



COMMUNITY HANDBOOK

2020 – 2021

Washington International School's ("WIS" or the "School") Community Handbook (the "Handbook") is published and distributed to members of the WIS community for the purpose of providing information on aspects of student and campus life so that students may gain as much as possible from their experience at the School. Students, parents, faculty, administration, and staff should all read and be familiar with the contents of the Handbook, so that each member of the community knows and understands our community expectations. While policies in this Handbook will generally apply, the School may take actions that it determines to be in the best interests of the School, its faculty, and its students. This Handbook does not limit the authority of the School to alter, interpret, and implement its rules, policies, and procedures, before, during, and after the school year. This Handbook is for informational purposes only. It is not intended to create, nor does it create, a contract or part of a contract in any way, including, but not limited to, between WIS and any parent, guardian, or student affiliated with or attending the School. WIS may, in its sole discretion, add, revise, and/or delete School policies before, during, and after the school year.

Updated as of January 2021

The School admits qualified students without regard to race, color, national and ethnic origin, sex, sexual orientation, gender identity or expression, religion, mental or physical disability, age, or any other status protected by applicable law, including the DC Human Rights Act, to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. The School likewise complies with all applicable laws in the selection of its Board of Trustees and in the administration of its educational, admissions, scholarship and loan, athletic, and other School-administered policies and programs.

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MISSION STATEMENT

Our mission is to be an exemplary learning community—enriched by differences, informed through inquiry, global in reach.

CORE VALUES

Inquiry-Based Learning

WIS students investigate the arts, humanities, sciences, and technology through a rigorous, visionary, research-based curriculum inspired by academic innovators worldwide.

Global Perspective

WIS students learn two or more languages, embrace diverse cultures and viewpoints, and have the ability and confidence to navigate a complex world.

Individual Responsibility

WIS students pursue community engagement and demonstrate empathy, honesty, and civility.

ADMISSIONS, ENROLLMENT AND FINANCIAL AID

The applicant review and selection process is critical to maintaining the strength and vitality of the school. It ensures WIS continues to enroll well-qualified applicants who are prepared for the School's program and who will be happy and productive in the School's environment. WIS is unique in the diversity of the cultural and language backgrounds, talents, life experiences, and ethnicities of its students. Preserving and maintaining this diversity along with establishing a reasonable balance between boys and girls in each grade are important factors in admission decisions. Admissions decisions are made at the discretion of the Admissions Office and Head of School.

Information on application procedures and requirements is available on the Admissions pages of the WIS website and in Admissions Office publications. WIS parents with questions about admission or the application process should contact the Admissions Office.

CONNECTED APPLICANTS: SIBLINGS/CHILDREN OF WIS COMMUNITY MEMBERS

Connected status is an important factor in admission decisions. WIS appreciates the desire of parents of connected applicants to have their children attend WIS, seeing it as a reflection of their strong belief in and commitment to the School. It is often possible for the majority of connected applicants to be offered admission. However, WIS cannot guarantee admission to all connected applicants. In any given year and at any given grade level, the numbers and profiles of connected applicants may be such that children from new families will better balance or diversify the class. In addition, because WIS recognizes the importance of bringing new families into the school community, at least some spaces will be offered to children from new families at each grade level. When a connected applicant's development, skills, or achievement are not solidly at or above expectations for the grade or when the Admissions Committee determines that it would not be in the child's best interest to enroll, WIS does not offer admission. Connected applicants follow the same procedures and are considered for admission at the same time as all other applicants.

Information regarding the admissions process and criteria can be found on the WIS website.

FORMER WIS STUDENTS REAPPLYING FOR ADMISSION

On average only six percent of WIS students leave at the end of each year—much lower than at most international schools. However, families do move away, sometimes for only one year, more often for two years or more. **When they reapply, their child(ren)'s status as a former student is a significant factor, but readmission is not guaranteed.** Of significant importance are: the child(ren)'s achievement and growth during the time he or she was at WIS, how long the family has been gone, the extent to which there are significant differences between WIS and the school attended in the interim, and the child(ren)'s achievement during the time he or she was away.

Families who are moving away but expect to return to Washington should discuss their circumstances with the Admissions Office before leaving. It is particularly important that families discuss, before they move, what language program options might exist in the grades to which their children will be reapplying. **Families who know in advance that they will be away for one year or less should discuss their situation and the possible re-application requirements with the Admissions Office prior to withdrawing their child(ren) from WIS.**

Given competition for space at all grade levels, returning students can be given priority in the admission process only if the reapplication is completed no later than February 1. Generally, this means families must contact the Admissions Office regarding their return by the end of January at the very latest. For students who are away for only one year, WIS requires an application, a teacher recommendation, and a copy of reports from the current school. Admissions testing may be required for applicants to Grade 2 and above in order to establish grade/course placement. For students who are away for two years or more, the application process is the same as for all other applicants.

RESIDENCY REQUIREMENTS

Any currently enrolled or prospective WIS student is required to live with his or her parent(s) or a legal guardian.

ADMISSIONS, ENROLLMENT AND FINANCIAL AID

FINANCIAL AID

WIS is committed to maintaining economic diversity within our community. The financial aid program helps to accomplish this goal by awarding need-based grants to families who could not otherwise afford to enroll their children in the School. The financial aid policies are set by the Board of Trustees.

Aid recipients reflect the diversity of the School's student body, and WIS does not discriminate in the administration of its financial aid awards and/or policies on the basis of race, color, religion, physical or mental disability, national origin, gender, or sexual orientation.

Currently-enrolled non-financial aid students are only eligible to apply for financial aid if/when the family experiences a significant and unexpected change in financial circumstances. Once a student has received financial aid, the School is committed to continuing to provide financial aid as long as the family demonstrates financial need. In addition to tuition assistance, the student's financial aid grant percentage will be applied to the costs associated with the after school program, class-/grade-affiliated trips, one summer educational/community service trip, a college SAT prep class and a required computer. Should the Student Support Team deem it necessary (prior approval required), the financial aid grant percentage can also be applied to costs associated with the learning lab, tutoring, and a psychological evaluation and/or therapy. Awards are reviewed annually and adjusted based on updated financial aid information submitted by the parents.

Additional information regarding Financial Aid is available on the WIS website.

FINANCIAL DATA PRIVACY

It is WIS policy to ONLY provide financial information regarding a student's account to the individual(s) who sign the Enrollment Contract for the school year in question. However, the signer(s) of the Enrollment Contract may grant permission to another individual to receive financial information for the student's account.

ENROLLMENT AND RE-ENROLLMENT

Enrollment is renewed on a year-to-year basis and families sign a new contract every year; families *do not have to re-apply* from one year to the next or when their children, having met all academic requirements, pass from one division to the next.

Each year, in late January/early February, current WIS families (non-financial aid recipients) receive an online re-enrollment contract. Students on academic or financial hold will not receive contracts until approval is given. Financial Aid families will receive contracts according to the Financial Aid schedule available on the WIS website. All families who are re-enrolling their child(ren) must return contracts by the indicated date; parents of new students must check the acceptance information for the contract due date. Re-enrolling families must be current on all financial obligations.

Families who intend to withdraw their children at any point must speak with the Director of Admissions and submit a notice of withdrawal in writing.

ADVANCEMENT OFFICE

FUNDRAISING

WIS has two major sources of annual fundraising income: The Annual Fund and the WIS Auction for Financial Aid. WIS families are asked to support both fundraisers. The School has chosen to concentrate its fundraising efforts on these endeavors in an effort to limit the number of times we ask the community to support the School.

Support for these initiatives enhances the WIS experiences for all of our students by keeping our programs strong and our community socio-economically diverse. We urge all families to prioritize WIS in their personal philanthropy while their children are enrolled at the School.

THE ANNUAL FUND

Our dedicated Annual Fund Volunteers—your peer parents—will reach out to ask for your support throughout the year. Please respond as early in the school year as possible and help them continue to achieve high levels of participation. More information about giving (including designating your gift to an area of particular interest) may be found at www.wis.edu/giving. You may also make your gift, or learn more about other ways to give, on the site.

AUCTION FOR FINANCIAL AID

The WIS Auction for Financial Aid is a celebration that takes place each spring. Buy your ticket early, and get ready to bid on an extraordinary array of items and experiences and to raise your paddle during our Fund-a-Student portion of the night to directly support financial aid at WIS. Net proceeds from the Auction support Financial Aid, and **Fund-A-Student gifts are counted in the Annual Fund parent participation tally**. To learn more, volunteer, or donate an auction item, contact Marcela Churchill at marcela.churchill@wis.edu.

OTHER ADVANCEMENT OFFICE ACTIVITIES

For more information about the below opportunities, please contact Director of Advancement Marisa Alford at marisa.alford@wis.edu or 202.495.7343.

CAPITAL GIVING

Members of the WIS Board of Trustees are excellent financial stewards of the School, spending no more than they must and saving each year for future projects. But WIS cannot save its way to excellence, and when the need arises to enhance facilities, curriculum or programs, we engage the community in capital campaigns.

ENDOWMENTS

WIS also relies on endowment gifts to sustain future growth. Endowment gifts provide program support in perpetuity, ensuring our donors' charitable intentions and WIS's success over the long term. At WIS, endowment funds exist for two main purposes: to support students and to support faculty. For more information on capital or endowment giving visit <https://www.wis.edu/support/endowment>.

PLANNED GIVING

The Cathya Stephenson Planned Giving Society at WIS recognizes donors who have made provisions for WIS in their estate plans. For more information about planned giving at WIS, please visit <https://wis.plannedgiving.org>.

GIFTS IN KIND

Gifts in-kind (GIK) are non-cash gifts such as hosted events, decorations, Auction item contributions, theater costumes, library books, etc., which help the school to fulfill its educational mission through support of programs and/or facilities. To ensure appropriate recognition, we ask that donors fill out a Gift in Kind form, available in the Advancement Office or at www.wis.edu/support/waystogive. Please note: although greatly appreciated, GIK contributions do not count toward Annual Fund contributions or participation.

ADVANCEMENT OFFICE

ALUMNI RELATIONS

The Alumni Relations office ensures WIS alumni have a meaningful relationship with the School and each other. Whether they attended WIS for two or 20 years, our alumni continue to feel a deep connection to WIS. Alumni and past parents are encouraged to keep in touch with WIS and with one another through: WIS Connect, the alumni mentoring platform; online communities such as Facebook, Instagram, Twitter, and LinkedIn; the electronic alumni newsletter *Window on WIS*; as well as by attending reunions that take place in DC and around the world.

Send news or updated contact information about any alum to WIS's Director of Alumni Relations and Giving at alum@wis.edu.

COMMUNITY-BUILDING INITIATIVES

WISPA

The WIS Parents Association (WISPA) helps to bring the WIS parent community together and to support the strategic priorities School with proceeds from community events, such as the Spring Bazaar. An extraordinary community of volunteers supports the School in numerous ways and opportunities to get engaged are advertised throughout the year.

At WIS, many community members are passionate about and engaged with local and global non-profit organizations. To ensure all parent, student, and school fundraising endeavors are successful, WIS only provides administrative support for school-based, curriculum, and student-initiated fundraisers. For more information, contact Marisa Alford at marisa.alford@wis.edu or (202) 243-1856.

STUDENT AND CURRICULUM FUNDRAISERS

Each year, WIS students raise funds as part of clubs, curriculum projects and CAS (Creativity, Activity, Service) projects. In keeping with the WIS mission, students are encouraged to support their local, national and global communities. All student fundraisers, in all divisions, are to be coordinated with administrators to align fundraising efforts and ensure students are successful.

Upper School: Allison Ewing, allison.ewing@wis.edu

Middle School: Eric Beck, eric.beck@wis.edu

Primary School: Mike Bailey, mike.bailey@wis.edu

Participation in student fundraisers is open to all students as they learn to think about the world outside WIS. Parents are not obligated to support these initiatives, but we hope they will encourage their children to work collaboratively with their classmates to plan and achieve their goals.

COMMUNICATIONS PLATFORMS, PHOTOGRAPHY, AND VIDEO

The Marketing and Communications Director oversees school communications, including print and electronic publications and the website. Electronic communications are the primary medium for articulating WIS policies, curriculum, and everyday information to parents and guardians.

EMAIL

WIS faculty and staff use email extensively. It is important, therefore, that we have accurate email addresses, and that recipients ensure WIS broadcasts are not filtered out by anti-spam and firewall software. If you suspect you are not receiving broadcasts, please contact the director of marketing and communications (kimberly.bennett@wis.edu). Changes to email addresses and phone numbers, as well as mailing addresses, should be sent to updates@wis.edu or can be made in an individual's onCampus profile.

