asphalt Green UES pool.
- Spring Break until the end of the school year: PE/Games resumes outdoors at the East River Park fields.
- Please note, during adverse weather the children may not go to outdoor PE/Games and an alternative lesson will take place.

To maximize activity time, Nursery to Year 6 students should wear their PE or Games kits for the duration of the day (house shirt and shorts or track suit along with trainers/sneakers). Years 7 to 9 should wear their PE or Games kit to school and change into uniform afterwards.

The culmination of PE and Games is an end of year Sports Day. Swimming lessons culminate in a Swimming Gala for Years 3-9. Nursery to Year 2 parents are invited for the last swimming lesson of the year for a Swim Showcase event. Parents are invited to attend both of these events. Details of these events will be sent out nearer to the date.

In addition to the PE curriculum during the school day, the school also offers a variety of sports teams competing in the American International Private School League,, including soccer, basketball, tennis, cross-country and track & field. Some age restrictions apply and are communicated by the Head of PE closer to the onset of respective seasons. Outside of league play, a Middle School swimming team for Years 5-9 and a varied after school program of sporting options offer further opportunities for students.

Please note, details of the PE/Games kit, including swim wear can be found in the Parent Handbook and should be strictly adhered to.

If a child does not have the correct PE/Games kit, classroom teachers are expected to communicate with their parents to notify them of the PE/Games kit requirements. Senior Management should be informed if students repeatedly do not have the correct PE/Games kit.

In warmer weather students are expected to wear sunscreen and advised to bring a cap and water bottle to outdoor activities. Teachers should endeavour to remind students and inform parents frequently.

If a student is unable to take part in any of their PE lessons, a suitable letter of explanation is required either on the day of the lesson or prior to it. For an extended exclusion from PE, a doctor's note is required.

8.8 Swimming Lessons

All Nursery to Year 2 students will have weekly swim lessons at the Waterside Plaza Health Club. Instruction is led by a member of the PE department and additional supervision is given by the Waterside Plaza pool swim instructors who are American Red Cross certified. Years 3-9 will also have swim lessons at the Asphalt Green pool. Instruction and supervision will be given by a combination of BIS-NY PE staff and Asphalt Green swim instructors.

It is essential that all pupils abide by the following Swimming Pool Safety Rules:

- No student may enter the pool area unless a member of staff is present.
- No Running.
- Diving is only allowed if instructed to by the Pool staff.
- Students may only enter the pool if instructed to, or permission given by a Pool staff member.
- No jewellery or watches should be worn in the pool.

On swimming days, students should bring their kit (House colour swim cap, goggles, school swimsuit/shorts and flip flops or crocs) in their swimming bag provided by the school. For Nursery to Year 2, changing rooms in Plaza View Campus will be used under supervision of BIS-NY staff. For Years 3-9, changing rooms at Asphalt Green will be used, with any valuable possessions being handed to the BIS-NY staff member present and not left unattended in the changing room.

***COVID-19 GUIDELINES**

Please note that due to restrictions and state guidelines from Covid-19, PE lessons for Nursery - Year 2 will take place outdoors in the lower playground in learning pod groups. For Years 3 and above, PE lessons will also take place outdoors in learning pods, using a combination of Asser Levy and East River Park fields.

Swimming lessons for all age groups will not take place during this time of Covid-19 restrictions. For all lessons, appropriate physical distancing will be implemented, as will ongoing adjustments to activities with the aim of reducing any potential physical contact and sharing of equipment. Face masks do not need to be worn during physical activity.

8.9 Class Trips

The wide range of cultural and artistic offerings of New York City supports our curriculum in rich and meaningful ways. Field trips develop and extend our pupils' understanding across a range of curriculum areas. We also believe that this enhances cultural awareness and their awareness of how the outside world is connected to their learning in school. All field trips are included in tuition fees with the exception of certain "opt-in," recreational trips and MYP trips, which have a set fee.

All families are required to sign a waiver on TADS at the beginning of the school year that gives the school permission to take the pupils out of school premises for educational trips during the school day. Written communication with information about specific field trips is sent by class/specialists teachers prior to the trip.

8.10 MYP EXCURSION PROGRAMME

Excursions play an important part in the lives of our Middle School students. Our curriculum is greatly enriched by supporting unique learning experiences whilst engaging and challenging students as they explore areas of personal curiosity and interest and interact with each other and adult facilitators.

BIS-NY's excursions provide an opportunity to develop and enhance a student's socialisation and citizenship skills. The broadening experience fosters greater understanding and appreciation as a citizen of the world.

In Spring of each academic year our MYP students participate in 'Excursion Week'. The focus for each trip is different and is linked to a stage in their development as young adults as follows:

Year 7 generally has a history focus with an aim to increase the children's local and national knowledge, awareness of national heritage and to build historical empathy. Past trips have included Washington DC, Gettysburg, Pennsylvania and Delaware.

Year 8 generally has a cultural or geographical focus to it whereby students experience and explore the culture, climate and accomplishments of human endeavour of people living in a different region or country. Past trips have included London with visits to England and the Southwestern United States.

Year 9 service trip is linked to the middle school community service requirements for graduation. The trip incorporates learning, adventure and service. Past trips have included Florida Keys for marine science conservation and volunteering at a school for migrant children.

These trips are partially subsidized by the school and **MYP families** will be charged an **Excursion Fee of \$1500** to cover some of the costs of these overnight trips. A \$250 deposit is due by October 25th and the \$1250 balance is due by April 15th.

8.11 Meal Program

A carefully selected, nut free and nutritious snack and lunch program is provided daily. A monthly lunch menu is sent out to parents via email. Unless excused by a doctor's note **and** approved by the Headmaster, every pupil is expected to choose from the regular school lunch menu and may not bring lunch to school. Lunches and snacks are included in the school fees. Our staff on lunch duty will help your child to make healthy and responsible selections. Please see our policy on food allergies in section 7.2.

8.12 Peripatetic Music Lessons

Peripatetic Music lessons are currently offered in piano, guitar, bass, voice, viola, violin, cello, percussion, flute, saxophone, and clarinet and are taught by the BIS-NY's peripatetic instructors. Lessons incur an additional fee of \$48 per 30 minute session, plus \$30 registration fee per semester. Parents are billed through their TADS account on a semester basis. Parents and students are expected to communicate known absences directly to the Peripatetic teachers as soon as possible in order to try to find an alternative lesson time. Two weeks of catch up lessons are built in the schedule at the end of each semester to allow for absence and illness.

Peri lessons are scheduled through the Music Department at the beginning of each semester. These lessons will be scheduled in consultation with the peripatetic teacher, Head of Music, and student's family. Lessons will be conducted virtually and are generally scheduled after school. It may be possible to start in the middle of a semester, however please contact the Head of Music regarding instructor availability.

Pupils will have an opportunity to perform in two recitals each school year. Additionally, pupils can choose to participate in the Associated Board of Royal Schools of Music (ABRSM) performance and/or theory exam in the Spring. Please contact Gianna Viola, Head of the Music Department at g.viola@bis-ny with any questions and for information regarding scheduling, instructors, exams.

8.13 Library

Pupils are responsible for returning their library books each week. In order to keep our library well stocked and up to date for everyone, parents will be invoiced a charge of the retail value, plus a processing fee, if a pupil loses a book. In addition, extended delay in returning books will limit further borrowing.

9 TECHNOLOGY

9.1 ICT Acceptable Use Policy

BIS-NY pupils have access to a wide range of technology resources in the school – from iPads to the laptop carts and, in the case of all pupils in Year 6 and above, their own device provided by the school. As in all areas of our school we aim to provide a safe learning environment through which educational excellence may be achieved. Pupils may partake in a number of technological innovation, communication and collaboration tools in order to enhance learning. We have in place a number of active controls to monitor and filter what our pupils have access to. In addition to this active approach we also aim to teach our pupils how to be responsible citizens of the Internet.

The school reserves the right to revoke technology privileges, including access to the Internet, should a pupil fail to abide by the Acceptable Use Agreement. The school regards the learning environment and school community as **not** being limited to the physical constraints of the school building.

The remainder of this section outlines the terms and conditions of technology use and consequences. Parents and pupils are also expected to familiarize themselves with our “Technology Guidelines and Advice” for more specific information and guidance (see below 9.5). The school has full access to all systems for monitoring purposes. Pupils and parents in Year 6 and above sign the Acceptable Use Agreement at the start of the academic year in acknowledgment and support of this policy.

9.2 Terms and Conditions of Use

The Internet is used to support learning, affording pupils access to resources they may not otherwise be able to access and tools that support purposeful and collaborative study. Misuse of the Internet is prohibited.

Users are expected to abide by commonly held network etiquette practices, including:

Polite communication and appropriate language

Avoidance of illegal activities including, but not limited to, illegal downloads and uploads, vandalism and identity theft

Respectful and careful treatment of school resources

Avoiding the use of school computers and peripherals in a way that disrupts their use by others

Maintaining user privacy, including safeguarding passwords and personal information

9.3 Consequences for Failure to Abide by the Terms and Conditions of Use

Consequences for violating the device agreement will align with the school behavior policy. Possible consequences, besides those directly stated in the Behavior Policy could include:

- blocking any website the student is not using appropriately
- shutting down school email account
- Loss of device privileges

9.4 One-to-One Laptop Program

Pupils from Year 5 and up are issued their own laptop. Software and online materials will be incorporated into the curriculum to provide pupils with the fundamentals of research, typing and information provided through the Internet. The Device Agreement will be distributed to pupils in these year groups in the Welcome Pack. Students are responsible for the utmost care of their laptop at all times, even if they choose to lend it to another school member. The laptops should be carried in the protective case whenever it is being moved between school sites or between school and other venues.