In addition to broadcasts about specific topics, community members should read the two electronic publications that are sent out on a regular basis:

- *Next Week at WIS* is a weekly email, sent Fridays, outlining events for the week ahead.
- *@WIS* is a bi-weekly electronic newsletter for the entire WIS community.

Our e-mail system may also be used to communicate with parents in case of urgent news or emergencies.

The school creates Google group email lists to facilitate communication between parents at each grade level. Please note the following guidelines when using Google groups.

- Google groups are to be used for WIS-related information.
- Google groups should not be used to promote personal/non-WIS events, programs, or fundraising activities.
- Google groups may be used to send invitations (e.g. to a birthday or graduation party) if every child in the grade is invited. *Please note Evite invitations will not work with Google groups, as individual users will not be able to respond to the Evite.*

Community members may use/access individual parent email addresses via the online Family Directory. WIS will not share lists of parent email addresses with parents via other methods.

Faculty, staff, and parents are expected to use e-mail responsibly. Those who use WIS email and Google group addresses should know that there is no guarantee of confidentiality. Emails should not be used as a forum to gather and share collective opinions about school issues or to air and discuss grievances with faculty, administration, or other parents.

WIS WEBSITE

The website includes a Community Portal, with password-protected areas for parents and staff. Information that does not need to be viewed by members of the general public is placed within the password-protected area of the Portal. Details about how to access this area are provided to community members at the start of each school year. All community members are encouraged to become familiar with the content on the Portal.

ACADEMIC COMMUNICATION

WIS uses onCampus for its learning management system. All parents have the ability to log in to onCampus to review aspects of their child's academic life. An email sent prior to the beginning of each school year details what type of information is available to parents in each division. At the Primary School level, the school also may use Seesaw to send classroom or grade-level announcements.

WIS NATIVE APP

WIS has its own app that is iOS and Android compatible. Search for Washington International School in the App or Google Store. Family Directory information is accessible via the app (requires login).

COMMUNICATIONS PLATFORMS, PHOTOGRAPHY, AND VIDEO

EMERGENCY ALERTS

All staff, parents, and Middle/Upper School students with mobile phone numbers on record are automatically subscribed to the School's emergency text/email alert systems. Community members receive an email at the beginning of the school year explaining the alert system.

WIS SOCIAL MEDIA PLATFORMS

The school maintains social media accounts on Facebook, Twitter, Instagram, LinkedIn and YouTube. Requests to use/create other accounts must be cleared with the Marketing and Communications Office.

PHOTOGRAPHY AND VIDEO

Each year, WIS takes many videos and photos of our students and families. The photos and videos are used in school-produced print and electronic publications and on the school's website and social media platforms.

When families complete their enrollment contract, they can indicate that their child's likeness may not be used in WIS communications. It is the responsibility of families to review the enrollment contract and, if they do not want their child's photo reproduced electronically or in publications, to notify the school as described in the contract. This practice is for external use of photographs only. It does not include photos taken for publications that are intended solely for the use of the WIS school community such as yearbooks, DVD and CD recordings of school events, or photos taken by teachers to document classroom activities and events.

All members of the WIS community are asked to be thoughtful and respectful in taking and sharing images of WIS students. Guidelines for WIS employees are outlined in the Employee Handbook. Parents and students should be considerate when posting images on social media platforms. Best practices suggest using no names (or at the most first names) and not including an individual's age, address, or other identifying information. If you are in doubt as to the appropriateness of sharing an image publicly, do not do so — or ask permission of the individual(s) in question. All WIS community members are welcome to reach out to the Marketing and Communications Office for additional guidance.

MEDIA RELATIONS

The Marketing and Communications Office is responsible for coordinating media contacts for the school. Media inquiries should be referred to the marketing and communications director, who will manage requests for information and interviews. Faculty, staff, and families can opt not to participate. WIS does not share contact information for any WIS student or family with the media without approval from the family. Should a media outlet such as a newspaper, magazine, TV or other outlet request the opportunity to photograph or film any WIS student, parents or guardians will be asked to sign a release form.

HEALTH AND SAFETY POLICIES/PROCEDURES

During the COVID-19 pandemic, the school has established special procedures to protect the community. This includes daily completion of a COVID Symptom Check form for any individual who will be present on either campus and, as of November 2020, on-campus COVID testing. Additional information about precautions and procedures is available in *Forward with WIS*, which is posted on the WIS website at wis.edu/parents/covid-19.

HEALTH FORMS AND MAGNUS HEALTH PORTAL

Each year, families are asked to complete mandatory health forms required to be on file by the DC Department of Health, as well as the Authorization to Treat and Share Information form. These forms must be uploaded to Magnus Health, our online, secure student medical record system, before the start of the school year. As acknowledged in the School's medical waiver, parents/guardians authorize the School to release to and obtain from any treating hospital, clinic, licensed medical facility, or attending healthcare provider, their children's health information for purposes of diagnosis, treatment, care, or prognosis of any medical problem. The medical waiver also permits the School to confer (telephonically, in person, electronically, or otherwise) with professionals who are treating WIS students.

Students may neither begin classes on the first day of school nor participate in any school-related activities, including pre-season athletic practices, without having submitted all completed health forms with up-to-date immunization information.

A parent must log into Magnus Health via the Parent Portal in order to see the forms required for an individual child. A child's information should be updated in Magnus (e.g. if a new allergy is detected or physician contact information changes) as needed throughout the school year.

IMMUNIZATION REQUIREMENTS

WIS requires all students to be compliant with the District of Columbia Department of Health Immunization requirements. Failure to comply within 20 days of the start of the school year will result in exclusion from WIS and all school-related activities. A student may be exempted from the immunization requirements for medical or religious reasons.¹

ILLNESS

Use the guidelines below to determine when to keep your child home from school.

- Active fever, defined as a temperature of 100.0 F/37.8 C or higher within the 24-hour period preceding the start of the school day.
- Active vomiting, defined as vomiting within the 24 hours preceding start of the school day.
- Active diarrhea, defined as watery bowel movement within 12 hours preceding start of school day.
- For the first 24-hour period of antibiotic treatment of diagnosed infectious illness, such as strep throat, pink eye or pneumonia.
- In cases of head lice, until the student has had the initial treatment to remove active adult lice.
- If your child has an active, blistering rash and has not yet been seen by his/her MD and cleared to return to school.
- If a student is ill and has been absent for three days, please contact the Division Office to provide an update about his/her illness. Students absent for five days or more may require MD clearance prior to return to school.

COMMUNICABLE ILLNESS POLICY

The School may exclude any student who has a communicable illness or has been exposed to an infected person if the School determines, in its sole discretion, that such exclusion is appropriate for the welfare of the student or the School community. In reaching the decision to exclude a student from the School, the School may consult with appropriate medical professionals and/or the D.C. Health Department.

¹ Parents who wish to exempt their child(ren) from DC immunization requirements based on religious beliefs must follow the requirements of the DC Department of health and submit their required forms to the health office annually. Forms are only distributed by the DC DOH and you may obtain one by calling 202-576-7130. Please note these forms change often and may require updates throughout the year.

HEALTH AND SAFETY POLICIES/PROCEDURES

If and when appropriate, the School will disseminate information to students and families regarding campus health and safety issues through regular internal communication channels. For example, the School may provide families with information about the nature and spread of communicable illnesses, including symptoms and signs to watch for, as well as required steps to be taken in the event of an epidemic or outbreak. Of course, we encourage all parents and guardians to contact medical professionals with any questions or concerns about communicable illnesses or immunization issues.

INJURY

- If a student attends school, she/he is expected to participate in PE class. Modifications will be made to accommodate individual issues of ill health or injury. Modifications will be temporary.
- Should a student be unable to participate in PE due to injury, we require a statement from the physician outlining the nature of the injury and duration of exclusion from PE.

Procedures regarding illness or injury occurring after the start of a school day:

- Any student who becomes ill or injured during the course of the school day will be referred to the School Nurse for evaluation and care.
- A student sent home with a fever may not return to school until he/she has been fever-free for 24 hours without the use of fever reducers such as Tylenol or Motrin.
- If a student's condition requires dismissal or medical referral, a parent will be contacted. To facilitate the best delivery of care to all WIS students, children must be picked up within 90 minutes of such parent notification.
- Once the school day has commenced, any student wishing to leave school due to illness must see the School Nurse prior to his/her dismissal.

Injuries Sustained Off Campus

If a child sustains a serious injury while not at school (e.g. broken bone, concussion/head injury, injury requiring stitches, etc.) parents must contact the school nurse. In addition, please provide the physician's written guidance regarding any necessary academic restrictions or limitations on play, PE, sports or other activities. The nurse may need to make recommendations to faculty about activities that a student should avoid, or accommodations that need to be initiated.

LICE

- In accordance with CDC recommendations, students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Nits may persist after treatment, but successful treatment should kill crawling lice.
- **Parents should notify the school nurse if a child has been diagnosed with an active case of head lice.**
- All Primary School students receive age-appropriate head lice education in their classrooms as part of the Health Unit.
- More detailed information on the treatment of head lice can be found on the Center for Disease Control or American Academy of Pediatrics websites.

MEDICATION

DC law does not allow students to carry or self-administer any medication except when legally authorized to carry their emergency medication (epinephrine auto-injectors or asthma inhalers).

Prescription Medication use During School Day

Once-a-day medication should be administered outside of school hours by the parent or legal guardian. At times, a student will be required to take a prescribed medication during the course of the school day.

- All prescription medication requiring administration during school hours will be dispensed by the school nurse according to the physician-completed *WIS Prescription Medication Consent Form*. Prescription medication must be stored in the Health Office.
- All prescription medications must be supplied to the school nurse in the container dispensed by the pharmacy and labeled with the prescribing physician's name, the student's name, name of

HEALTH AND SAFETY POLICIES/PROCEDURES

medication, dose, frequency and duration of use.

- The first dose of a prescription medication must be administered by a parent at home.
- Parents should pick up all unused medication at the end of the school year. Any medication not collected within five days of the conclusion of school will be destroyed.

Non-Prescription (Over the Counter Medication) use During School Day

A limited number of over the counter medications are available in the Health Offices for administration to students whose physician and parent have signed the *WIS Non-Prescription Consent Form*. The nurse will administer medication during the academic day. Trained designees may administer medications under certain circumstances, such as during a field trip and during Co-Curricular Program hours. Over the counter medications are not to be brought to school for student self-use. Medication brought to school by a student will be deposited with the school nurse for storage (and possibly to be administered to the student) and will then be returned to the child's parent or guardian.

ASTHMA AND ANAPHYLAXIS ACTION PLANS

In accordance with DC law, any student who has been diagnosed by his/her Physician to have Asthma or a Food Allergy must have an *Asthma Action Plan* and/or *Anaphylaxis Action Plan* (AAP). All AAPs must be provided to the respective Health Office by the opening day of school along with the prescribed Inhaler or Epi Pen for students who are not authorized to self-medicate. Those medications will be stored for a student's use in the Health Office of his/her home campus. AAPs must be provided for students who have medical authorization to self-medicate with inhalers or Epi-pens.

- In grades 5-12, students may "self-carry" emergency medication, if authorized by a physician.
- A student who has "self-administered" his/her inhaler or Epi-pen during the course of the school day must be promptly evaluated by the school nurse.
- Emergency services will be called whenever epinephrine has been administered, and the student will be transported to the hospital.

ALLERGIES

WIS strives to create an allergy conscious learning environment and follows the American Academy of Pediatrics standard of care for management of food allergies. Parents are encouraged to review these standards at www.foodallergy.org. In addition to submitting the required annual Anaphylaxis Action Plan, WIS expects children with food allergies to practice age-appropriate behaviors outlined by their physician to avoid contact with their allergen, such as hand washing and not sharing foods.

WIS does not serve foods containing nuts or prepared in nut oils in either its lunch program or its Co-Curricular Programs-provided snack. Parents are asked not to bring in food for other children to share but **WIS does not restrict the food parents prepare for their own child's consumption for snack/lunch**. WIS students practice hand hygiene before and after meals and do not share food. The Tregaron lunch program is nut-free, however other food options on campus reflect a real-world environment. Students with known food allergies are supported in making appropriate, healthy food choices.

STUDENT INSURANCE

WIS provides students with accident insurance during the school year and summer programs. Contact the Business Office with questions regarding student insurance. For domestic and international trips, families may be asked to procure and show proof of travel/evacuation insurance.

CONCUSSION MANAGEMENT PROGRAM

The goal of the concussion management program at WIS is to ensure the health and safety of students and student athletes. The program aims to provide information to prevent, recognize and respond to possible head injuries. The program also aims to effectively manage a concussion that occurs either at school or during a non-school event. This includes ensuring proper diagnosis, allowing adequate time to heal and providing supportive services until the student is symptom free and eligible to return to academic, recreational and athletic field activities. The entire WIS Concussion Management Program can be viewed online at: http://www.wis.edu/uploaded/Student_Life/ConcussionPolicy2017.pdf.