9.5 Technology Guidelines and Advice

This document provides parents and pupils with additional information to help reinforce the school's Acceptable Use Policy and safeguard against the problems associated with improper technology use. It is the intention that this document help inform parents and pupils, in conjunction with the learning that takes place in schools, about the issues associated with digital citizenship so that pupils can benefit from the range of resources and technological tools.

9.6 General Use Guidelines

All pupils at BIS-NY should act in a way that will not lead them to:

Plagiarize information downloaded (gathered) using the Internet.

Deviate from honouring all copyright restrictions. Pupils learn about plagiarism in all its forms. See your teacher if you need assistance to learn how to cite properly an on-line source, whether using a direct quote or paraphrasing source material.

Download or copy any programs, including games, onto the hard-drive of a PC, Laptop or iPad.

Attempt to crash computers, inhibit the network, vandalize, damage, destroy or hack any of the school's technological systems including computer hardware and software, audio-visual equipment and video equipment. All of these actions will be considered serious infractions and may result in an accompanying fee to repair/restore the system to proper functioning order.

Bother, harass or send unwanted communications via the Internet or the school network.

Invade the privacy of others, including their computer files.

Access, transmit, display or publish inflammatory material of any kind including demeaning messages, insults, violent or degrading material, racist, sexist, homophobic or pornographic material.

Engage in actions that will lead to the deliberate or inadvertent spread of computer viruses.

Print excessive copies or monopolize the computer or its peripherals.

9.7 Privacy

All users of the school network expect to have privacy in their communications. However, this privacy has limitations. The school does have the ability to access any community member files and e-mail correspondence. If a user has violated the guidelines of this policy a system administrator or teacher may use this ability to gain access to private correspondence or files. It is also understood that the system administrator may also have to access private files as part of maintenance of the system.

9.8 Online Safety at School and in the Home

When accessing network services via school's Local Area Network (LAN) or Wireless Local Area Network (WLAN), the school will monitor and filter what services/content the pupil has access to. This is true for all pupils when using any school computers (desktop, laptop, iPad) and those pupils participating in the 1-1 laptop program. In addition to this active filtering and monitoring, the school will educate pupils about online safety and the associated dangers of new technology, including the Click Clever, Click Safe code, "Zip it, Block it, Flag it" (UKCCIS).

Zip it - keep your personal information private and think about what you say and do online. Your personal information includes:

Your full name

Photos

Postal or email address

School information

Mobile (cell) or home telephone numbers

Details of places you like to spend time

Block it - block people who send you nasty messages, delete suspicious emails or attachments which may contain offensive material or viruses and don't open unknown links and attachments.

Flag it - flag up something with someone you trust if something upsets you or if someone asks to meet you offline.

Within the school environment, pupils will also be blocked from accessing the following services unless related to specific learning goals and following an express directive from the class teacher:

Social networking websites

Chat rooms

Email and other communication applications

As pupils will likely have access to the Internet in many locations outside of our filtered and monitored network, the school will endeavour to provide pupils and parents/guardians with guidance and knowledge of online safety as well as a healthy use policy.

Pupils may feel the need to e-mail their teacher outside of school hours, to query homework or project work. This is perfectly acceptable and teachers would expect pupils to ensure that a parent is made aware of the communication. Pupils are educated about the appropriate ways and expectations of the school with regard to these correspondences. Pupils may only email staff using their school email account. Unsolicited emails or postings on any website of dubious content will be flagged and may be forwarded to senior staff.

Parents are expected to familiarize themselves with and promote the online safety guidance and healthy use that the school provides in this document, at the very minimum. Parents are strongly

advised to set rules and agreements with their child with regard to use of technology at home and discuss the kinds of websites that are suitable and unsuitable.

Examples of an agreement for acceptable internet use might include:

The internet-connected machine should be in a family room with the screen facing outward so that you can see what is going on.

If your child accidentally goes to an unsuitable website they should tell you.

It's never okay to use abusive or threatening language in any online communication.

Take breaks from the computer every 30 minutes for health and safety reasons.

Don't attempt to download unknown files from the Internet.

Never give out personal information to people known only online, including name, address or telephone numbers.

Don't supply details for registration without asking for permission and help from a parent.

Don't visit chat websites that aren't fully moderated/supervised.

Don't arrange to meet an online friend in person without parental knowledge or permission (if a parent agrees, they should always accompany the child).

Don't give any indication of their age or sex in a personal email address or screen name.

Don't keep anything that worries or upsets hidden from parents.

Don't respond to unwanted emails or other messages.

A parent can monitor their child's Internet use by checking the history folder on the browser that contains previously listed sites.

9.8.1 Online Cyber Bullying

The school teaches that bullying is wrong and that it is important to develop respect and look after their friends online and to think before they post a comment or send a text. In order to stay safe the pupils learn the following:

To talk to a teacher and/or parent about anything that is upsetting them

To be vigilant towards others who may seem upset after using the internet or mobile phone

To try to understand the ways in which they are using their digital technologies

To think about how their actions may affect other users

The differences between moderated and un-moderated chat rooms

To flag any offensive or abusive emails or messages to a trusted adult

That abusive behaviour needs to be reported and should not be responded to

That passwords need to be kept safe and that they should avoid giving their name, email address or mobile (cell) phone number to people outside their circle of friends and family

That there are safety features and computer software that can help protect them and that there are places where help and support can be sought

9.8.2 Social Networking Sites

Pupils learn about social networking sites, which are online communities of internet users with similar interests. Some of these have age restrictions while some are geared towards children. They are seen as being cool and some pupils may feel pressured into joining them by their friends. Pupils learn that most problems with social networking sites start if they do not look after their personal information properly or receive unsolicited content from strangers. The risks pupils learn about in relation these sites are:

Cyber bullying

Invasion of privacy

Identity theft

Seeing offensive images and messages

The presence of strangers who may be there to 'groom' other members

Please note: Facebook™ Instagram and Twitter all have a required age level of 13 years for account holders and BIS-NY does not condone the use of these by any pupils below that age. Regardless of whether the site is accessed in school or on a school owned laptop at home (which is strictly prohibited), BIS-NY encourages that pupils abide by the law and do not hold or open a Facebook™ account.

9.8.3 Computer Games

Pupils learn that video gaming on computers and games consoles can be educationally, and sometimes physically, beneficial. However, they learn that many games are for adults and may contain themes, language and images that are inappropriate for children. They learn that there are organizations such as the Entertainment Software Rating Board (http://www.esrb.org/ratings/ratings_guide.jsp) that provide ratings based on content. They learn about the dangers associated with sharing information and partaking in games for long periods of time without breaks.

9.8.4 Illegal Downloads and File Sharing

Pupils learn that there are many sites where files can be downloaded legally. They also learn that downloading copyright-protected files for free is illegal. Pupils find out how various industries monitor the Internet and can take legal action. Pupils learn about websites where safe and legal downloads may be obtained, such as Pro Music (<http://www.pro-music.org/>)

Pupils learn that file sharing is when data that has been uploaded/downloaded is made available for free to other individuals over the Internet. They learn how file sharing copyright-protected material is as serious as illegal downloading. Aside from breaking copyright, which the law views as theft, pupils learn about other dangers, including:

- Viruses

- Unsuitable images
- The dangers of meeting strangers through some of these sites, opening them up to grooming, bullying and abuse

The advice given is based in the school's understanding that, just as with traditional communication tools, **“virtual” exchanges can have real-world consequences**. Our safety policy, therefore, has zero tolerance for behaviours that place children in danger from risky behaviour.

9.8.5 Digital Health and Wellbeing

Digital health and wellbeing refers to physical and psychological wellbeing in a digital technology world. The school expects pupils to use laptops in a way that will not result in physical ill health and promotes the following guidelines:

Place laptops on a stable base rather than your lap

Take regular breaks every hour and get up, walk, stretch and re- focus eyes in order to avoid repetitive strain injury

Exercise good typing habits, e.g., move hand to the hard to reach keys (rather than over stretching): backspace, shift, enter and control

Sit up straight with your lower back supported

To avoid computer and Internet addiction related psychological problems parents and pupils are encouraged to balance time spent on the computer with other activities and to establish agreements for time spent using computers. Homework assignments have time guidelines regardless of whether they use the computer or not.

9.8.6 Mobile (Cell) Phone Use

The school understands that mobile phones may provide additional security for pupils travelling to and from school. All mobile phones brought into school should be turned off and stored in bags or lockers. MYP students hand phones in to mentors at registration and they are returned at dismissal.

Consequences for using mobile phones in school may involve disciplinary action by class teacher, mentor or senior members of staff. Parents are expected to contact the school should they need a message to be urgently relayed to their child while at school.

10 Drugs and Smoking

Drugs, alcohol and tobacco are not permitted in the school. The school has a zero tolerance policy when it comes to these matters.

Any pupil caught smoking or drinking, or in possession of, or giving evidence of having consumed the like on or about school premises will receive an out of school suspension and, depending on the severity of the incident, may face expulsion.

11 Pupil Discipline Policy

1. The class teacher will deal with all matters pertaining to discipline in the first instance. If an incident occurs on the playground/lunchroom or in a specialist lesson, those adults will report incidents to the class teacher so that they are able to follow up if necessary.

The class teacher will be in communication with parents to discuss unacceptable behaviour.

As the result of a pattern of small incidents or one serious incident, the class teacher may decide to bring a child to the attention of the relevant Divisional Head. Then, if needed, the child's parents may be contacted to discuss the incident further and to come to a suitable conclusion.

2. If a child continues to display unwelcome behaviour patterns the Divisional Head may bring this to the attention of the Deputy Head or Headmaster who will then contact the child's parents to discuss an appropriate way forward.

Occasionally, a single incident is serious enough to be brought directly to the attention of the Headmaster or Deputy Head. This may include, but is not limited to, striking another child, breach of ICT Acceptable Use Policy, inappropriate or offensive language or persistent and on-going bullying. Punishment for these types of behaviours may include internal and out of school suspension.

If a suspension is warranted then parents will be asked to remove the child from school for at least the remainder of the day. The Headmaster will then contact parents to discuss the procedure for the child's return to school and explain the arrangements for their first morning back. The school may also require a child to be kept at home pending investigation in potentially serious situations.

The ultimate sanction for continuing bad behaviour is expulsion from the school. **A more detailed guideline for behavioural levels and consequences is outlined below.**

11.1 Behaviour Policy Rationale

An effective and safe school develops and consistently enforces school-wide rules that are clear, broad based and fair. The British International School of New York implements a school-wide policy that reinforces our high expectations and encourages socially appropriate behaviour. At BIS-NY, we promote positive behaviour and sanction inappropriate or offensive behaviour. Our school rules are communicated clearly and consistently to all the members of our community and everyone is asked to make a clear commitment to them.

Objectives

To develop a school wide disciplinary policy that promotes a code of conduct which recognises pupils' differences.

To ensure that our rules reflect the cultural values and educational goals of our community.

To include all school stake-holders in the development, discussion and implementation of fair rules.

To ensure that consequences are commensurate with the offense and that rules are written and applied in a non-discriminatory manner that recognises our cultural diversity.
 To include a zero tolerance statement for illegal possession of weapons, alcohol or drugs.
 To provide referrals for professional assistance where necessary for pupils who have been suspended and/or expelled.

11.2 Discipline Structure

British International School of New York Discipline Structure

					Consequences
Deputy Head or Headmaster	Physical or psychological harm to others Serious intentional vandalism Persistent unacceptable behaviour (including but not limited to truancy and racist or discriminatory conduct) Serious violation of school rules including with regard to the use of technology	Open dialogue between staff	Parents kept informed with process	Expulsion	
Divisional Head	Persistent unacceptable behaviour as detailed below: Bullying Flagrant disrespect towards staff Failure to follow school safety procedures (lock down/fire drill) Theft/Biting Consistent lateness to school Persistent unacceptable behaviour on the bus			Suspension	
Class Teacher	Classroom disruption Unacceptable behaviour on the bus Homework not completed Willful defiance of an adult Inappropriate/offensive language Disrespectful and anti-social behaviour Possession of electronic devices			Behavior Contract	
				Examples include:	
				After-school	
				Detention	
				Behaviour Report	
				Removal of Privileges	
				Time Out	
				Written Reflection	

11.3 Sexual Misconduct Policy and Complaint Procedure

In accordance with Title IX of the Education Amendments of 1972 (“Title IX”), BIS-NY does not discriminate on the basis of sex or gender in its educational programs or activities. Title IX requires that BIS-NY take specific steps to stop sex and gender-based misconduct, remedy its effects, and prevent its recurrence. Title IX states that:

No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient, which receives Federal financial assistance.

BIS-NY has enacted this Sexual Misconduct Policy and Student Complaint Procedure (“Policy”) to reflect and maintain its institutional values and community expectations, to provide fair and equitable procedures for determining when sex-based discrimination or harassment has occurred, and to provide recourse for individuals who are victims of sex-based discrimination or harassment. Inquiries concerning the School’s application of Title IX may be referred to the School’s Title IX Coordinator and/or to the Department of Education, Office of Civil Rights (“OCR”), as identified below.

Scope of this Policy This Policy applies to all forms of sex-or gender-based harassment, discrimination, or violence (together, “Prohibited Conduct”) that may deny or limit a student’s ability to participate in or benefit from BIS-NY’s educational programs or activities. Prohibited Conduct can include, but is not limited to sexual harassment, sexual assault, and sexual exploitation, as well as harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. This Policy also prohibits retaliation against a person for reporting Prohibited Conduct under this Policy or for participating in an investigation of an alleged violation of this Policy.

This Policy applies to any Prohibited Conduct by students, employees, faculty, parents, and third parties, including visitors/guests, volunteers, vendors, and contractors. BIS-NY may be limited in what actions it may take when investigating or responding to a report if an accused individual is not affiliated with the School or is no longer affiliated with the School at the time the report is made. In such cases, BIS- NY will still, to the best of its ability, conduct an investigation, take steps to prevent the recurrence of misconduct to the extent it is able, and remedy the effects, if appropriate.

This Policy covers conduct which occurs both on and off of School grounds. In addition to the School, this includes locations such as field trips, athletic activities, and events for School clubs. Even misconduct that occurs outside of School, during “personal time,” could have continuing effects in the School, and therefore is covered by this Policy.

Title IX Coordinator

The School has designated Michele Glazer to as its Title IX Coordinator. As the Title IX Coordinator, Ms. Glazer is responsible for:

Ensuring compliance with Title IX.

Overseeing anti-discrimination and harassment training and education.

Overseeing and coordinating the response, investigation, and resolution of reports made under this Policy.

Overseeing certain aspects of student discipline, including referring complaints to other personnel in the School as appropriate.

Upon receiving reports of Prohibited Conduct covered by this Policy, the Title IX Coordinator will ensure appropriate action to eliminate the conduct, prevent its recurrence, and remedy its effects. Ms. Glazer can be contacted by telephone, email or in person during regular office hours:

Michele Glazer
Chief Financial Officer
The British International School of New
York 20 Waterside Plaza (23rd St/East
River),
New York, NY, 10010
m.glazer@bis-ny.org
www.bis-ny.org

Any inquiries concerning the School's application of Title IX and its implementing regulations may be referred to any of the Coordinators, and/or to the Department of Education, Office of Civil Rights ("OCR"):

U.S. Department of Education, Office of Civil Rights
District of Columbia Office
400 Maryland Avenue, S.W.
Washington, DC 20202-1475
Telephone: (202) 453-6020
Facsimile: (202) 453-6021
Email: OCR.DC@ed.gov

Definitions

Prohibited Conduct: All forms of sex- or gender-based harassment, discrimination, or violence that may deny or limit a student's ability to participate in or benefit from BIS-NY's education programs or activities. Prohibited Conduct can include, but is not limited to sexual harassment, sexual assault, and sexual exploitation, as well as harassment based on gender identity, gender expression, and nonconformity with gender stereotypes.

Responsible Employee: Any employee who: has the authority to take action to redress sexual harassment/misconduct; who has been given the duty of reporting incidents of sexual harassment/misconduct or any other misconduct by students to the Coordinators or other appropriate designee; or who a student reasonably believes has this authority or duty.

Sex-Based Discrimination: Discrimination occurs when one experiences negative or adverse conduct based on characteristics protected in this Policy and/or applicable local and federal laws, where such conduct has the effect of denying or limiting one's ability to benefit from and fully participate in educational programs or activities or employment opportunities. Sex-Based Discrimination refers to a specific type of discrimination, which includes the disparate treatment

of a person or group because of that person's or group's sex, sexual orientation, actual or perceived gender, gender identity, or gender expression. Sex-Based Discrimination includes conduct such as assigning students materially different assignments based on their actual or perceived sex or gender. It does not include conduct such as requiring students to use different bathrooms, or using sex or gender as a means to quickly divide the class in half for non-material educational purposes (such as having students complete the same activity by in teams of "boys vs. girls").

Harassment: Sexual harassment is unwelcome conduct of a sexual nature, including but not limited to: unwelcome sexual advances; requests for sexual favors; or other verbal or nonverbal conduct of a sexual nature, including rape, sexual assault, and sexual exploitation. Sexual harassment specifically includes conduct of a sexual nature which is either explicitly or implicitly made a term or condition of a student's success in school. For example, if one student tells another that he will not do his work for the group project unless she kisses him, that is sexual harassment. In addition, depending on the facts, dating violence, domestic violence, and stalking may also be forms of sexual harassment.

Unwelcome Conduct: Conduct is considered "unwelcome" if the individual did not request or invite it and considered the conduct to be undesirable or offensive. Unwelcome conduct may take various forms, including, name-calling, graphic or written statements (including the use of cell phones or the Internet), or other conduct that may be physically threatening, harmful, or humiliating. Unwelcome conduct does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Unwelcome conduct can involve persons of the same or opposite sex. Participation in the conduct or the failure to complain does not always mean that the conduct was welcome. The fact that a student may have welcomed some conduct does not necessarily mean that a student welcomed other conduct. Also, the fact that a student requested or invited conduct on one occasion does not mean that the conduct is welcome on a subsequent occasion.

Hostile Environment: A hostile environment exists when sex-based harassment is sufficiently serious to deny or limit the student's ability to participate in or benefit from the school's programs or activities. The more severe the sex-based harassment, the less need there is to show a repetitive series of incidents to find a hostile environment. Indeed, a single instance of sexual assault may be sufficient to create a hostile environment. Likewise, a series of incidents may be sufficient even if the sex-based harassment is not particularly severe.

Consent: Consent must be informed, voluntary, and mutual, and can be withdrawn at any time. There is no consent when there is force, expressed or implied, or when coercion, intimidation, threats, or duress is used. Whether a person has taken advantage of a position of influence over another person may be a factor in determining consent. Silence or absence of resistance does not imply consent. Past consent to sexual activity with another person does not imply ongoing future consent with that person or consent to that same sexual activity with another person. Note that because of the age of the students at BIS-NY and the position of authority that employees hold over students, BIS-NY will never consider a student to have consented to sexual contact with any employee.

Non-Consensual Sexual Activity: Includes any sexual contact, however slight, with an object or bodily part, by a person upon another that is without consent.

Incapacitation: Includes, but is not limited to, lack of consciousness, being asleep, being involuntarily restrained, or otherwise being unable to consent. Indicators of incapacitation include slurred speech, bloodshot or unfocused eyes, unsteady gait (needing assistance walking or standing), vomiting, concern expressed by others about the individual, expressed memory loss, or disorientation.

Sexual Assault: Sexual assault is actual or attempted sexual contact with another person without that person's consent. Sexual assault includes, but is not limited to: intentional touching of another person's intimate parts without that person's consent; or other intentional sexual contact with another person without that person's consent; or coercing, forcing, or attempting to coerce or force a person to touch another person's intimate parts without that person's consent.