HEALTH AND SAFETY POLICIES/PROCEDURES

Parents sign the concussion program acknowledgment form via Magnus and students are asked to complete the form when they sign up to participate on an athletic team.

GENERAL CONCUSSION INFORMATION

A concussion is defined as “a traumatic injury to the brain causing a change in mental status at the time of the injury, such as feeling dazed, disoriented or confused, which may or may not involve a loss of consciousness resulting from:

- A fall, a blow or jolt to the head or body
- The shaking or spinning of the head or body
- The acceleration and deceleration of the head”²

Concussions can occur in any sport or recreational activity. All head injuries are considered serious and any WIS student, regardless of age, who exhibits signs or reports any symptoms of a concussion will be removed from play **immediately**. A concussion is considered serious at any severity; most will occur without loss of consciousness. Parents will be contacted immediately if a head injury is suspected.

Coaches, parents and athletes should become familiar with the signs and symptoms of a concussion and how to respond if a concussion occurs. Student athletes will often minimize symptoms or underreport injuries and this is the case with concussions. Recognition and appropriate response to a head injury at its onset can prevent further injury. The conservative management of concussions is critical to the developing brain as a secondary head injury to a student who has not fully healed can have significant, cumulative and possibly catastrophic consequences.

BUS SAFETY

WIS buses are only for the transport of students in grades Kindergarten and higher. Trips with children in Preschool and Pre-Kindergarten will be contracted with a company that has buses equipped to accommodate these ages. Student conduct on buses is expected to be the same as when on campus.

² DC Athletic Concussion Protection Act of 2011

ANTI-BULLYING, CHILD ABUSE AND ANTI-HARASSMENT POLICIES

ANTI-BULLYING POLICY³

WIS is committed to providing a safe and caring environment on our campuses as well as in online spaces and off-campus school-sponsored activities in order for all of our students to learn in a secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students are encouraged and expected to tell an adult immediately. Incidences reported to a member of the school community will be dealt with promptly and effectively.

WHAT IS BULLYING?

Bullying is deliberate and repeated aggressive behavior with the intention of physically or verbally hurting another person through speech, physical contact and/or written communication.

Examples of bullying can be, but are not limited to:

- repeatedly being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- pushing, kicking, hitting, punching, or any use of violence in order to embarrass or intimidate
- unwanted physical contact or sexually abusive comments
- negatively focusing on the issue of "cultural" differences including, but not limited to, race, religion, family background, and sexuality
- name-calling, repeated use of sarcasm, spreading rumors
- repeated examples of teasing
- misuse of email, Internet, Facebook, instant messaging tools, or other social media
- threats, including those sent by text messaging and calls
- misuse of associated technology, e.g. camera and video equipment

PROCEDURES

- If a student feels that he or she has been a target of bullying or has witnessed bullying actions toward a peer, the student should alert an adult as soon as possible.
- If a report is made to a parent, WIS requests and expects that parent to report bullying actions to a school administrator. All incidences of bullying which are reported to a faculty member, administrator or any other school employee will be recorded and investigated in a timely manner.
- Faculty and/or an administrator will speak to all students involved.
- Parents will be contacted as necessary.
- A record of all incidences and follow-up actions will be kept on file with the division administration.
- All members involved with the incident will work together to stop the bullying behaviors.
- Appropriate actions and consequences, in accordance with the Community Handbook, will be levied with student(s) involved in the bullying incident.

OUTCOMES

An appropriate course of action will be decided upon by the school in cases of bullying. The consequences will be assigned in conjunction with our school code of conduct, to be reviewed by the Head of School as necessary. We believe it is equally important to provide support to the student who has been bullied and to understand the motivation behind the bullying behavior to prevent such actions in the future.

Confidentiality of the incident and the consequences will be maintained as necessary and will be reported to others only on a need to know basis.

CONCLUSION

A safe community is one in which all members are respectful of each other. It is our expectation that students, parents, faculty, staff, and administration will consistently treat one another in a respectful manner and strive to fulfill the traits and characteristics of the IB Learner Profile.

CHILD ABUSE

WIS is committed to safeguarding minors from physical, mental, or sexual abuse, neglect, or other potential harm. As a school licensed and registered in the District of Columbia, WIS complies with Section § 4-1321.02 of the DC Code: *Mandated Reporting of Suspected Child Abuse and Neglect*.

³ Policy drafted in August 2011 and is based on Kidscape's "Anti-Bullying Policy for Schools." It has been altered to fit the needs of the Washington International School.

ANTI-BULLYING, CHILD ABUSE AND ANTI-HARASSMENT POLICIES

The School's Child Protection Policy Manual provides extensive information regarding child abuse, including how to identify signs of abuse and procedures for reporting abuse. That Manual is included as an appendix at the end of this Handbook.

When WIS investigates a complaint of misconduct (such as but not limited to child abuse or sexual harassment), it expects and requires the cooperation of all employees including the complainant, witness, and the accused offender. WIS may interview these individuals privately and take oral and/or written statements from them. Any employee or volunteer who fails to cooperate with such an investigation or to provide complete and truthful information may be subject to disciplinary action.

ANTI-HARASSMENT POLICY

GENERAL STATEMENT OF POLICY

WIS's policy is to maintain a learning environment for students that is free from harassment on account of an individual's race, religion, color, sex, national origin, disability, sexual orientation, or any other protected characteristic (hereinafter "discriminatory harassment"). WIS prohibits any and all forms of such harassment.

WIS will act promptly to investigate all complaints, either formal or informal, verbal or written, of discriminatory harassment; to take appropriate action to protect individuals from further harassment; and, if it determines that discriminatory harassment has occurred, to promptly and appropriately discipline any student, teacher, administrator, volunteer, or any other school personnel who is found to have violated this policy, and/or to take other appropriate action reasonably calculated to end the harassment.

DISCRIMINATORY HARASSMENT PROHIBITED

WIS students, teachers, administrators, volunteers, or other school personnel are prohibited from engaging in discriminatory harassment of any student. It is a violation of WIS policy for any teacher, administrator or other WIS school personnel to tolerate discriminatory harassment of any student, by a student, teacher, administrator, other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of WIS.

For purpose of this policy, the term "school personnel" includes WIS board members, school employees, agents, volunteers, contractors, or other persons subject to WIS supervision and control.

SEXUAL HARASSMENT

Sexual harassment will not be tolerated toward any member of the School community. Sexual harassment takes many forms and consists of, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Sexual Harassment can occur between employee, supervisor and student. It can be an implicit or explicit action, and submission to or rejection of such an action could impede an employee or a student's professional or academic life.

Depending on the circumstances, sexual harassment may include, but is not limited to:

- Unwelcome sexual epithets, advances, slurs, threats, verbal abuse, derogatory comments, sexually degrading descriptions, or remarks that imply incompetence as a characteristic of gender;
- Unwelcome commentary about an individual's body;
- Unwelcome leering, staring, whistling, sexual flirtations, or propositions;
- Unwelcome sexual or denigrating jokes, innuendos, stories, drawings, pictures, or gestures;
- Unwelcome touching of an individual's body or clothes;
- Displaying, distributing or circulating sexually suggestive or graphic objects or materials;
- Talking/boasting of sexual prowess;
- Conditioning employment opportunities, academic achievement and/or participation in School activities on submission to unwanted sexual advances or conduct;
- Negative stereotyping; threatening, intimidating or hostile acts;
- Inquiries into one's sexual experiences and/or discussion of one's sexual activities;
- Written or graphic material that denigrates or shows hostility or aversion toward an individual or group.

ANTI-BULLYING, CHILD ABUSE AND ANTI-HARASSMENT POLICIES

OTHER TYPES OF DISCRIMINATORY HARASSMENT

For purposes of this policy, other discriminatory harassment of a student is defined as verbal or physical conduct that denigrates or shows hostility or aversion toward a student because of his/her race, color, religion, national origin, sexual orientation, disability, or any other characteristic protected by law, when:

- The harassing conduct is sufficiently severe, persistent or pervasive that it affects a student's emotional well-being, ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment; or
- The harassing conduct has the purpose or effect of substantially or unreasonably interfering with a student's academic performance or otherwise adversely affects a student's learning opportunities.

Examples of conduct that may constitute discriminatory harassment include:

- Graffiti containing offensive language based on race, national origin, ethnicity, disability, sexual orientation, etc.;
- Mocking, ridiculing, or mimicking another's culture, accent, appearance, or customs;
- Name calling, jokes, or rumors;
- Epithets or slurs;
- Written or graphic material (including emails and cartoons) containing comments or stereotypes aimed at denigrating students because of their particular race, national origin, religion, physical or mental disability, or other protected characteristics;
- A physical act of aggression or assault on a student because of that student's race, national origin, religion, disability, or other protected characteristics; or
- Other kinds of aggressive conduct such as theft or damage to property which is motivated by race or other protected characteristics.

The above list of examples is not intended to be all-inclusive.

Training on the requirements of non-discrimination and the appropriate responses to issues of harassment will be provided to all WIS personnel on a regular basis, and at such other times as WIS determines is necessary or appropriate.

REPORTING PROCEDURES

Any student who believes that he/she has been the victim of discriminatory harassment by another student, teacher, administrator, or other school personnel of WIS should immediately report this conduct to the Principal of his/her particular division as applicable, or to another teacher or administrator if the division Principal is unavailable. Similarly, any school employee who receives or has received notice that a student may have been subject to discriminatory harassment should immediately report this conduct to the respective division Principal. The division Principal will in turn report the suspected harassment to the Associate Head or Head of School. (**Note: WIS Employees must be aware of the Mandated Reporter requirements outlined in the Child Protection Policy Manual and follow the proper reporting protocol if there is reasonable cause to suspect child abuse.**)

INVESTIGATION AND RESOLUTION

Upon receipt of an allegation or complaint alleging discriminatory harassment, the Head of School shall immediately undertake or authorize an investigation. That investigation may be conducted by WIS officials or by a third party (such as a trained, impartial investigator who is able to apply procedural and substantive standards which are necessary and applicable to identify unlawful harassment, recommend appropriate discipline and remedies when harassment is found, and take other appropriate action to rectify the damaging effects of any prohibited conduct).

The steps to be taken during the investigation will vary depending upon the nature of the allegations. Generally, the investigation may consist of personal interviews with the complainant, the individual against whom the complaint is made, and others who have knowledge of the alleged incident or circumstances giving rise to the complaint. The investigation may also consist of the evaluation of any other information or documents which may be relevant to the particular allegations.

WIS will respect the privacy of the complainant, the individual(s) against whom the complaint has been made, and the witnesses as much as possible, consistent with WIS's legal obligations to investigate and to take appropriate action to remedy any violation found.

ANTI-BULLYING, CHILD ABUSE AND ANTI-HARASSMENT POLICIES

WIS will make every effort to conclude its investigation as quickly and efficiently as possible. A written report will be prepared upon completion of the investigation. If the complaint involves the Head of School, the report may be filed directly with the WIS Board Chair. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. The complainant will be advised in writing of the results of the investigation.

In the event the report concludes that a violation has occurred, WIS will take prompt, appropriate action to address and, where appropriate, remediate the violation. Appropriate remedial action may include but is not limited to: counseling, awareness training, parent-teacher conferences, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. WIS action taken for violations of this policy shall be consistent with the requirements of applicable collective bargaining agreements, state and federal law, and WIS anti-harassment policies.

If the investigation concludes that an individual has violated this policy, he/she may appeal this determination. Conversely, if the investigation concludes that no discriminatory harassment has occurred, the complainant may, if he/she believes this conclusion is erroneous, appeal this determination to the Head of School. In the event that the investigation suggests that the harassment at issue may also violate District of Columbia criminal statutes, WIS may also report the results of the investigation to the appropriate law enforcement agency.

RETALIATION

Submission of a good faith complaint or allegation of discriminatory harassment will not affect the complainant's future grades, learning environment or opportunities, or employment, work environment, or work assignments.

Retaliation is a serious violation of this policy and should be reported immediately. WIS will discipline or take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who reports an incident of alleged discriminatory harassment or against any person who assists or participates in an investigation or proceeding relating to such alleged harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

THE USE OF SLURS

The pages above discuss behaviors that are considered to be bullying, abuse, and/or harassment. Among those behaviors is the use of slurs. A slur is defined as profane or derogatory language/behavior that makes reference to real or perceived ethnicity, race, national origin, immigrant status, religious belief, gender, sexual orientation, age, disability, political affiliation, manner of speech, or any other physical or cultural characteristics. A slur could be made verbally, in writing, via a gesture, or online.