Sexual Contact: The intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person.

Sexual Exploitation: non-consensual sexual abuse or exploitation of another, when such behavior does not otherwise constitute another specifically defined behavior. Examples of sexual exploitation include, but are not limited to, non-consensual use of electronics to capture, reproduce, or share images of a sexual nature without consent of parties involved, public indecency, or exposing genitals to others without consent, or engaging in 'peeping' (observing another when privacy would be reasonably expected) without consent.

Reporting Prohibited Conduct

BIS-NY strongly encourages all individuals to seek assistance from a medical provider and/or law enforcement immediately after an incident involving violence, including sexual assault. This is the best option to ensure preservation of evidence and to begin a timely investigative and remedial response.

BIS-NY also encourages all individuals to make a report of Prohibited Conduct to both BIS-NY and to local law enforcement, although neither is required. These reporting options are not mutually exclusive. Both internal and external reports may be made simultaneously. The procedures under this Policy may run concurrently with any criminal justice or child protection investigation, and will only be subject to temporary delays at the specific request of law enforcement. Because the standards for finding a violation of a criminal law are different from the standards articulated in this Policy, criminal investigations or reports or determinations made by child protection officials are not determinative of whether a violation of this policy has occurred.

Filing a Report with BIS-NY

Any individual who wishes to report Prohibited Conduct is encouraged to report directly to the Title IX Coordinator or any other Responsible Employee. Reports may be made in person, by telephone, or in writing. If a complaint implicates the Title IX Coordinator, or if a Complainant is otherwise uncomfortable bringing their concerns to another Responsible Employee, they may bring their complaint to the Head of School. Depending on the nature of the complaint, the Head of School may designate another appropriate individual to conduct and/or coordinate a response.

All employees of the School are expected to immediately report suspected child abuse and neglect to the Head of School, who assists in coordinating the appropriate response and fulfilling employees' mandatory reporting obligations. Thus, confidentiality cannot be guaranteed when an individual makes a report to a School employee, including school counselors and the school nurse.

Requests for Confidentiality and/or Anonymity

Individuals making reports under this policy may request that the Coordinator not reveal their identity to the individual they are accusing of misconduct. If an individual requests this type of confidentiality, the Coordinator will weigh the request against the School's obligation to provide a safe, non-discriminatory environment for all members of its community. The Coordinator will try to honor these requests, but it is not always possible to do so. Regardless of whether an individual requests confidentiality, the School will make every effort to prevent disclosure of the names of all the parties involved – the reporting individual, the Complainant, the witnesses, and the Respondent – except to the extent necessary to carry out an investigation.

Individuals who wish to remain anonymous can leave an anonymous report with the Title IX Coordinator by providing a written summary of the incident, and leaving such written summary in the Coordinator's mailbox. Individuals leaving an anonymous report should be aware that failure to disclose identifying information about the identities of the parties involved or the facts and circumstances regarding the Prohibited Conduct (including the names of any witnesses) severely limits the School's ability to respond and remedy the effects of the misconduct. Anonymous reports that provide enough information to constitute suspected ongoing abuse of a minor will still be reported to child protective services and/or local law enforcement.

Complaint Resolution Process

Initial Meeting

After a report of Prohibited Conduct is made, the Title IX Coordinator will hold a meeting with the individual who filed the complaint (the "Reporting Individual") as soon as possible upon receipt of the report. If the Reporting Individual is not the victim/target of the Prohibited Conduct (the "Complainant") and is only making a report, then the Coordinator will meet with both the Reporting Individual and the Complainant. At that meeting(s) the Coordinator will do the following:

- Ask additional questions to clarify facts/allegations reported by the Reporting Individual/Complainant.

- Assess the severity of the situation.

- Explain the School's resolution procedures and determine if and how the Complainant would like to proceed with the complaint.

The Coordinator will seek permission from the Complainant to initiate a formal report. Permission for a formal report may be given initially, but can be withdrawn at any time. If a Complainant declines to make a formal report, requests that the report remain confidential, and/or later withdraws permission for the formal report, the Coordinator will weigh the request against the School's obligation to provide a safe, non-discriminatory environment for all members of its community.

Formal Report

If the Complainant chooses to make a formal report and proceed with BIS-NY's resolution procedures, the Coordinator will make an initial determination as to whether the facts, if as alleged are true, would violate this Title IX policy. If the Complaint does not implicate Title IX, the Coordinator will refer the Complaint to the appropriate person to resolve the Complaint.

Assuming that the facts, if true as alleged, would constitute a violation of this policy, the Coordinator will provide written notice of the Complaint to the individual(s) alleged to have committed the Prohibited Conduct (the "Respondent(s)"). The notice shall contain the date(s) the alleged Prohibited Conduct occurred and a brief description of the Prohibited Conduct, as well as a copy of this Policy. The Coordinator may also notify any students' parents/guardians, if appropriate.

Until the Complaint is resolved, the School may make available reasonable interim measures to prevent harassment and discrimination and to otherwise ensure a prompt and equitable resolution of a Complaint. These measures may include taking steps to avoid further contact between the Complainant and the Respondent, such as a No-Contact Order.

Informal Mediation

Many concerns can be addressed quickly and appropriately by communicating directly with someone. A Complainant is never required to discuss misconduct with an alleged harasser alone. For these reasons, and because the School recognizes that a wide spectrum of behaviors can constitute violations of this Policy or other School policies, the School offers informal resolution (mediation) in appropriate circumstances.

Mediation is the preferred method of resolving many concerns between students. However, it is not appropriate in all situations. The Coordinator will make the determination regarding whether mediation is appropriate. All parties must agree to participate in mediation, otherwise the Coordinator will conduct an investigation.

The nature of mediation is flexible, but in general, the Complainant and the Respondent and, if appropriate as determined by the Coordinator, their parents, meet together with the Coordinator or other School officials to discuss the incident(s) that led to the Complaint and potential resolutions. The goal of mediation is for the Parties to agree on a solution or resolution together, and is not to determine fault. Such resolutions may include a no-contact agreement, a permanent change in class, activity, or transportation schedules, a verbal or written apology, or other alternate resolutions. Any agreements reached in mediation will be reduced to writing and, if age-appropriate, signed by both parties.

If the Parties cannot resolve a concern during mediation, if any party refuses to mediate, or if mediation is not appropriate for the Complaint, the Coordinator will initiate an investigation. Any party or, if applicable, a party's parent or guardian, can also decide to end mediation and proceed an investigation at any time.

Formal Investigation

If mediation is inappropriate, does not succeed, or is ended by either the Coordinator, a party, or a parent, then the complaint will be investigated formally.

The Coordinator may choose to investigate the complaint themselves, appoint another appropriate investigator from within the School, or retain experienced external investigators. When necessary, the Coordinator will work with other individuals in the School, such as Human Resources, to avoid the need for multiple investigations of the same incident.

Any investigation should include interviewing the Complainant and Respondent, if possible. It may also include interviewing other relevant witnesses or witnesses identified or requested by the Reporting Individual, Complainant and Respondent. The investigator may collect written or other evidence, including statements from the parties or witnesses. All parties will have an equal opportunity to offer witnesses and other evidence. The investigator will maintain notes of each interview and a file of any evidence collected during the investigation.

At the Conclusion of the Investigation

After completing the investigation, the investigator will determine (1) whether or not the conduct occurred; (2) whether the conduct constitutes a violation of Title IX, of this Policy, or of any other School policy; and (3) if the conduct was a violation of this Policy, what actions the School will take to end the violation, eliminate any hostile environment, and prevent its recurrence.

The investigator will make their determination based on a preponderance of the evidence standard. This means that the investigator will determine whether they think misconduct is more likely than not to have occurred (there is a greater than 50% chance that misconduct occurred). In determining whether conduct constitutes a violation of the School's policies, the investigator will consider, for example, the age and level of understanding of the student(s) involved, the facts and surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between parties involved and the context in which the incidents occurred.

After the investigator makes their determinations, they will prepare a written summary of their findings, including a proposed resolution (such as proposed discipline, as described below).

Investigative Findings and Determination

The Respondent (and their parent(s)/guardian(s), if applicable) will be informed in writing of the investigative finding, sanction, and the rationale for the sanction within twenty (20) school days after submission of the complaint. The Coordinator, in their discretion, may extend the time to complete the investigation if such an extension would be reasonable under the circumstances. The Complainant (and their parent(s)/guardian(s), if applicable) will also be informed, in writing, of the outcome of the investigative process.

If you do not receive a written response from the School within 30 school days, you may contact the Coordinator regarding the status of the investigation.

Discipline of Students: If the investigator believes that discipline of a student is appropriate, the investigator will consult with the Title IX Coordinator (if that person did not perform the investigation), and the respective Division Head to determine the appropriate level of discipline in accordance with

the School's published disciplinary process. Students for whom suspension or expulsion is being considered will be given notice and an opportunity to be heard before a final decision regarding suspension or expulsion is made.

Corrective Action for Non-Students: If the investigator believes that corrective action related to or discipline of an employee, volunteer, or third party is warranted, the investigator will consult with the Title IX Coordinator (if that person did not perform the investigation) and the respective Division Head (in the case of employees or volunteers) or the Head of School (in the case of third parties or contractors) to determine the appropriate response to the misconduct.

Appeal

The Respondent may appeal the outcome from the decision and/or the sanction/remedy by submitting a written appeal to the Head of School within ten (10) school days after receiving notification of the findings. Disagreement with the finding or sanction is not, by itself, grounds for an appeal. The appealing party must demonstrate that there was insufficient evidence to support the decision, that there is new or relevant evidence, or that the sanction or remedy is substantially disproportionate given the details of the case. The Head of School shall review the Complaint and the record of the investigation, including the investigator's summary of their findings, and may interview the parties again if necessary. Within fifteen (15) school days of receiving the appeal, the Head of School will respond in writing to the appeal, summarizing the outcome of the appeal and any changes to the findings or discipline.

Advisor Guidelines

Any individual being interviewed by the Investigators, including the Complainant and Respondent, has the right to be accompanied to any meeting or proceeding related to this resolution procedure by an advisor of their choice. An advisor is an individual who attends as a supportive presence. An advisor may take notes and quietly confer with the individual being advised, but may not speak on behalf of the individual or in any way disrupt any meeting or the resolution procedure. Individuals who may have factual information relevant to the Complaint may not serve as advisors. If an individual being interviewed wishes to have an attorney serve as their advisor, he or she may retain counsel independently. Attorney-advisors may participate in the resolution process to the same extent as other advisors, and will not be permitted to speak on behalf of any individual or to interfere with the resolution procedure. Although the Parties are not required to choose an advisor or to bring their advisor to all meetings, utilizing the same advisor throughout the process, unless there are extenuating circumstances, allows the process to move forward in the most efficient fashion.

Notification to Parents

The Coordinator will determine whether the Complainant and/or Respondent's parent(s)/guardian(s) need to be notified of a report of harassment or discrimination. The Coordinator, in their professional discretion, may determine that it is not necessary or appropriate to involve a student's parent(s)/guardian(s). However, the parent(s)/guardian(s) of both the Complainant and the Respondent(s) must be notified, unless otherwise directed by law enforcement or required by law, if the report involves *physical assault* or *unwelcome sexual touching*.

A Respondent's parent(s)/guardian(s) must also be notified if it is possible that the Respondent will be suspended or expelled if found responsible for misconduct.

The Complainant may request that their parent(s)/guardian(s) not be notified of a complaint involving them. Such requests will be considered by the Coordinator, however, the Coordinator in their professional judgment will determine whether it is appropriate to honor such a request.

If notification is required or warranted, the parent(s)/guardian(s) of the Complainant and/or the Respondent(s) should be notified of the report before the close of the current school day, but must be notified not later than two school days after the report is filed, unless otherwise directed by law enforcement or required by law.

A parent/guardian may be invited to attend an interview with their student at the student's request, or if the Coordinator determines that a parent/guardian's presence is necessary or would be helpful to the investigation. A parent/guardian's role at an interview is primarily as a supportive presence. Parent(s)/guardian(s) may not speak on behalf of the student or disrupt the interview.

Prohibition on Retaliation

BIS-NY will not tolerate retaliation. Retaliation is prohibited by Title IX and this Policy. An individual reporting Prohibited Conduct is entitled to protection from any form of retaliation following a report that is made in good faith, even if the report is later not proven to be true. This Policy also prohibits harassment of Respondents. In addition, retaliation is prohibited against individuals participating in an investigation under this Policy (such as a witness). The School will take immediate and responsive action to any report of retaliation or additional harassment and will pursue disciplinary action as appropriate.

External Resources

If you are in a life-threatening situation, please call 911 immediately

Manhattan Hospitals with Sexual Assault Forensic Examiner Centers

New York Presbyterian – Columbia
622 W. 168th St.

Bellevue Hospital
462 First Ave. at E. 27th St.

Beth Israel-Petrie Campus
First Avenue at E. 16th St.

Harlem Hospital
506 Malcolm X Blvd. at W. 135th St.

Metropolitan Hospital Center
1901 1st Ave. at 96th St.

Mount Sinai Medical Center
1 Gustave L Levy Pl. (5th Ave.) at E. 98th St.

New York-Presbyterian- The Allen Pavilion
5141 Broadway at W. 221th St.

New York-Presbyterian- Weill Cornell
525 E. 68th St. at York Ave.

New York City Alliance Against Sexual Assault

Phone: 212.514.7233

Email: survivorsupport@svfreenyc.org

Rape, Abuse, and Incest National Network (RAINN) (<http://www.rainn.org/>)

1-800-656-HOPE

RAINN provides live, secure, ANONYMOUS crisis support for victims of sexual assault and their families.

RAINN's "online hotline" (online.rainn.org) is available in Spanish as well as English.

12 Parental Involvement

12.1 Parents' Association Mission Statement

The purpose of Parents' Association (PA) is to support a strong school spirit by organising a series of activities and events for the children, parents and teachers of BIS-NY and facilitate connections and support for our international community of families in New York. It is the PA's mission to promote the international spirit of the school through events that reflect the diverse cultures and non-denominational status of the school, including through creative and cultural celebrations, and community service and charitable activities that align with the curriculum and philosophy of the school. We also aim to reinforce the IB philosophy on which the school is founded and help our children gain a better understanding of the world by blending the concepts of 'British', 'International' and 'New York'.

The PA is made up of parents and for parents and aims to create a close and welcoming community that is available to offer friendly advice and support to all parents, in particular for those who have relocated and are new to New York.

12.2 PA Structure & Meetings

The PA Board (comprising a President, Vice President (or Co-President), Treasurer and Communications Director), Class Representatives and volunteer event organisers together act as an interface between the parents and the school on initiatives and events organised by the PA in collaboration with the school. PA meetings are usually held once per month on a Thursday, regularly after morning drop-off (with morning coffee and light refreshments offered) and occasionally in the evening, to enable a broad range of parents to attend. At least one Class Representative from each class attends each meeting and notes of the meeting are circulated to all parents. All parents are most welcome to attend PA meetings.

The PA manages its communications with parents through a PA website, details of which are included in the school Welcome Pack.

The PA events are organised and supported by parents on a voluntary basis. Volunteering is an enjoyable and greatly appreciated way to get involved in the school, connect with your children's school life and meet other families. The PA invites parents to volunteer for various activities at the start and throughout the school year, including as Class Representatives and event organisers. A list of volunteering opportunities is included in the Welcome Pack and will be communicated via PA meetings and Class Representatives. Parents are always welcome to volunteer by approaching a Class Representative or by email to bisnypa@gmail.com.

Direct questions concerning the welfare and education of any particular child are not within the PA's mandate and should be addressed directly with the class teacher and School.

12.3 Class Representatives

Every BIS-NY class will have at least one and ideally two Class Representatives. These parents are responsible for attending PA meetings as regularly as possible, maintaining the class list, communicating PA information to parents in their class and assisting the teacher as needed with field trips (parents in the class are usually offered a chance to volunteer) and special activities. The role of

Class Representative is not especially time consuming, is closely guided by the PA and is a great way to participate in your children's BIS-NY experience. New parents are most welcome to serve. Parents may volunteer to serve as Class Representative by emailing bisnypa@gmail.com

12.4 PA Ambassador Programme

The Ambassador Programme offers new BIS-NY families a personal and friendly source of both official and unofficial information before and during the school year. Current parents are invited to volunteer to act as 'Ambassador' for one or more incoming new families, to reach out through email or perhaps to meet casually and to answer practical questions about starting life at BIS-NY.

BIS-NY, like many of the best private schools, has a unique perspective as well as its own protocols and traditions that may be unfamiliar to new families, particularly those newly arrived in New York. The Ambassador Programme allows incoming families to begin the school year with at least one BIS-NY family "friend" and helps to navigate this significant period of change.

The Ambassador Programme is co-ordinated by Janine Cranmer (janine@leibovitzstudio.com) - please contact Janine if you would like to connect with a BIS-NY Ambassador or would like to volunteer to reach out to new families as an Ambassador.

12.5 PA Used Uniform Exchange

The PA operates a school uniform exchange that is available to all parents and accessible through the school Office (Waterside Plaza Level). Parents are invited to donate gently-used items of BIS-NY school uniform by dropping them off at the school Front Office at any time. Parents are also invited to pick up items of clothing for a nominal fee (most items at \$5) by visiting the school Office. The PA also holds used uniform sales and collections once or twice per year.

12.6 PA Dues

Annual PA dues of \$200.00 per student are billed to all families by the PA in order to fund the various student-focused initiatives and events that the PA manages throughout the year and the funds are overseen by the PA Treasurer. These events include Book Week and International Week, as well as contributing towards the students' Winter holiday and end-of-year class parties. These contributions also cover gifts for BIS-NY teachers and staff at the December holiday and year-end so that families are not required to give individual gifts. The PA funds are not used to cover social events for parents that are self-funded. Invoices are enclosed in the Welcome Pack and are due at the start of the school year, payable through the TADS system. Any questions about PA finances may be sent to bisnypa@gmail.com.

13 ACADEMIC AND STUDENT SUPPORT POLICIES

13.1 Assessment

At BIS-NY we believe assessment is integral to all teaching and learning and that it should impact on teachers' future planning. It identifies what pupils know, understand and can demonstrate at different stages in the learning process. By using a variety of assessment strategies and tools the different learning styles and intelligences of our pupils can be more effectively utilized. We believe that the pupils themselves are central to the process of assessment and should take an active role in their own learning with an emphasis upon reflection and self-assessment.

Our end of year objectives for literacy and numeracy are based on the English National Curriculum. Our assessments are formative and summative and all information gathered through assessments is used for diagnostic purposes. Information gathered through these assessments as well as on-going teacher assessments are reported in narrative form to parents through reports. Reports indicate whether pupil attainment is developing toward, approaching, meeting or exceeding the expected level according to national norms.

Our assessment tasks

- are clearly linked to defined learner outcomes which are known and understood by pupils in advance
- are reviewed and used to modify curriculum plans in relation to revealed needs
- are collaborative across grades and subjects through moderation and common task setting
- are used by teachers to monitor and improve the quality of instruction

They are **pupil focused** to

- encourage reflection
- ensure on-going pupil involvement
- allow pupils to demonstrate what they know and are able to do
- consider attitude, behaviour and effort as well as knowledge, skills and content
- give opportunities to participate in self-directed learning
- give opportunities to pupils to evaluate their own performance and set targets for personal improvement based on a clear understanding of their strengths and weaknesses

13.2 Homework

The school issues homework to children from Year 1 upwards and daily reading homework in Reception. The amount of homework and the expectations increase as the children become older. Homework is an important part of consolidating learning and/or preparing for upcoming lessons.