While a single use of a slur may not meet the legal standard of abuse or harassment, community members are prohibited from making slurs at any time — for instance, they are not to be used as a joke or code amongst friends, in a game, in a drawing, or via a picture. To support this policy, community members must not tolerate the use of slurs and should challenge such behavior when it occurs. Students who are not comfortable approaching or confronting peers regarding the use of slurs should contact a teacher, staff member, or parent.

We recognize the use of slurs may arise in academic settings (e.g. when reading a piece of literature or during a class discussion). In such cases, teachers will provide appropriate context and guidance.

The goal of this policy is to foster a culture of respect and empathy. When such behavior is brought to the attention of a teacher or staff member, the initial response will be focused on educating the individual who made the slur. Any community member who repeatedly uses slurs may face additional consequences, including:

- a conference with any or all of the following (students involved, parent/guardian, administration, counselor, staff members)
- making an apology or similar action
- detention
- loss of school privileges
- suspension
- expulsion

SMOKING, ALCOHOL, AND DRUG POLICIES

SMOKING

WIS is a non-smoking community. Smoking cigarettes, cigars, pipes, vapes/juuls, or chewing tobacco anywhere on campus or within a one-block radius is strictly prohibited and subject to consequences. For the Tregaron Campus, this means the entire area with the fences, even the property owned by the Tregaron Conservancy. It also means the park just off Klingle Road and outside any apartment blocks or houses in the neighborhood.

If a student is caught smoking or vaping, or in possession of paraphernalia, including but not limited to tobacco products of any kind and/or vape/juul devices, that student will face disciplinary action. This includes, but is not limited to, suspension from school and sports teams and notations in permanent file (reportable to other schools and colleges depending upon the context/circumstances of the violation).

The legal age for purchasing and possessing vaping paraphernalia in the District of Columbia is 21 years. WIS students may not use, possess, sell, or distribute vaping paraphernalia (e.g., juuls, chargers, pods, etc). Any student who is caught in possession or distributing such paraphernalia will face serious disciplinary consequences, including suspension from school sports teams and a one-day or more school suspension.

ALCOHOL AND DRUGS

The legal drinking age in the District of Columbia is 21 years. WIS students are strictly forbidden to use, possess, or be under the influence of alcohol. Alcohol is permitted at adult-oriented events when adults supervise the distribution of alcohol. At events intended primarily for students, alcohol will not be served.

WIS students may not use, possess, sell, or distribute illegal drugs, drug paraphernalia or alcohol while under the jurisdiction of WIS authorities. Students are not allowed to consume or be in possession of alcohol or drugs at school or while attending, participating in, or traveling to or from any school-related activity. Any student under the influence of, or in possession of, alcohol or drugs at school or on a school-related activity will face serious disciplinary consequences. WIS reserves the right to take disciplinary action in the event that a student's use or possession of alcohol or drugs in a non-school-related activity or setting interferes with or affects the school community. Any student discovered to have contravened the school's substance abuse policy is subject to consequences including expulsion.

Students are considered to be under the jurisdiction of the School when on school property, the school bus, or while attending, participating in, or traveling to or from school-sponsored activities and field trips. Activities or events sponsored by or held at other schools will be treated as WIS-sponsored events for the purposes of the Code of Conduct. Students who represent look-alike substances as illegal drugs are subject to suspension or expulsion. If the School has reasonable suspicion that a student has contravened the substance abuse policy, school personnel may search that student and his/her locker and personal belongings.

In the face of evidence of student drug or alcohol use, the school may require, as a condition of a student's continued enrollment, and at the parent's expense, a drug or alcohol assessment at an approved facility. The School, through its counselors, stands ready to assist and support students suffering from drug and/or alcohol abuse. Information that the counselors receive regarding student drug and alcohol problems is treated in the strictest confidence, unless the health or safety of a student is involved. However, the support of the School does not excuse students from the consequences of their actions if they contravene the substance abuse policy.

SEARCHES

No student may possess any illegal substance, object, or contraband that constitutes a threat to the health, safety, or welfare of any person or persons on school property. To protect the safety and welfare of students and school personnel, WIS has the right to perform unannounced searches and to confiscate contraband, and has the right to perform physical searches of students to determine whether they pose a danger to themselves and others. The Principal and authorized staff members may search a student's pockets, purse, backpack, gym bag, or other personal property; student lockers, desks, or other school property; or student automobiles.

All items deemed to be illegal, illicit, disruptive, or a general nuisance to the educational process may be confiscated by staff. Storage, return, or destruction of such items shall be at the discretion of the Principal or the Principal's designated agent, subject to legal impoundment.

INCLEMENT WEATHER AND EMERGENCIES

SNOW AND INCLEMENT WEATHER

SNOW DAYS

WIS makes its own determination regarding closures and/or delays on snowy/icy mornings.

If WIS is closed or delayed due to inclement weather and/or snow, we will do the following:

- Post an announcement on the WIS home page.
- Send a text/email via the emergency alert system.
- Send a notification via the WIS App (note: you must enable push notifications).
- Send a Tweet (follow us on @WISRedDevils).

We will make every effort to post this information as early as possible and no later than 6:00 AM. If WIS does not make a specific announcement using the methods above, school is in session on a regular schedule.

Community members are automatically subscribed to the School's emergency text/email alert system, which will be used to announce inclement weather closures (in addition to other emergency situations). Please note that standard text rates apply for this service.

If snow begins after school is in session, WIS will remain open when it seems safe to do so. In the case of an unexpected early dismissal, the School will send an email to all parents, as well as using the methods of communication in the bullets above. In the event of early closing, parents are requested to pick up their children at the announced closing time. On unscheduled early-dismissal days, Extended Day Care, After-School Classes, Middle School After Care and athletics events will be cancelled.

The School has established a Virtual Learning Policy for snow days. Teachers and Middle/Upper School students will follow this policy, which is outlined online at <https://www.wis.edu/quicklinks/snow-days-and-virtual-learning>. Primary School teachers will provide suggested activities via the onCampus class pages, but there will be no mandatory assignments for Primary School students.

ELECTRICAL AND OTHER STORMS

Students will be directed to the appropriate shelter in the closest building until the storm has passed. They must not stand under a tree or in the middle of an open area and in the case of electrical storms should discard jewelry or any metal objects (e.g. an umbrella). If they are in the open and away from an immediate shelter, they should crouch with feet together in a hollow or depression in the ground.

If inclement weather has the potential to affect student safety, WIS reserves the right to keep students inside until the danger has passed. This includes during afternoon/evening dismissal. WIS will make every effort to inform parents of such schedule disruptions.

EMERGENCY PREPAREDNESS

Policies and procedures for emergencies on each campus are detailed in the Emergency Preparedness Plan. The Plan is available for review by making a request to the Facilities and Operations Department.

Drills for safety procedures are held at intervals throughout the year. Some drills will be announced on campus through the public address system or by sounding an alarm. Should either campus need to be evacuated, arrangements have been made with neighboring schools for safe haven (Georgetown Visitation for the Primary School and The Maret School for the Tregaron Campus).

ACADEMIC INTEGRITY, INFORMATION TECHNOLOGY AND ACCEPTABLE USE

ACADEMIC INTEGRITY POLICY

Academic integrity is the expectation that students will act in an ethical, moral, and honest way when acquiring or providing information. WIS students have a responsibility to produce authentic work for all assessments and when completing all academic requirements. Acts of academic dishonesty can be characterized in the following manner: dishonestly acquiring information and/or providing information, plagiarizing, conspiring to participate in an act of academic dishonesty or fabricating information. The academic integrity policy is reviewed with students at the beginning of every school year in advisory as well as reinforced in classes.

Definition of academic integrity violations⁴:

1. **Cheating** is one or more of the following behaviors:

- Working on an assignment/test/exam/project with another person or people including but not limited to students, parents or tutors when not authorized by the assigning teacher.
- Accessing notes or materials during a formal assessment without teacher permission.
- Copying information from another person or people's work (such as but not limited to tests, quizzes, papers, exams, homework).
- Using or sharing an un-administered exam without authorization from a teacher.
- Purchasing and or acquiring work that is produced or created by someone other than you and submitting it as your own.
- Providing and or sharing with another student answers to homework/quizzes/tests/projects when not authorized by the assigning teacher.
- Sharing and/or discussing with other students information that appeared on tests and or exams before other students have taken the test or exam.

2. **Fabricating** results or information is one or more of the following behaviors:

- Falsifying the results obtained from a research or lab experiment.
- Providing data from experiments which have not occurred.
- Creating false citations for work presented.
- Having another student complete academic work and passing it off as your own.
- Changing answers or grades on exams after work has been returned to a student and then claiming instructor error.

3. **Conspiring** with others to participate in any act of academic dishonesty, as well as not reporting any incident of alleged violation of the Academic Honesty Policy.

4. **Plagiarism**: According to the website www.plagiarism.org⁵ and the Merriam-Webster online dictionary, plagiarism is defined in the following ways:

- Stealing and passing off the ideas or words of another as one's own.
- Using another's production without crediting the source.
- Committing literary theft.
- Presenting as new and original an idea or product derived from an existing source (print, online, television, etc.).
- Turning in someone else's work as your own.
- Copying words or ideas from someone else without giving credit.
- Failing to put a quotation in quotation marks and presenting it as one's own idea.
- Giving incorrect information about the source of a quotation.
- Changing words but copying the sentence or paragraph structure of a source without giving credit.
- Copying so many words or ideas from a source that it makes up the majority of the work, whether one has given credit or not (see the section on "fair use" rules).

⁴ "Student Life Policies." Academic Honesty Policy. University of Houston. Accessed July 5, 2009

<http://prtl.uhcl.edu/portal/page/portal/PRV/FORMS_POLICY_PROCEDURES/STUDENT_POLICIES/Academic_Honesty_Policy>.

⁵ "What is Plagiarism?" Plagiarism.org. Accessed July 5, 2009. <http://www.plagiarism.org/learning_center/what_is_plagiarism.html>.

ACADEMIC INTEGRITY, INFORMATION TECHNOLOGY AND ACCEPTABLE USE

CONSEQUENCES OF ACADEMIC DISHONESTY

Primary School

Beginning in Grade 1, teachers, the librarian, and the technology coordinator will educate students on age appropriate ways to credit sources. Throughout the Primary School, the emphasis will be on teaching opportunities for learning how to be honest and providing structures and support for students to be successful. In the event that a student, after continued guidance, fails to demonstrate understanding of the expectations outlined, the parents will be notified of the School's concern on a home-school communication form and conversations will be arranged with the child's parents, teacher and other educators as appropriate.

Middle School

WIS takes academic honesty very seriously. In the Middle School, we believe that integrity is core to the character of our students and it should never be compromised. Academic dishonesty weakens students' integrity and negatively impacts learning.

1st Offense

The Middle School believes a first offense is a learning opportunity for students, both in terms of character and academic development. Therefore, on a first offense, students will:

- Participate in a conference with the student, teacher, parent, and administrator to review and discuss the violation and create a plan of action to change future behavior.
- Receive no credit for any portion (part or full) of the assignment that was determined to be a violation of the academic honesty policy.
- Redo any work found to be a violation during subject lab or at a time agreed upon with the teacher or administrator.
- Receive a conduct referral for academic dishonesty

2nd Offense

A second offense is a more serious violation with additional consequences to those outlined above. Therefore, on a second offense, students will:

- Participate in a conference with the student, teacher, parent, and administrator to review and discuss the second violation.
- Receive no credit for any portion (part or full) of the assignment that was determined to be a violation of the academic honesty policy.
- Redo any work found to be a violation during subject lab or at a time agreed upon with the teacher or administrator.
- Receive a second conduct referral for academic dishonesty.
- Serve a full day in-school suspension.

3rd Offense

A third offense is an extreme violation of the academic honesty policy. Therefore, on a third offense, students will:

- Participate in a conference with the student, teacher, parent, and administrator to review and discuss the third violation.
- Receive no credit for any portion (part or full) of the assignment that was determined to be a violation of the academic honesty policy.
- Redo any work found to be a violation during subject lab or at a time agreed upon with the teacher or administrator.
- Receive a third conduct referral for academic dishonesty.
- Serve a full day in-school suspension.
- Receive a formal letter that will be placed in the student file and a possible academic hold on a returning contract.

Upper School

Academic integrity is an expectation of the **Upper School Honor Code** (pp. 59-62) and suspected violations will be referred to the **Student-Faculty Honor Council**. The Honor Council will hear cases and will make recommendations to the Upper School Principal regarding appropriate consequences. Honor Council procedures are outlined in the section on US Code of Conduct and Honor Code.