Details of the length and nature of Homework is available from your class teacher and the following general principles apply.

13.3 Student Support

Consistent with its policy prohibiting discrimination, the School is committed to ensuring that students with disabilities are provided with equal access to its programs. The School will provide accommodations and modifications to ensure a disabled student has equal access to the school's services. Should a student need an accommodation, the School will make an individualized determination of the student's needs and an accommodation plan will be developed.

The school will consider for admission a pupil who may require additional learning support provided the pupil's academic and social needs can be met within the regular classroom setting with appropriate mainstream educational setting accommodations and strategies. **In such an instance it is imperative that the school is in receipt of all educational, clinical or medical evaluations that would assist in determining whether the school can appropriately meet the needs of the child.** A child who has been identified with a specific learning, social or behavioural disability can only succeed at the school with the collective effort and support of educators, parents/guardians and appropriate clinicians and/or therapists. Therefore, the school may require as a condition of admission, and thereafter, that parents/guardians continue to provide effective on-going remedial/medical and/or clinical treatment. If the parents/guardians cannot or will not join in this partnership the school cannot admit or effectively educate the child.

Once the school is in receipt of the above-mentioned evaluations, the school will determine which educational strategies and accommodations can be implemented. This decision is based upon the recommendations in the evaluations as well as discussions with the appropriate school staff. Any classroom strategies and accommodations aim to be subtle and unobtrusive and always support the needs of all pupils present.

The school will determine the level of support necessary for the child to meet the needs of the educational programme. These needs will be met through pull-out or in-class support provided by our Learning Support specialists. Tuition at the school does not cover more extensive individualized/special education programs. It is the responsibility of the parents to arrange for special education services privately or with the public school district. Any arrangements for external on-site or off-site services must be pre-approved by the Headmaster.

Pupils' academic progress is monitored on a regular basis. If it becomes evident that a pupil is not meeting the school's academic and/or behavioural expectations with the agreed support and modifications in place, then the parents will be advised that the pupil requires placement in a different educational setting which is fully appropriate to the particular needs of the child. For pupils with IEP or 504 Plans, a hearing may be requested with the Committee on Special Education in the child's district to discuss such concerns and develop an appropriate resolution with the district and parents.

13.4 Tutoring Policy

Parents can make arrangements directly with BIS-NY teachers to provide tutoring support outside of school. BIS-NY staff are only available for tutoring after 4:45pm Monday through Friday. Tutoring cannot be done by your child's classroom teacher and all tutoring must be reported by the teacher to the Headmaster prior to commencing. **Private tutoring cannot be conducted on school premises unless in exceptional circumstances agreed by the Headmaster.** For pupils receiving learning support,

the school will make suggestions for the kind of support that may be beneficial and the appropriate professional who may be able to deliver the support

13.5 English as an Additional Language (EAL)

Our curriculum is taught in English. However as an international school, it is not an entry requirement for English to be the primary language spoken by the pupil. The school will make EAL group support available to pupils as needed.

13.6 Academic Honesty Policy

Philosophy

Academic honesty connects with the school's values as well as the IB learner profile, which is the mission statement translated into a group of learning outcomes for today's students, and links to students' developing competencies in self-management, research, and communication. It is common practice in all aspects of life to be inspired by, or to adapt, ideas or work of others. It is acceptable to build on the work of others and still produce authentic work. However, in an age flooded with shared information and shared opinions, younger learners can find the concept of intellectual property difficult to understand.

The key is to guide them in building an understanding that using other people's work is acceptable, but honesty requires them to explicitly give credit to the original author.

A student surrounded by a nurturing learning environment will be conscientious and become a lifelong learner acting with integrity in all aspects of life. Students are expected to conduct themselves as academically honest, principled, caring risk-takers in all areas of their work.

Middle Years Programme. MYP: From principles into practice. May 2014. P.76

13.7 Professional Responsibility

It is the responsibility of all teachers in the school to read and understand the policy on academic honesty, including all documents referred to in the policy. We need to ensure that we are communicating the information herein with consistency across the school. All members of the school community should work to ensure they are not engaging in plagiaristic behavior. This needs to be reiterated often to ensure teachers and other staff understand that it is our role to lead by example. When presenting slide shows or other material staff need to ensure the content is properly cited and credit is given where credit is due.

Staff are responsible for helping students understand the meaning and significance of acknowledging and referencing others' work in an age- and situation- appropriate way.

Academic Honesty in the PYP - What does it look like?

We do not copy other people's work.

It is acceptable to make mistakes and to find things difficult.
Sometimes we can be inspired by other people's work.
We do not pretend that other people's work is our own.
It is okay to use other people's ideas to develop our own.
When working in groups, we do our fair share.
Teachers will help students to understand the difference between modelling and creating.

Primary Years 3-6

In addition to the above, in PYP

Research helps us to find information, but we present our ideas in our own words

It is okay to be inspired by others and use other people's ideas, but we show we are principled by acknowledging their work and being honest and respectable.

In Years 5 and 6, students will start referencing the sources of information in formal pieces of work.

We acknowledge that our peers can be sources of information and inspiration, and we share credit for joint endeavors.

I will show respect for others by completing my fair share of an assignment and fully cooperating in a group.

Sharing ideas is a valuable learning tool

What are the consequences of academic misconduct in the PYP?

If instances of academic misconduct arise the school will provide the students support in a positive manner and parents may be notified, depending on severity and intent. If the instances become more frequent for a student it may be a sign that the student is struggling to understand the conduct and more support needs to be provided. Refer to the Learning Support Procedures for more information regarding student needs.

Academic Honesty in the MYP

Student Responsibilities

Students should be producing work that is their own. Work should reflect, in their own words, what they have researched and understood.

- Any citations should be done in MLA (Modern Language Association) format.

If students are unsure about whether to cite or how to cite, they should always consult a member of staff.

In Language Acquisition, wordreference.com is the school's approved on-line dictionary.

Google translate is not considered an approved resource.

School Library catalog and database page contains links to approved databases for research and information for PYP and soon MYP e.g. New York Public Library database.

Students working together in groups must make sure that their work is their own unless specified by the teacher e.g. investigation results.

Although adults and students outside of the classroom may offer support with schoolwork, the final piece of work should fundamentally be the student's and they should be able to explain their work confidently at school.

Teacher Responsibilities

MYP Induction Week at the beginning of the school academic year includes a academic honesty workshop for Years 7-9 (with a view to a second course in January of semester 2 during PSHE/ Mentor time).

- Mentors will review the Academic Honesty policy with students and ensure that all have read, understood, and signed agreement to the policy
- Attend workshops offered on MLA format to ensure understanding of the expectations
- Provide opportunities for peer assessment in class with a focus on correctly citing information.
- Teachers to re-model MLA format for students throughout units when required to do so per an assignment, task, or assessment.
- Our role is to prepare students for high schools where plagiarism is detected using technology. It is the role of the teacher to make sure students are aware of the consequences and to foster good practice in the MYP. This will be done through conversations, repetition, and guidance from teachers in multiple disciplines.

Parent Responsibilities

Where adults and students outside of the classroom may offer support with schoolwork, the final piece of work should fundamentally be the student's and they should be able to explain their work confidently at school.

- Parents can direct students towards appropriate websites, resources, libraries, etc...
- Parent workshop will be provided to help bring awareness to the policy and responsibilities pertaining to plagiarism. The consequences will also be clearly outlined.
- Parents are encouraged to have open communication between tutors and teachers in order to support the student best and ensure that expectations are in line with school rather than conflicting with school procedures.

What is academic misconduct in the MYP?

The IB (2014) defines academic misconduct as a behavior that results in, or may result in, the student or other students gaining an unfair advantage in one or more assessment components.

Some examples include:

- Plagiarism - not properly citing sources or attempting to pass off the work of another as your own.
- Using cheat sheets, notes, or technology to assist during an assessment (when not authorized to do so)
- Sharing answers on a test, quiz, or exam
- Copying or sharing answers on homework assignments or other tasks
- Altering scores or corrections in an attempt to obtain a higher grade or score
- Hacking into other individuals' computers to change work, grades, or planning.

What are the consequences of academic misconduct in the MYP?

Logging Incidents: This will be done using the Managebac Behavior tool for upper PYP and all of MYP.

Rights of the Student: To ensure consistency and fairness students have the right to:

- Explain how and why they engaged in the academic misconduct
- A private conversation with only the parties involved.
- Have someone present (mentor or parent) in discussions about serious misconduct
- Ask questions to clarify misunderstandings
- Opportunities to correct academic misconduct

Consequences:

- **Isolated and unintentional**- student is unaware that they have plagiarized or not properly cited references. An opportunity will be provided for the student to correct the work, with special attention paid to properly synthesizing and citing sources.
- **Persistent and unintentional**- (3 or more times) student is unaware that they have plagiarized or not properly cited references. An opportunity will be provided for the student to correct the work, though more specialized lessons might be required to ensure student understands how to properly synthesize and cite sources. This might require involving the Learning Support Team.
- **Isolated intentional**- A student has intentionally cheated or copied the material of someone else, attempting to pass it off as their own. Teachers must have evidence and context as to why intentional and example of documentation to prove, time to correct. The incident will be logged in Managebac and a formal warning given to student and parents. The work will need to be redone.
- **Persistent and intentional** - Following on from the first incident, if the student is not able to correct the issue, further consequences will be necessary. The number of offenses and severity will be taken into consideration. All incidents will be logged in Managebac. Further action could include:
 - Scheduling a teacher-student-parent conference will be scheduled to outline the importance of Academic Honesty as well as reiterate the guidelines.
 - Redoing the work
 - Scheduling a teacher-student-parent conference along with the Divisional Head to outline the importance of Academic Honesty as well as reiterate the guidelines.
 - An in-school suspension with the focus on the importance of Academic Honesty and a review of acceptable research and synthesis approaches.
 - Scheduling a conference between the student, parent, teacher, mentor, Divisional Head, and Headmaster to discuss next steps.