ACADEMIC INTEGRITY, INFORMATION TECHNOLOGY AND ACCEPTABLE USE

Students in IB Diploma Program courses (Grades 11 and 12) have the additional responsibility to submit authentic work for assessment to the IB and to conduct themselves ethically and in accordance with all rules during IB examinations. This expectation is an extension of the school community's overall commitment to a culture of academic integrity and honesty. When academic integrity violations occur in connection to IB coursework or examinations, the school will adhere to all IB requirements and procedures, including cooperating in all investigations and applying all penalties mandated by the IB.

Each year, the Assistant Principal for Grades 11 and 12 will provide Grade 12 students with a detailed overview of the rules in place during IB examinations. This overview will be provided prior to Mock IB Exams and the rules will be in effect for the Mock Exams as well as the May IB Exams.

INFORMATION TECHNOLOGY (IT)

WIS provides a wide array of computers, digital equipment, technology resources, services, and Internet access in order to enhance teaching and learning. Access to the Internet is provided via a high-speed network in classrooms, labs, and libraries. All public spaces on both campuses are served by a robust Wi-Fi network for laptops and mobile devices.

The instructional program at WIS is designed around a framework of 21st century skills, and as such charges students to do a great deal of online research, multimedia design, data processing, electronic communication, and design thinking. In order to successfully participate in the instructional program, students need access to digital resources outside of the classroom. Although the libraries and computer labs are available at various times outside of regular teaching hours, access is limited and students who are involved in after school activities will have little opportunity to use these resources. Ideally, students should have reliable and consistent access to a computer and the Internet from home. All enrolled students are entitled to a free copy of Office 365. Upper School students participate in a full BYOD (Bring Your Own Device) program where they choose what kind of device to bring to class each day.

MIDDLE SCHOOL 1:1 IPAD PROGRAM AND LIABILITY POLICY

Washington International School (WIS) owns and manages the iPads used by students in the Middle School program. The iPad program is designed as a 1:1 program and students are assigned a particular device. They are responsible for the use and care of this device, including charging, maintaining necessary apps for coursework, and requesting maintenance as needed. They are additionally accountable for the security and physical condition of the device and are expected to treat it with care.

Damage and Repair

In cases of normal wear and tear, the school shall assume responsibility for maintaining and repairing the iPad. The **first** accidental damage incidence of either of the following scenarios will be covered by the school:

- Broken Screens
- Liquid Damage

Any subsequent incidence of either a broken screen or liquid-damaged device is the responsibility of the student and the student's family.

Loss and Theft

In all cases of loss and theft, responsibility for the replacement of the iPad device lies solely with the family of the student assigned to the device. The family will be billed for the full replacement cost of the iPad, which must be purchased by the school.

Usage Period

After appropriate training and orientation, students will have the use of school-issued devices throughout the school year. All iPads must be returned to the school by the last day of classes. Families will be billed for all devices not returned to WIS by the last day of school.

ACADEMIC INTEGRITY, INFORMATION TECHNOLOGY AND ACCEPTABLE USE

BORROWING SCHOOL-OWNED DEVICES

The school makes a limited number of Macbooks available to Middle and Upper School students for check-out from the library. To ensure that devices are properly used and accounted for, the check-out period will be limited to one school day. Students will be expected to return devices to the library by 4:00 PM. Failure to return devices, or use of devices in violation of the Acceptable Use Policy, will result in a consequence. If a student needs to borrow a device for longer than a day due to extenuating circumstances, the request must be approved by the appropriate Assistant Principal.

ONCAMPUS AND ONLINE COURSE MATERIAL

Tregaron teachers use onCampus and Google to maintain online resources for their classes, including posting announcements, sharing documents, collecting assignments, facilitating online activities, etc. While the degree of usage will inevitably vary from teacher to teacher, students should subscribe to notifications from their onCampus pages to get the latest updates from their courses. Families have an account on this system as well, so class updates and other information are readily available. Questions about accessing onCampus should be directed to the Department of Academic Technology. The Department of Academic Technology may also approve other tools for use by students and teachers.

EXPECTATIONS OF PRIVACY

The computer system, including e-mail and Internet, is the property of Washington International School. WIS relies on a combination of self-hosted, externally hosted, and cloud-based services. These services are primarily intended for educational and business use and are subject to monitoring at any time. Although WIS does not routinely check communications or files, it has the right to review, audit, and disclose all matters sent over or stored on the system. As a result, members of the WIS community should recognize that there is no reasonable expectation of privacy when using the computer system.

DISSEMINATION OF MULTIMEDIA MATERIALS

The increasing use of technology and multimedia at WIS presents a wonderful opportunity for students and teachers to share what they do with the WIS community. The presentations, photos, video and audio of classes, field trips and school events are often shared with the WIS community electronically and through web-based resources. Sometimes, students and parents buy or receive copies of school events on media, such as CDs or DVDs. The instinct to share achievements is understandable but these files are for community use only. Any sharing of these materials beyond the WIS community is prohibited, except with the explicit permission of the creator of the work and all students involved.

ACCEPTABLE USE POLICY*

This Acceptable Use Policy (AUP) demonstrates correct use of WIS's technology and supplies while participating in school life. Members of the Academic Technology team review the School's AUP at the start of each school year.

WIS internet and devices are resources for learning and use of them is considered a privilege. Using the internet provided by WIS, it is understood that every student agrees to the rules below. Breaking the rules of this policy will result in loss of this privilege and/or other appropriate disciplinary actions according to the Code of Conduct in the WIS Community Handbook.

For all WIS students:

I realize that my behavior when using the WIS network and technology resources should follow the WIS Code of Conduct.

Safety and Security

- I will not share my login information with anybody.
- I will not interfere with the WIS network.
- I am only permitted to use the school devices and network for educational purposes.
- I will not change the settings or software on WIS devices.
- I will only share digital data, pictures or videos with my teachers' permission.
- I will not ask others for digital data, pictures, or videos that are not related to coursework.

ACADEMIC INTEGRITY, INFORMATION TECHNOLOGY AND ACCEPTABLE USE

- I will use the school devices and network to find, show, create or share things that are permitted at school.
- I cannot look up or share things that are offensive or hurtful to others according to the Code of Conduct in the WIS Community Handbook.
- I will take full ownership of all my files, including backing up my files.

Digital Community

- I must have my iPad set to mute in class.
- I will be a good member of my digital communities — I will be thoughtful, civil, and empathetic to others.
- I will follow my teachers' instructions when publishing schoolwork online.
- I will respect the ideas of others and I will not copy other people's work or ideas without citation.
- I understand that I represent my school in all my digital communities. I should not make my WIS community look bad or make my teachers or other students feel bad by posting embarrassing pictures or information about them.
- I will not pretend to be anyone other than myself. I will not do anything online that is not under my name.
- I will not share confidential school or personal information in my digital communities.
- I will only use social media when I'm legally allowed to, and only with permission from my teacher or school administrator.
- I will be careful about what I make public in my digital communities and I will use privacy settings thoughtfully.

1:1 iPad Program Policies

- I will come to class prepared to participate, with a fully charged iPad.
- I will use my WIS email on my iPad.
- I will know where my iPad is at all times of the day and will keep it safe.
- I understand that problems with my iPad will not be valid excuses for not completing an assignment unless there was no other way to complete it.

Consequences for Violations of the AUP

Any violation of the AUP will have a consequence, depending upon the context and severity of the infraction. Therefore, consequences may vary.

MIDDLE SCHOOL

The list below includes some general guidelines, but this is not an exhaustive list of consequences.

- I know that if I use my iPad at inappropriate times like while walking between classes, or leave my iPad in an unsecure place like on a table in the Student Center, I could have my device taken for the rest of the day.
- I understand that I am not to play games on my iPad during class or face parent notification, lunch detention, and possible loss of use of the iPad for an extended period.
- I understand that changing or altering management of the school iPad will result in parent notification, lunch detention, and possible suspension, if repeated.
- I understand that if I use my iPad or other devices to take images or video of people without their consent I could lose the privilege of having the device on campus and face suspension.
- I know that if I use my iPad or other devices in bathrooms or locker rooms I could permanently lose the privilege of having the device on campus and face suspension.
- It is clear to me that WIS is compliant with local and federal laws relating to the creation, possession, and distribution of child pornography and that my device is subject to search by WIS employees and outside authorities.

Upper School

Consequences are given by the appropriate Assistant Principal or Principal depending on the context and severity of the infraction.

** A simplified version of the above policy is shared and discussed with Primary School students at the start of the school year.*

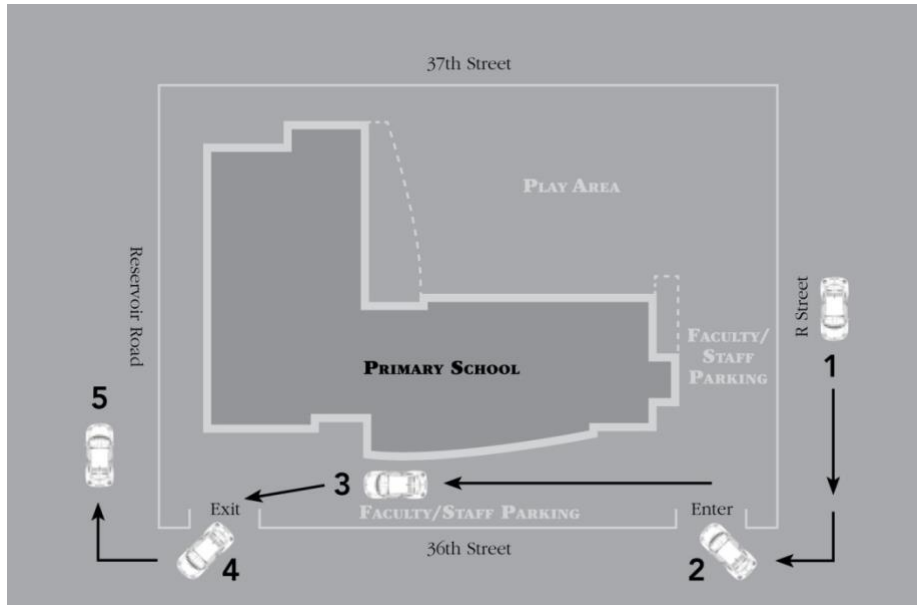
THE PRIMARY SCHOOL: Grades Preschool-5

General Information and Policies

ARRIVAL AND DISMISSAL

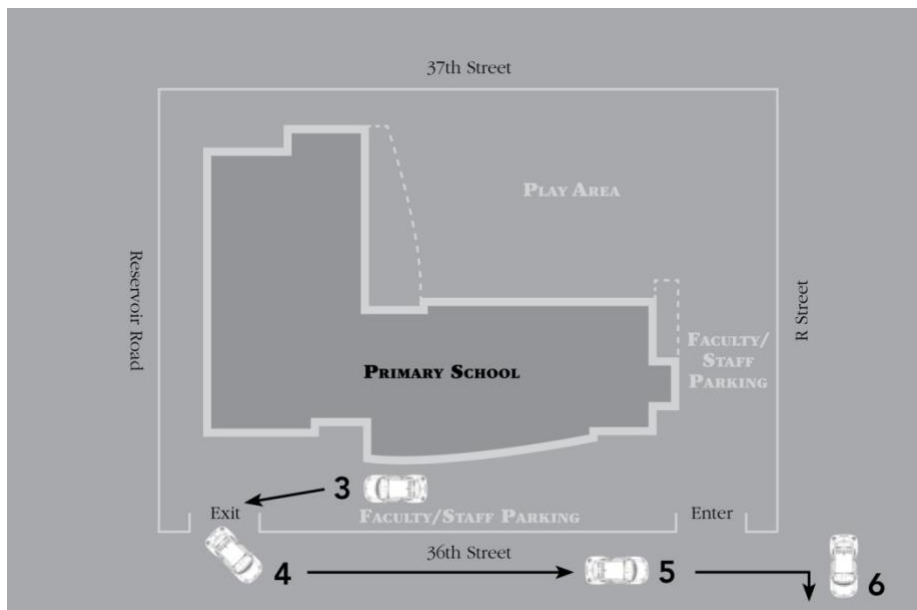
TRAFFIC PLAN

The following traffic plan is a legally binding agreement that WIS has with its neighbors at the Primary School campus:



OPTION ONE

1. Approach 36th Street from R Street; turn right on 36th Street.
2. Make a right into Primary School parking lot.
3. Children should exit vehicles from the right-hand side of the car.
4. Exit the parking lot by making a right on 36th Street.
5. Turn right on Reservoir Road.



OPTION TWO

(Steps 1, 2 and 3 are the same as option one.)

4. Exit the parking lot by making a left on 36th Street.
5. Proceed north on 36th Street past the Primary School.
6. Turn right on R Street.

THE PRIMARY SCHOOL: Grades Preschool-5

General Information and Policies

ARRIVAL

Grade 1 through Grade 5:	8:00-8:20 AM
Preschool, Pre-K and Kindergarten:	8:00-8:40 AM

To avoid the heavy traffic, children should arrive early. The school bell rings at 8:20 AM.

Parents who wish to accompany their children into the building must park on the street. **Parking spaces in the school lot are limited and therefore reserved for faculty; lot spaces may not be used by parents.** Once the day begins, parents are asked to avoid interrupting the morning preparations of faculty and staff unless an appointment has been made.

Arriving on Foot

WIS recommends that students arriving on foot be accompanied by an adult. Walkers should use sidewalks.

Arriving by Car

- **Drivers must follow the above diagrams, which adhere to our neighborhood agreement.**
- The drop-off zone is marked. This is one lane only. Follow the monitor's directions. This drop-off zone is a no parking zone at all times.
- Students arriving by car should be ready to exit the vehicles on the curb side, with belongings in hand. Backpacks and belongings may not be stored in car trunks, which helps avoid delays. Delays in drop-off cause the entire car line to back up and impede street traffic.
- Drivers will remain in the vehicle at all times. If there is a reason to leave the vehicle, please park on a nearby street without blocking driveways.

Arrival Areas for Students

Preschool, Pre-Kindergarten and Kindergarten

Normal Day Procedure: From 8:00-8:30 AM, Preschool, Pre-Kindergarten and Kindergarten students are supervised in a classroom. At 8:30 AM, they go to the playground.

Rainy Day Procedure: Students remain in classrooms.

Grades 1 to 5

Normal Day Procedure: From 8:00-8:20 AM, children in Grades 1 to 5 engage in outdoor play.

Rainy Day Procedure: From 8:00-8:20 AM, children in Grades 1 to 5 go to the gym.

DEPARTURE

For safety and security reasons, only WIS employees are permitted inside the building during dismissal times.

<u>Preschool, Pre-Kindergarten and Kindergarten:</u>	3:00-3:15 PM (2:30-2:45 PM Wednesdays)
<u>Grades 1 through 5:</u>	3:35-3:50 PM (2:45-3:00 Wednesdays)

Collecting Children by Foot

- Preschool, Pre-K, and Kindergarten students dismiss at the front of the building.
- Parents collecting Grades 1 to 5 children on foot will meet them at the R Street gate where an adult supervisor(s) will release students to an authorized adult. Per departure guidelines, parents are not permitted to enter through the front door of the school at this time.
- Parents picking up students in Grades 1 to 5 who also have younger children in Preschool, Pre-K or Kindergarten will pick up both students at once.

Collecting Children by Car

- Drivers will approach campus from R Street to the entrance of the parking lot on 36th Street and proceed slowly in two lines to the designated pick-up points.
- **During the entire time they are in the parking lot, drivers must display car pick-up signs with a student's PIN number. Dismissal staff will enter the PIN in the dismissal system to notify the child's classroom. This procedure must be followed all year.**

THE PRIMARY SCHOOL: Grades Preschool-5 General Information and Policies

- Drivers will remain in vehicles at all times in the pick-up lanes. If there is a reason to leave the vehicles, drivers must use street parking.
- Traffic monitors will open doors and assist students safely into vehicles.
- After students' seat belts are in place, drivers will proceed slowly following the car in front of them, staying in line. Upon exiting they will follow either of the two exit procedures above.

Extended Day Care, After School Classes, Bus Service, and Before School Care

- Students who are not enrolled in after school classes or involved in a school sponsored activity, but who are still on campus after the end of school, will be enrolled in Extended Day Care and billed the daily drop-in rate.
- Students who are in extended day care or after school classes will play on the playground during dismissal time and will then move to the designated locations for their planned activity.
- Bus service between the Primary School and Tregaron is available before and after school. The shuttle departs the Primary School Campus at 7:40 AM, drops any riders off at the Tregaron Campus, and then departs the Tregaron Campus at 8:05 AM. If you would like to use this service, please contact the Co-Curricular Programs office. **The inter-campus bus service is not available for Preschool and Pre-Kindergarten students.**
- Before school care is available, for a fee, starting at 7:00 AM. Students may not be dropped off prior to 7:00 AM, as there is no supervision. Students dropped off before 8:00 AM will be charged for before school care. Parents who drop off children before 8:00 AM must see that children have entered the building safely.

Nonstandard Dismissal Arrangements

- If a child is to be released to someone other than the individual listed on the dismissal form, or if the daily arrangement changes, there must be written authorization or a telephone call to the office by 2:00 PM. **Requests after 2:00 PM cannot be processed until dismissal concludes.**
- Grades 1-5 students leaving school early must be picked up prior to 3:20 PM.

Students who leave school early must be signed out at the office where the date, time, and the authorized person responsible for the child will be recorded. Once a parent/guardian/caretaker has signed a child out of school or a school program (e.g. after school class or extended day care), we expect that individual to take full responsibility for the child.

In some cases (birthday parties, soccer teams, Girl Scout trips), student groups are dismissed into the care of one adult at the end of the school day. In order to release a group of students to a supervising parent, the parent must collect written permission from the parent of every child in the group and present the gathered permission forms to the front office.

SCHEDULED HALF-DAY CLOSURES

On early-dismissal days, all students should be picked up at 12:00 noon unless parents have signed up for extended day service through Co-Curricular Programs.

PUBLIC TRANSPORTATION

Students (ages 6 and above) who are DC residents are eligible for a Kids Ride Free (KRF) SmarTip card, to be used for discounted travel on Metrobus/Metrorail. Additional information is available online.

ATTENDANCE

Students should arrive at least 5-10 minutes before the beginning of the WIS day.

LEVEL	ARRIVAL	DISMISSAL
Preschool/Pre-K/K	8:00-8:40 AM	3:00 PM (2:30 PM Wednesdays)
Grades 1 to 5	8:00-8:20 AM	3:35-3:50 PM (2:45 PM Wednesdays)

Grades 1-5 students should be at school by 8:20 AM and early years students by 8:40 AM. School officially begins at 8:25 AM (Grades 1-5) or 8:45 AM (Preschool, Pre-K, Kindergarten).

THE PRIMARY SCHOOL: Grades Preschool-5 General Information and Policies

The Primary School attendance manager is Tony Fletcher (tony.fletcher@wis.edu; 202.243.1708). Parents may check their children's attendance history in onCampus at any time.

LATE ARRIVALS

A late arrival to school is disruptive to the class and puts a student at a disadvantage. If a parent knows a child will arrive late, the parents should contact the front desk as soon as possible to provide the school notice and ensure the tardy is recorded as excused. Any student entering or reentering the school after starting time should report to the front desk; the arrival will be recorded in attendance records and the child will receive a late pass to give to the teacher. Children without a pass may be marked absent.

ABSENCES

If a child is absent, a parent/guardian must contact the Primary School office before 9:00 AM (and the school nurse if the reason is illness) and state the reason for the absence. **If proper notification is not given to the school, a child's absence will be recorded as unexcused.** The school is required to notify DC's Office of the State Superintendent of Education when a child reaches 10 days of unexcused absences.

If a child must leave early, a parent must inform the front office and sign the child out. Families should schedule appointments and lessons (and family vacations/trips) outside of regular school hours so students will not miss classes.

If an absence occurs for three days or more and is the result of an illness, please contact the school nurse to provide health updates. If the absence is more than five days, we may require a doctor's certificate to explain the illness.

Teachers are not obligated to provide make-up work when students are absent from school for non-medical reasons.

If a child has an excessive number of absences (either excused or unexcused) during the school year, the child's parent(s)/guardian(s) may be required to meet with the principal to discuss academic progress and placement.

FIELD TRIPS AND CHAPERONES

The Washington metro area is a wonderful center of educational and cultural activity. Field trips are intended to complement particular Units of Inquiry, skills development, or cultural or language experiences. They are planned by the teaching staff with specific educational objectives after considering the school time line and calendar. Please note that, in accordance with best practices, WIS buses will not be used to transport three- and four-year-olds for field trips.

Parent volunteers can serve as chaperones to help ensure the safety of children, to maximize the learning experience, and to guarantee the trip is an enjoyable experience for everyone involved. Parents who volunteer as chaperones will be asked to read and acknowledge the Chaperone Guidelines. A copy is included as an appendix to this handbook.

CO-CURRICULAR PROGRAMS

EXTENDED DAY CARE

This program is available for children enrolled in Preschool through Grade 5 and includes supervised study time as well as supervised play. At the Primary School, supervision is offered before school from 7:00-8:00 AM and after school from 3:15-6:00PM for Preschool, Pre-Kindergarten, and Kindergarten (2:30-6:00 PM on Wednesday) and from 3:30-6:00 PM for Grades 1 through 5 (2:40-6:00 PM on Wednesday). A limited number of after school enrichment classes led by WIS staff will be provided.

Information on costs is included in the Schedule of Fees. There will be no charge for Preschool, Pre-Kindergarten and Kindergarten students with a sibling in Grades 1 to 5 between 3:00-4:00 PM. Extended Day Care is available by the term.

THE PRIMARY SCHOOL: Grades Preschool-5

General Information and Policies

Student conduct expectations during Co-Curricular Programs are the same as during school hours.

Parents are not permitted in the school building during dismissal unless there is an emergency situation or a sick child needs to be picked up. Curbside pick-up will take place at staggered times.

AFTER-SCHOOL CLASSES

On campus after school enrichment classes will be led by WIS staff and will be offered to students in Pre-Kindergarten through Grade 5. Fees for after school classes include supervision before and after classes until 6:00 PM. Siblings of students enrolled in an after-school class may remain in Extended Day Care free of charge.

VACATION CAMP/CONFERENCE DAYS/PROFESSIONAL DAYS

Vacation Camp is offered for students in Preschool to Grade 5 during part of the winter break and during spring break. This program includes creative activities, free play, games, and off-campus trips. Registration forms and information are available a few weeks ahead of time. All contracted services must be paid for regardless of attendance.

SUMMER CAMP

Language and specialty camps are offered in June, July, and August. Information and registration forms are sent to parents and are available in the Co-Curricular Programs Office on the Primary School Campus. Online registration is available on the WIS website.

STUDENT COUNCIL

The council is composed of two representatives from each class section of Grades 1-5, with an advisor. Members are actively involved in supporting a strong school community and assisting with promoting action related to the PYP in fulfilling the learner profile.

DRESS POLICY

All clothing must be clean, in good repair, and sufficiently cover students' bodies. Clothing may not display language or images that violate the general spirit of the WIS philosophy. Students must wear footwear at all times for safety reasons, unless there is a class-related reason for not doing so.

PHYSICAL EDUCATION

Students do not change clothes, but we ask that they wear non-marking sports shoes that can be easily fastened or tied, loose pants or shorts (depending on the weather), t-shirts and/or sweatshirts. Grades 1-5 students should have a pair of PE shoes stored in the locker, in a bag with the student's name on it.

OUTDOOR ACTIVITY POLICY

WIS promotes outdoor play whenever possible. However, due to the wide variation of weather conditions in the Washington, DC area, it is necessary to set reasonable guidelines to ensure the safety of students and staff. Parents should dress their children with the prevailing weather conditions in mind.

- In hot weather, students should wear cool clothing, hats and use sun block.
- In cold weather, students should wear coats, hats, gloves, and boots.
- In light rain, students should wear rain coats and boots.
- When there is snow on the ground, students should come to school prepared with snow boots.

Outdoor PE classes or recess will be curtailed or cancelled if there is extreme heat, an Air Quality Advisory from the National Weather Service, or if the temperature/ wind chill factor is below 20 degrees Fahrenheit.

THE PRIMARY SCHOOL: Grades Preschool-5

General Information and Policies

BIRTHDAYS

Birthday celebrations at school do not include food or presents. We celebrate the birthday child through songs, games, art, or writing. Private birthday party invitations should be handled outside of school unless the entire class is invited, without exceptions. We encourage parents to be inclusive.

GIFT GIVING

Gifts from individual families to school employees are in no way required or expected. If students and families are interested in giving a gift to teachers or staff members, we recommend expressions of appreciation in the form of a thoughtful note, homemade gift, or small personal gift. Please know that the School does not allow employees to accept gifts from a student or the student's family worth \$100 or more, or multiple gifts that, in the aggregate, are worth \$100 or more. Gifts from an entire class are acceptable, provided the gifts are not worth an aggregate value of \$400 or more. Please contact the Principal with any questions about class gifts.

Gift giving among students at school can lead both to awkwardness and hurt feelings. We discourage students from exchanging gifts at school.