13.8 Complaints Procedure for Parents

The School prides itself on clear and open communication, with parents, teachers and management being able to have meaningful two-way dialogue for the benefit of its pupils. Occasionally issues may need to be sorted out in a more formal way. This procedure aims to structure this process so that parents understand our handling of complaints. This policy is made available to parents of pupils and prospective pupils on the school's website and through request to the Front Desk or Head's Office. This procedure only applies to parents of current pupils, not prospective or former pupils.

What constitutes a complaint?

A complaint is an expression of dissatisfaction with a real or perceived problem. It may be made about the school as a whole, about a specific department or about an individual member of staff. Parents may also raise concerns or ask questions about matters which are bothering them or if they wish an individual teacher or the school to review or explain an action or decision without this being viewed as a complaint. A complaint is likely to arise if a parent believes that the school has done something wrong, or failed to do something that it should have done, or acted unfairly.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. The school is here for the students and parents can be assured that no child will be penalized for a complaint raised in good faith.

Please understand that this complaint policy is not intended to resolve complaints of sex discrimination or harassment. Parents and students should refer to the School's Title IX policy for process for such complaints.

Stage 1: Informal Resolution:

- It is hoped that most complaints will be resolved quickly and informally at this stage.
- If parents have a complaint or concern, they should contact their son/daughter's form teacher in the first instance. In many cases, the matter will be resolved straight away by this means to the parent's satisfaction. If the teacher cannot resolve the matter alone, it may be necessary for him/her to consult the appropriate Divisional Head.
- Complaints made directly to the Divisional Head, Deputy Head or Headmaster will usually be referred to the relevant teacher unless the 'line manager' concerned deems it appropriate to deal with the matter personally. In this event the 'line manager' will attempt to resolve the matter in five days or as soon as is practicable.
- Should a matter not be resolved within five days, or in the event that the relevant teacher and the parents fail to reach a satisfactory resolution, then parents will be advised to proceed with their complaint in accordance with Stage 2 of this procedure.

Stage 2: Formal Resolution:

- If the complaint cannot be resolved on an informal basis, then the parents will be asked to put their complaint in writing to the Headmaster, who will decide, after considering the complaint, the appropriate action to take.
- In most cases, the Headmaster will speak to the parents concerned within forty-eight hours of receiving the complaint, to discuss the matter. If possible a resolution will be reached at this stage.
- It may be necessary for the Head to carry out further investigations. These will be completed in seven days or as soon as is practicable.
- The Head will keep written records of all meetings and interviews held in relation to the complaint.
- Once the Head is satisfied, so far as is practicable, that all of the relevant facts have been established, a decision will be made and the parents will be informed of this decision in writing. The Head will give reasons for the decision.

- The written decision will be issued within fourteen days of receiving the complaint. If for any reason this is not possible, the Head will write to the parents within the fourteen day period referred to above, stating the reason or reasons why he/she is unable to issue his/her decision and informing the parents when he/she will do so, which will be within twenty eight days of receipt of the complaint in any event.
- If parents are not satisfied with the decision, they may take the opportunity to proceed to Stage 3 of this procedure.

Stage 3: Panel Hearing:

- Upon receipt of the written decision, if parents seek to involve Stage 3 of this procedure, they are to write to the Head informing him/her of their decision to do so within 28 days, whereupon the matter will be referred to a named director. The named director will then take responsibility for the organisation of a complaints panel hearing.
- The panel will consist of three persons who have not been directly involved in the matters detailed in the complaint, and will include one person, who shall be independent of the management and running of the school. Details are available in the Headmaster's Office.
- The Board of Governors shall appoint the panel members.
- The named directors, on behalf of the panel, will then acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within fourteen days.
- If the named directors and/or the panel deem it necessary, they may require (in writing) that further particulars of the complaint or any other related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than five days before the hearing. Any such further particulars received within five days before the hearing shall be disregarded and inadmissible to the panel because it will not be possible to provide copies to all parties within that timescale.
- The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
- If possible, the panel will resolve the parent's complaint at the hearing without the need for further investigation. However should the panel decide at the hearing that further investigation is required, the panel shall decide how such investigations should be carried out and by when they should be concluded. The panel will, after due consideration of all facts they consider relevant, reach a decision and may make recommendations. This procedure will be completed within fourteen days of the first hearing wherever possible but within twenty-eight days in any event unless otherwise agreed with the parents. The panel will write to the parents informing them of their decision together with their reasons. The decision of the panel will be final.
- The panel's findings and, if any, recommendations will be sent in writing to the Head, directors and, where the complaint relates to an individual, to that individual.

- Parents can be assured that all complaints and concerns will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential except where disclosure is required in the course of the school's inspection or where any other legal obligation prevails.

Footnotes to Complaints Procedure:

1. In the event that a complaint involves or relates to a teacher, then the teacher will be kept fully informed in writing of the procedure being adopted in relation to the management of the complaint and supplied with copies of all relevant documentation.
2. In the event of a panel hearing, the teacher will have the right to make representations to the panel.

A parental complaint or concern will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Head and those directly involved. The Chairman of the Board of Governors may also need to be informed. It is the school's policy that complaints made by parents should not rebound adversely on their children.

Written records will be kept of all complaints indicating whether they were resolved at the preliminary stage, or whether they proceeded to a panel hearing (including a hearing before the board of governors).

14 APPENDIX A - Senior Leadership Team

Headmaster

Jason Morrow

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Deputy Heads

Alicia Gibson

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g

Jennifer Fortet

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Divisional Heads – Lower School

Annette Ottley

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Lilli Scheiber

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Divisional Head – Middle School

Oliver Goldstein

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Divisional Head – Upper School

David McWilliams

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Chief Financial

Officer Michele

Glazer, C.P.A.

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15 APPENDIX B - Assessment Policy

Review Date: Jan 2018

Background

At BIS-NY we believe assessment is integral to all teaching and learning and that it should impact on teachers' future planning. It identifies what pupils know, understand and can demonstrate at different stages in the learning process. By using a variety of assessment strategies and tools the different learning styles and intelligences of our pupils can be more effectively utilized. We believe that the pupils themselves are central to the process of assessment and should take an active role in their own learning with an emphasis upon reflection and self-assessment.

This document outlines our rationale for assessment within The British International School of New York and helps to set standards and expectations across our school community to ensure consistency and understanding in both the practice and purpose of assessment to ultimately improve teaching and learning.

Purpose of Assessment at BIS-NY

Our assessment tasks are:

- clearly linked to defined learner outcomes which are known and understood by pupils in advance
- reviewed and used to modify curriculum plans in relation to revealed needs
- collaborative across grades and subjects through moderation and common task setting
- used by teachers to monitor and improve the quality of instruction

They are pupil focused to:

- encourage reflection
- ensure on-going student involvement
- allow pupils to demonstrate what they know and are able to do
- consider attitude, behaviour and effort as well as knowledge, skills and content
- give opportunities to participate in self-directed learning
- give opportunities to pupils to evaluate their own performance and set targets for personal improvement based on a clear understanding of their strengths and weaknesses.

PYP Specific Elements

Rationale for using Learning Ladders

With Learning Ladders we are able to assess and document student achievement so we can understand where gaps in their knowledge are starting to form. We can record this information so that we can use it to inform the lesson planning process.

Learning Ladders has functions that involve teachers, parents, and students, which we at BIS-NY believe is imperative for student success. As Learning Ladders utilizes the English National Curriculum objectives, and is fully customizable, it allows us to seamlessly integrate this useful tool into our assessment practice.

Formative Assessment

What do our assessment points in Learning Ladders mean at BIS-NY?

Attainment

4	Excellent (skill is independently applied in new contexts)
3	Good (demonstrated independently/consistently)
2	Fair (achieved with support)
1	Limited (introduced to skill)

*Please note that we have a score of 5 possible when doing reports/summative assessments

Progress (Level of Difficulty)

Management of Assessment

Frequency of entering assessments:

At BIS-NY, we expect all teachers to update Learning Ladders on a consistent basis (as marking is done) to ensure that information being recorded can be used to inform lesson planning. We believe there is no intrinsic value in storing formative assessments until the end of a half term/term as this information cannot be used to inform planning during the half term/term.

Teachers should where possible, use the tablets purchased by the school to record assessments with children in the moment or at the end of the lesson to make assessment more manageable.

The [pupil assessment page](#) is designed for use on tablets and allows teachers to record assessments for an individual pupil on the chosen ladder.

Tip: Teachers can hide the year group colours for the rung statements so that children can be involved in the recording of the assessment.

Summative Assessment

Within The British International School of New York we report assessments to members of the SLT at the end of every half-term. Reports will be sent out to parents, including summative assessment results, twice per year.

We expect our staff to record their Teacher Judgements within Learning Ladders prior to carrying out external reporting.

We would expect these judgements to be formed following pupil progress meetings. Our teachers will use the information from Learning Ladders, in particular Gap Analysis, to inform their decisions alongside a triangulation of evidence from the classroom. This includes teacher observations, MAP test results, and day to day learning and recall demonstrated by the pupil.