LUNCH

Students in all grades have the option to use the school lunch program or to bring a lunch from home. Student lunch accounts are created via the MyKidsSpending platform. Parents who send their child(ren) with a lunch box should ensure containers and lunch bags are clearly marked with the student's name. We are unable to reheat food for students. Students may not share or trade food for health and safety reasons. If a student needs lunch, the school will provide one the student account will be billed.

LOCKERS

Primary School students have lockers (without locks) or cubbies to store personal possessions. Student names and locker numbers will be posted outside each classroom or on the lockers.

BACKPACKS

Backpacks must meet the following criteria:

- The book bag must be stored in the child's locker, with the door firmly closed.
- The lockers measure 11" deep x 12" wide x 36" high. The door opening is 9.5" wide.
- Hard frame or rolling backpacks are permitted only if they fall within the above dimensions.
- Backpacks that do not fit in lockers are not be permitted.

PERSONAL PROPERTY AND TOYS

WIS cannot be responsible for personal possessions brought to school. Clothing, books, pencil cases, lunch boxes, and other items must be clearly marked with students' names. Found items are stored in the lost and found. Unlabeled items not reclaimed before winter, spring, and summer vacations are donated to charity.

Any toys or games, e.g. electronic equipment, cards, sports equipment, skateboards, etc., brought to school will be confiscated, unless a student has been asked to bring these items to support a classroom activity. On such occasions, equipment is not to be used other than for the specified activity.

FACULTY AND STUDENT ENGAGEMENT

No employee of the School is permitted to engage with students alone and privately off school grounds for babysitting, house sitting, or private tutoring at home. School employees should only transport WIS students in their private vehicles if permission (e.g. via the Dismissal Authorization Form or an email) has been obtained from the student's parent/guardian in advance.

THE PRIMARY SCHOOL: Grades Preschool-5

General Information and Policies

VISITING STUDENTS

From time to time parents ask if friends of their child(ren) who are visiting Washington may attend regular classes at WIS. Such requests are granted for a maximum of one day, provided the school administration has received the request at least two days in advance and the teachers are in agreement. In general, only former WIS students are given permission to attend classes. Parents wishing to arrange for a visitor should contact Assistant Principal Sava Vrbaski (sava.vrbaski@wis.edu).

PETS ON CAMPUS

Pets should not be brought inside the Primary School building as a matter of health and safety. Occasional exceptions may be made at the Primary School with teacher approval. Note that service animals are not pets and are therefore permitted on campus.

THE PRIMARY SCHOOL: Grades Preschool-5

Academic Policies and Information

DEVELOPMENT OF CLASS SECTIONS

In order to create a class environment that provides a positive and supportive learning experience while ensuring variety in interpersonal relationships and experiences for all students, teachers create new class sections each year. When determining class lists, teachers seek to balance several factors (e.g. gender, academic strengths, personalities, language proficiency) so as not to create inequities among the class sections. It is for these reasons that the school is unable to accept special requests from parents for placement with a particular classmate or teacher.

TEXTBOOKS AND SUPPLIES

Students in all grades are provided with all basic academic supplies for use during the school day. Children who remain in the after school program should bring their own basic school supplies for homework.

LIBRARY

The library supports our dual language PYP program of inquiry and is committed to supporting teaching and learning in WIS's classrooms, promoting reading and literacy, teaching information and communication literacy (ICL) skills, and supporting language learning. Resources plus the library's circulation and other policies are detailed on the library's website at <http://pslibrary.wis.edu>. The Primary School library is open 8:00 AM to 4:00 PM, Monday through Friday. Feel free to contact the library staff with any questions at (202) 243-1760 or pslibrary@wis.edu.

REPORTING STUDENT PROGRESS

The following methods are used to demonstrate student progress throughout the year:

- Digital Portfolios (Seesaw) – Students reflect on school work and learning and build portfolios reflecting their growth. The content and frequency of use varies by grade. Portfolios are available to parents and are used during the student-led conference in the spring.
- Cumulative Binders – This is a resource for teachers to provide evidence of progress as the student moves through the school. The binders are given to students at the end of Grade 5 or when a student leaves WIS.
- Celebrations of Learning – Grade levels and specialists target specific units of inquiry to invite parents into the classrooms to share in a celebration of the learning for that unit.
- Conference notes, progress reports, and report cards are published in onCampus. Copies from previous years remain available.

Parents have additional opportunities to review their children's progress, as noted below.

September: Back to School Nights – At the beginning of each academic year parents have the opportunity to meet their children's teachers and receive information about the school year ahead.

October/November: Scheduled Parent Teacher Conferences – Parents and teachers have an open dialogue about student progress thus far and learning goals for the year. At fall conferences, parents receive conference notes and a summary of student strengths, as well as goals for the year.

January: Term One Report Card – A full report card is shared with parents. Report cards communicate progress as compared to grade level expectations and include comments from teachers. Grade level expectations are accessible on the WIS website under the Academics section.

March: Student-Led Conferences – Parents, teachers, and students spend time together reflecting on growth throughout the year and set learning goals for the future.

April: Progress Reports – Parents receive a summary of student progress.

June: Term Two Report Card – A full report card is completed and shared with parents.

THE PRIMARY SCHOOL: Grades Preschool-5

Academic Policies and Information

HOMEWORK

PHILOSOPHY OF HOMEWORK

Homework should have a positive effect on student learning, support classroom goals and reflect the school's learning outcomes. Homework should also strive to develop qualities in our students such as responsibility, independence, creativity, and reflection. Time spent on homework and the purpose of homework will differ depending on grade levels. At the Primary School homework supports classroom learning in our dual language and PYP program. Younger students in grades 1 to 3 will focus on good work habits, emphasizing the importance of reading and the reinforcement of basic skill development already introduced in class. Grades 4 and 5 will begin to integrate these skills in assignments, using students' growing base of knowledge and independence.

Homework is only one way to support student learning. We recognize there are other valuable activities children should have time for after school. Children of all ages need to have a balance of unstructured free time to play and explore as well as non-academic after-school activities and homework. We recognize that children's free play time and family time are critical to their healthy development.

PARENT ROLE

The role of parents is to provide a quiet orderly place and all the needed materials to complete homework. This may be either at home or in an after-school program. Parents are not expected to correct homework, but may point out if work is not complete. Parents are also encouraged to discuss their child's reading. These conversations should be positive and help students to read actively. Parents should explore ways to support second language learning outside of school. This support may be through books, DVDs, pre-approved web sites, audio books, travel, or contact with native-language speakers. Homework given to children is expected to be done independently or with minimum guidance from parents or after-school teachers. If any student has trouble understanding homework, this must be communicated to the teacher(s). Parents are asked not to teach new concepts to children, but can share with teachers when assignments or concepts are not being understood.

Parents are also asked to consider an appropriate balance of after-school activities and homework. Consideration should also be given to our school day, which ends at 3:35 PM. Allowing for transition time, the actual time for after-school activities may begin at 4:00 PM. Families need to judge carefully so children are able to wind down from the day's activities and benefit from a good night's sleep. Homework should not come at the expense of sleep or family time.

STUDENT ROLE

Students are responsible for recording homework assignments according to grade level expectations. Students are to complete homework and bring it to school by the due date. Students are to try their best to follow teacher expectations regarding presentation and completion of work. If assignments are difficult or not clear, students need to speak with their teacher and follow helping guidelines.

TEACHER ROLE

Teaching teams will coordinate homework assignments to create a balance of work. Teachers will articulate the correction or collection strategies of homework, which will be reviewed on the due date. Homework assignments typically will be designed for an entire class. Most differentiation of homework will appear in reading materials and the level to which individual students achieve writing assignments. Teachers will address student or parent communication about the difficulty of any assignment. Assignments that require research, resources, or a connection to home or family also must allow students who attend after-school care at WIS to be able to complete assignments.

If work is regularly taking longer than the guidelines below, students and parents should communicate with teachers.

Grade 1:

English Homework: 15 minutes plus reading two days

French/Spanish Homework: 15 minutes plus reading two days

Grade 2:

20 minutes per night plus reading. Assignments most typically will be due the next day.

THE PRIMARY SCHOOL: Grades Preschool-5 Academic Policies and Information

Grade 3:

30 minutes per night plus reading. Assignments most typically will be due the next day.

Grade 4:

35 minutes per night plus reading. Assignments may be due following one or several days of work.

Grade 5:

45 minutes per night plus reading. Assignments may be due following one or several days of work.

Weekends:

No new assignments are given. Students should read for pleasure and to support both languages.

ADDITIONAL LANGUAGE LEARNING (EAL/FAL/SAL)

Students in additional language learning programs will receive homework assignments that balance learning in that language.

STUDENT SUPPORT SERVICES

The Student Support Team's goal is to ensure that all students are able to achieve their academic potential, that student academic and social-emotional needs are addressed in a timely and appropriate manner, and that students are supported through a collaborative network of educational personnel and programs. The Primary School Student Support Team (SST) consists of: the Primary School Principal and Assistant Principals; the learning specialist; the counselors, and the English, French and Spanish support teachers. *Students can be referred to SST by parents or teachers.*

ACADEMIC

The team collaboratively examines individual student needs as well as in-class learning support strategies, additional learning support, and other interventions, which are shared with the student's parents. The Student Support Team also offers the following support structures, among others:

- Support for students with learning differences is tailored for individual needs.
- Language Support in English, French, and Spanish, Grades 1-5: Students are assessed for pre-literacy skills in Kindergarten. Results inform decisions for Grade 1 reading in the Fall. French and Spanish support teachers provide out-of-class support for individuals and small groups.

SOCIAL/EMOTIONAL — COUNSELING SERVICES

School Counselors are available to speak with students to help facilitate educational, social, and emotional support, on an as-needed basis. In addition, the School may require a student to see a School Counselor.

School Counselors are part of a team of faculty members and administrators who collaborate with respect to students' educational experience at the School. As part of this collaborative effort, School Counselors may share information obtained from parents and students on a "need-to-know" basis with other employees of the School and a student's parents. The School Counselors are not engaged as any student's private therapist. Please refer to the Confidentiality policy below for more information.

Should the School determine, in its sole discretion, that it is in the best interest of a student to obtain services of a psychologist or other mental health professional not employed by the School, a School Counselor may assist in a referral for such services.

CONFIDENTIALITY

Members of the School community commit themselves to maintaining appropriate professional tact and discretion with regard to confidential information they receive. However, confidential information may be disclosed to the Head of School, appropriate administrators, outside professionals, law enforcement officers, parents/guardians, and others when there is a compelling reason for doing so, including, without limitation, in cases of health and safety emergencies (when students or others are in imminent danger of harm); when there is concern about an individual's ability to function academically, emotionally, physically, and/or mentally within the School environment; or when legal requirements demand that confidential information be revealed.

THE PRIMARY SCHOOL: Grades Preschool-5

Academic Policies and Information

TUTORING

The Division Learning Specialists will maintain lists of approved tutors for their division, categorized by subject. The lists include outside (non-WIS) tutors as well as WIS employees. All tutors who are on the WIS-provided list have gone through the WIS background check procedure. Teachers will not be permitted to tutor their own students: exceptions must be approved by the division Principal.

Families will request a tutor through the appropriate Learning Specialist. The Learning Specialist will provide a list of tutors, including contact information. Parents will contact and pay tutors directly. Tutors will provide invoices directly to the families once tutoring has commenced. If a family is on financial aid, and the Learning Specialist requests that the student obtain a tutor, the family should contact the Business Office for details on paying the tutoring bill.

WIS employees should not solicit tutoring from families. If a family would like to use school's facilities for tutoring purposes, the Director of Co-Curricular Programs will make the necessary arrangements.

In order to avoid a potential conflict of interest, and to ensure that WIS teachers have sufficient time to focus on their primary teaching responsibilities, WIS reserves the right to have final approval and/or limit the amount of tutoring by any individual teacher.

GRADE PLACEMENT AND PROMOTION

The correct placement of students in the appropriate grade level is key to their proper academic and emotional development. The school reserves the right to determine the grade-level placement of a student. In selecting the grade level, the student's overall classroom performance, birth date, and physical/social/emotional maturity are considered. The decision to retain a child at the same grade level, based on the above criteria, is at the discretion of the school. WIS may recommend or decide that the student should enroll in a different school or repeat the grade. When it becomes clear that a child is struggling and may benefit from a different placement, parents will meet with the child's teachers and/or the school administration to determine the best interests of the student.

STUDENT RECORDS

Washington International School will release academic records, including recommendation letters, etc. to other schools (Preschool to Grade 12) or to external individuals only for students whose accounts are in good financial standing.