Reports

Positive Grading Structure - Primary Years (1-6)

Attainment	<p>5 - Excellent</p> <p>4 - Very Good (skill is independently applied in new contexts)</p> <p>3 - Good (demonstrated independently/consistently)</p> <p>2 - Fair (achieved with support)</p> <p>1 - Limited (introduced to skill)</p>
Engagement	<p>5 - Excellent</p> <p>4 - Very Good</p> <p>3 - Good</p> <p>2 - Fair</p> <p>1 - Limited</p>
Level of Difficulty	<p>Level 1 Individually tailored level</p> <p>Level 2 Working towards grade level</p> <p>Level 3 Working at grade level</p> <p>Level 4 Working beyond grade level</p>

	<p>*Please note that a Level 1 can only be assigned if agreed upon by Divisional Head, Head of Learning and Assessment, and Learning Support Coordinator. An ILP must be in place for any student working at a Level 1. If a student is working on a Level 2 this should be communicated to parents during conference, prior to reports going home.</p>
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MYP Specific Elements

Principles of Assessment

Assessments at BIS-NY are rigorous and include a variety of learning styles. Assessment tasks demonstrate transfer of skills, interdisciplinary learning and real-world learning. A Balance between formative (ongoing throughout the unit) and summative (end of unit) assessment are evidence across the curriculum. The assessments;

- reflect students' own learning of the UK key stage 3 national curriculum underpinned by the philosophy of the IB program
- encourage student reflection of their learning
- allow pupils to demonstrate what they know and are able to do
- include reasonable adjustments made for students with additional needs in line with recommendations from learning support personnel
- give opportunities to pupils to evaluate their own performance and set targets for personal improvement based on a clear understanding of their strengths and areas for development
- support and encourage student learning by providing feedback on the learning process
- promote the development of critical- and creative-thinking skills

Types of Assessment

Pre-assessment should:

- Activate prior knowledge
- Assist the teaching in planning learning activities for the unit



Formative Assessment should:

- be part of daily practice within teaching and learning
- inform planning and teaching of units
- be regular and fit for purpose
- prepare students to be successful in the summative assessment
- include variety -exit cards, peer and self assessment, quizzes, written or oral feedback, google classroom responses

- be marked regularly with feedback and an opportunity for student response
- Enable opportunities for student reflection

Summative Assessments

Summative assessments contribute to the determination of student achievement level and occurs at the end of each unit of work. In the summative assessment;

- rubrics are designed by the IB and made task-specific by the teacher
- teachers use MYP Year 1 grading criteria for Year 7 students and MYP Year 3 grading criteria for Year 8 and 9 students as per grading criteria in the scope and sequence
- summative assessments must provide students with opportunities to demonstrate their learning and reflection of their learning
- a variety of summative assessments should be evident across the program such as unit exam, performances, demonstrations, practical work, peer and self assessments, verbal discussions, labs, collaborative and individual projects, open-ended tasks, written assignments using GRASPS, process journals
- where the unit is interdisciplinary in nature, all four IDU criteria must be assessed and a corresponding task specific rubric available for students

End of semester exams

MYP students sit exams in their subjects at the end of each semester. These exams allow for students to demonstrate their learning from the semester.

External Assessments

Students in the middle school sit a variety of assessments for ISEB, ISEE, SHSAT and the New York State Common Core tests. The school offers co-curricular programs for students to prepare for these exams.

Recording of Summative Assessment

All criteria must be assessed at least once by the end of semester one for reporting to parents, and all criteria strands assessed at least twice by the end of the academic year. Teachers use professional judgement along with student evidence for best fit score using the rubric, with each criterion recorded between 1 and 8, as whole numbers. An overall subject grade (out of 7) calculated at the end of each semester from the four assessed criteria

Reporting to Parents

Within The British International School of New York, reports will be sent out to parents at four points in the academic year. Interim reports will be released in November and March consisting of Effort Grades as below:

5	Excellent
4	Very Good
3	Good
2	Fair
1	Limited

These are based on

- Punctuality
- Preparedness for lessons
- Participation
- Care for work
- Timeliness of assignments
- Behaviour in lesson

End of semester reports are released in January and June consisting of;

- Four Criteria Marks (1-8) and Overall Subject Grade (1-7) for all subjects
- Effort grades will be issued for ATL skills, no attainment grade
- Individual teacher narrative
- Pastoral comments (including PSHE)
- Elective narrative and effort grade (no grade)

Parent-teacher conferences, student-led conferences and Mangebac are additional means of communicating to parents throughout the year.

The policy will be reviewed every year.

Date of Review: March 2018

16 APPENDIX C - Home Learning

Please note this is the policy from the 2019 – 2020 school year. During the early party of this school year teachers will share any updated information about specific homework assignment dates and due dates for their year level.

A strong Home Learning programme helps students to develop the skills and attitudes they will need for successful lifelong learning. Home Learning also supports the development of independent learning skills and provides parents with an opportunity to take part in their children's education.

We at The British International School of New York believe that a collaborative family-school partnership is vital to learning. We strongly believe in the value of a home-school partnership, of which our Home Learning Policy is an important element.

Research into the impact of home learning demonstrates that:

1. The three main categories of impactful homework include: practice, extension, and preparation.
2. When homework tasks are specific and focused on the learning taking place in school, they have the most impact.
3. Independent homework projects or activities preparing for future learning have the most impact.
4. It is important for teachers to monitor homework.

Aims of our Home Learning policy

Through our policy we aim to:

- provide opportunities for parents/family, students, and school to work in partnership
- encourage a positive attitude towards work
- reflect and extend on learning experiences
- improve the quality of learning experiences offered to the children
- ensure parents have a clear understanding of our expectations in relation to the students' learning
- ensure progression towards independence and individual responsibility

Expectations

Teachers will:

- Explain to students the purpose of their homework, objectives and how it will support learning
- Provide models and examples where appropriate
- Reception- Year 6
 - Communicate with parents and students about homework expectations and due dates generally at the start of the year during Curriculum evening and in year level guides
 - Communicate in weekly newsletters about any tasks to be completed out of the ordinary
 - Not assign homework that is due the next day

- In Years 5 and 6, communicate with specialists about set pieces so the amount of home learning tasks can be monitored and adjusted accordingly
- Provide a consistent reference point about assignments
- Give timely feedback where appropriate
- Check reading records once per week
- MYP Years 7-9
 - Will always tell students verbally about home learning assignments and then post it on Managebac (clear instructions are given in class and clear instructions are given on Managebac)
 - Give time in class for students to clarify any misunderstandings about the home learning tasks.

Students will:

- Reception - Year 6
 - Read every day in addition to, or as part of, the home learning
 - Record their reading into reading records
 - Take pride in their homework in the same way they do in their class work
 - Ask their teachers for clarification in a timely fashion
- MYP Years 7-9
 - Will use the Home Learning timetable as a guide for completing tasks
 - Make sure homework is handed in when due
 - All questions/clarifications are asked at a suitable time
 - Minimize distractions when working on home learning

We would like parents to:

- Sign reading records once per week
- Encourage independence in completing tasks set
- Encourage independence in seeking support
- Communicate with teachers if home assignments require significant support to complete

Guidelines for Home Learning

Early Years:

- Reception
 - Reading together for 10 mins every night.
 - Sharing books and enjoying reading together at home.
 - Singing songs and rhymes.
 - Talking about print in the environment
 - Completing puzzles together.
- Year 1

- Reading together every night
- Daily spelling practice - look, say, cover, write, check - 5 mins
- Daily Maths practice - key skills - 5 mins

- Year 2: Weekly
 - Maths Activity
 - Spellosaurus - 3 activities per week
 - Reading Response Activity
 - Unit projects as appropriate

Primary Years:

- Year 3
 - Homework is set every Friday and due every Friday by use of checklists (which are also on display in the classroom)
 - Students are provided with a homework folder to collect and transport all sheets
 - Students complete:
 - One piece of Maths work
 - One piece of Literacy or Unit work
 - Complete 3 spelling activities per week
 - Read every day
 - Reading records are completed at least 3 times per week by students or parents and signed once by a parent
- Year 4
 - Spelling: On Mondays the children are given differentiated spellings to learn. They are also expected to complete a range of activities by Friday that they will share with a partner. On Friday the children will have a weekly spelling test based on their weekly words.
 - One piece of numeracy work which usually reviews the previous week's learning
 - One piece of literacy or unit work.
 - 15 - 20 minutes daily reading
- Year 5
 - Maths, English, Science and Humanities to each set one piece of homework per week.
 - MESH teachers will create a Home Learning timetable to help students balance the workload.
 - Students are given notebooks in which to complete tasks but we will also be working with students to enhance the use of Google Classroom to assign and submit homework.
- Year 6
 - Maths, English, Science and Humanities to each set one piece of homework per week.
 - MESH teachers will create a Home Learning timetable to help students balance the workload.
 - Students are given notebooks in which to complete tasks but we will also be working with students to enhance the use of Google Classroom to assign and submit homework.
- Years 7 to 9
 - A Home Learning Timetable will be provided to help students balance the workload. Students will complete work in 2-3 curriculum areas per night

- Teachers will design home learning tasks to be completed within half an hour
- Students must ensure that the half hour they use for each curriculum area to complete the task is focused and free from distractions.
- If students are not able to complete the assignment within half an hour they should let their teacher know and arrange to meet during office hours
- Upper Years
 - A Home Learning Timetable will be provided to help students balance the workload. Students will complete work in 2-3 curriculum areas per night
 - Teachers will design home learning tasks to be completed within 45 minutes
 - Students must ensure that the time they use for each curriculum area to complete the task is focused and free from distractions.
 - If students are not able to complete the assignment within the time set they should let their teacher know and arrange to meet during office hours

Time Allocations for Home Learning

- Year 1: Maximum 10 minutes per night (average over the week)
- Year 2: Maximum 20 minutes per night (average over the week)
- Year 3: Maximum 30 minutes per night (average over the week)
- Year 4: Maximum 40 minutes per night (average over the week)
- Year 5: Maximum 50 minutes per night (average over the week)
- Year 6: Maximum one hour per night (average over the week)
- MYP: 60-90 minutes of homework per night (see home learning timetable)
- Upper: 90-120 minutes of homework per night (see home learning timetable)

Annual Review to be completed each Spring

Person(s) Responsible for Policy: Academic Team