Student files are confidential. Following a written request to the division Principal, parents or legal guardians may see the contents of their child's file. Parents do not have a right to view recommendation letters sent to other academic institutions. Information retained on a student will be released only with consent of the student's parent or legal guardian, or consent of the student who is 18 or older.

Requests for academic records should be directed to the Registrar (registrar@wis.edu). Requests for teacher recommendations should be submitted to the front office to be processed (not directly to a teacher).

THE PRIMARY SCHOOL: Grades Preschool-5 Student Behavior and Consequences

GENERAL EXPECTATIONS

Students are expected to follow WIS rules at all times when on school property, the school bus, or during school-sponsored activities and trips, including Co-Curricular Programs.

The School reserves the right to take disciplinary action deemed appropriate (regardless of previous communication) when a student acts in a manner injurious or dangerous to himself or herself, to other students, or to the best interests of the School. As students progress through the school, age-appropriate expectations and responses are applied to behavioral and disciplinary issues.

School rules of “Be Safe, Be Kind, Be Respectful” are shared with students continuously as a mutually agreed upon code of conduct. Specific classroom guidelines are established between the teachers and the class at the beginning of each academic year and these are clearly displayed.

Students are expected to respect the technological resources provided and to adhere to the Acceptable Use Policy and the Academic Integrity Policy delineated earlier in this Handbook.

WIS reserves the right to inspect any property on school grounds and anything brought on to school property at any time, to include personal computer files. All student lockers are to remain unlocked at all times.

Teachers and administrators will communicate through email and/or phone call in regard to behaviors that may warrant further action that a conversation between a teacher and student.

CONSEQUENCES AND REPARATIONS

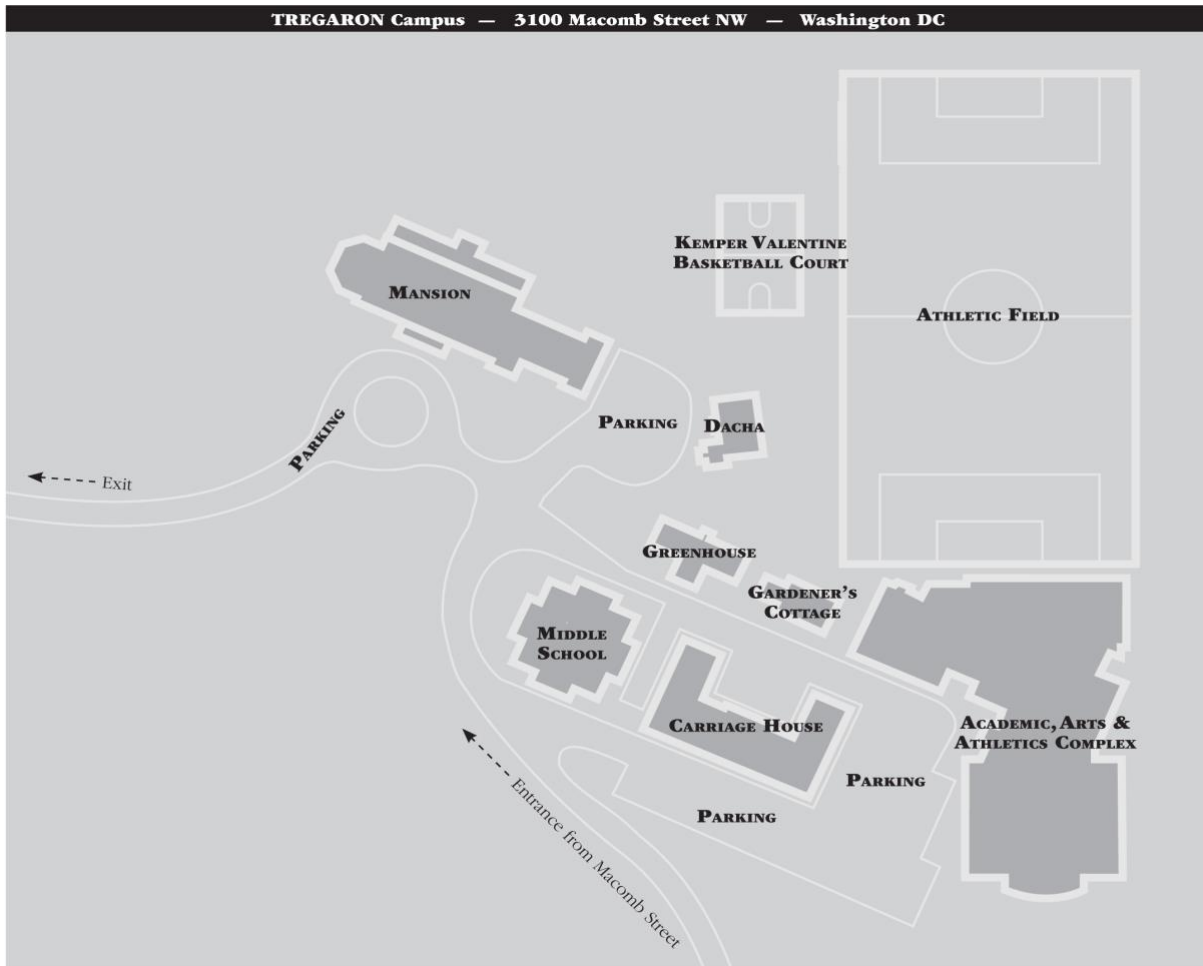
A summary of possible consequences is included in the table below.

TYPE OF BEHAVIOR	POSSIBLE CONSEQUENCE
Inappropriate language, cursing	Repeated behaviors will incur increasingly serious consequences and the PS Principal and/or Assistant Principals may become involved in such instances. The following is a list of possible reparations: <ul style="list-style-type: none"> • Student conference • Behavior plan • Teacher/child/administrator conference. Behavior plan implemented with parent involvement. • Suspension (in-school or out-of-school) • Probation • Expulsion
Behavior that consistently disrupts others and hinders learning during class time.	
Behavior that threatens the safety of others in class, on school grounds, or during school-sponsored activities.	
Harassment of any type, including teasing and bullying.	
Destruction of property; vandalism	
Fighting or physical attack on staff or student.	
Sexual, ethnic, racial slurs	
Theft	
Computer Abuse	
Storing, possessing or carrying dangerous weapons or illegal substances.	

Student conduct that is illegal, or is at any time outside school rules, may result in suspension and/or expulsion. WIS reserves the unconditional right to suspend or expel any student for academic, behavioral, or attitudinal reasons if the administration concludes that WIS is not an appropriate school for the student or if the parent relationship with WIS becomes unproductive.

TREGARON CAMPUS: Grades 6-12

General Information and Policies



ARRIVAL AND DISMISSAL TRAFFIC PLAN FEATURES

- The traffic flow on campus is always ONE WAY: inbound from Macomb Street, outbound to Klinge Road.
- By order of the DC Board of Zoning Adjustment, we require all students transported to and from the campus be dropped off or picked up only on school grounds; this means no drop-off or pick-up on Macomb Street near the school entrance.
- The only exception to this is if the driveway is closed for icy conditions.

ARRIVAL: 8:00-8:10 AM

Pedestrians/Walkers: Use the steps along the right side of the driveway.

Bikers: Dismount at the base of the hill; either lock bike to the rack at the bottom of the driveway or cautiously walk up drive and secure bike to another rack. All bikers, irrespective of age, must wear a helmet when riding or in control of their bikes.

Student Passengers: Be ready to exit vehicles promptly. Do not put backpacks or lunch boxes in trunks because they cause delays and can be dangerous if straps get caught as the vehicle moves away.

Drivers should enter the Macomb Street driveway, proceed slowly in a single lane up the right side of the driveway, and follow the directions of the traffic monitor (who is equipped with a security vest).

- Drivers with Middle School students should stop at one of the four drop-off points on the right side of the driveway so other drivers are able to pass slowly on the left side.
- Drivers with Upper School students should pass slowly on the left of the Middle School drop-off points and drop students at one of the four designated spots near the Mansion front steps.
- Drivers should ensure students are clear of the vehicle before driving away slowly and with caution to exit via Klinge Road.
- Drivers should not exit their vehicles during drop-off or pick-up except in emergency situations.
- Flasher indicators should be turned on in emergency situations and the traffic manager notified.

TREGARON CAMPUS: Grades 6-12 General Information and Policies

DISMISSAL: 2:50-3:20 PM

Pedestrians/Walkers: Use the staircase on the left side of the driveway leading to Macomb Street.

Bikers: Exit via Klinge Road like all other vehicles, except for those who use the bike rack near the Macomb Street gate.

Students Passengers: Remain on the building side of the pick-up area and be prepared to promptly enter the vehicle.

All individuals should pay close attention to, and follow, the traffic monitor's instructions at all times. Drivers should proceed slowly in one lane up the right side of the driveway, stopping only at the designated pick-up points and then proceeding slowly past the Mansion and down the driveway to exit via Klinge Road.

If there is an unusual arrangement for picking up a student, especially in the case of a non-custodial parent, please inform the school ahead of time so we may be sure to monitor the arrangement.

Upper School students not participating in an organized and supervised extra-curricular activity must leave campus by 3:30 PM each day, unless they wish to study in the Library, which is open until 5:00 PM for Upper School students. See below for information regarding Middle School students, who are not to be on campus unsupervised after 4:00 PM.

PARKING

Parking on the Tregaron Campus is very limited. In addition, the DC Fire Code prohibits parking on the WIS driveway from the Macomb Street gate to the top of the hill **at all times**. Vehicles must not park or stand anywhere there is a yellow curb, chains or posted restriction signs. During school hours, some parking spaces are designated for WIS faculty, staff, and buses or vans. No one may park in a marked handicapped space unless the vehicle has the required tags or a handicapped decal displayed.

Grade 12 students will be permitted to park on campus based on availability of spaces and only after they have obtained permission from the Upper School administration. Due to the limited number of spaces, Grade 12 students who reside in Zone 3 will not be eligible to apply for a parking permit. Only the last **four** parking spaces at the bottom of the exit drive may be taken by Grade 12 students. The following disciplinary actions will be taken if students are found violating parking rules:

- Students with permits who park outside of the four spaces designated for Grade 12 students will have their permits revoked.
- Students in any grade who park in a campus spot without a permit will have their off-campus privileges suspended, if applicable, and will face additional disciplinary measures at the discretion of the Upper School administration.

As part of the school's ongoing coordination with the City and our liaison with the community we have prepared the above Traffic Management Plan. Ms. Aaron has been appointed as our Campus Transportation Coordinator. Please feel free to contact her at 202.243.1830.

PUBLIC TRANSPORTATION AND ALTERNATIVE COMMUTING OPTIONS

Students (ages 6 and above) who are DC residents are eligible for a Kids Ride Free (KRF) SmarTip card, to be used for discounted travel on Metrobus/Metrorail. Additional information is available online.

ATTENDANCE AND PUNCTUALITY

Regular attendance at school is important for students' academic and socio-emotional success at WIS. For this reason and as a way of knowing who is on campus during the school day, we record and track attendance during the school year. Students are expected to attend school at all times when classes are in session and to arrive punctually. Attendance is also expected at assemblies, homeroom and advisory groups, field trips, and grade trips.

Only a parent or guardian can excuse a student from school. Parents are urged to make medical appointments outside school hours. We strongly discourage students from missing classes because of family vacations and trips.

TREGARON CAMPUS: Grades 6-12

General Information and Policies

First period for Grades 6-12 begins at 8:15 AM, and the day ends at 2:50 PM, unless a student has a sixth period class (Grade 11 and 12 students only), which ends at 3:45 PM. Attendance is taken during first period and at the beginning of each period thereafter. Students not in first period at 8:15 AM will be marked late.

Attendance is reviewed regularly by the divisional administration. When necessary, family conferences will be held. These are intended to solve problems by setting achievable attendance standards and developing approaches to enable families to get their students to school on time.

Absent students are expected to keep up with their work. If a student who is ill returns to school within five days, a note from a parent is generally acceptable as an excuse. If the absence is more than five days, we may require a doctor's certificate. Students and parents must bear in mind that the accumulation of excessive absences for any circumstance may lead to a student being required to repeat a school year, or at the Upper School level being denied credit for a course.

ABSENCES AND LATENESS

If a child is absent or late, including due to illness, a parent must contact the school by 8:15 AM.

Middle School: Carmen Lluch: 202-243-1893, carmen.lluch@wis.edu

Upper School: Astride Ossey-Brou: 202-243-1890, astride.osseybrou@wis.edu

Parents and students may check onCampus to see a student's attendance history.

LATE ARRIVAL

Middle School students arriving at any time after 8:15 AM must go straight to the Middle School office, where they will be marked late.

Upper School students arriving after 8:15 AM, but before 8:30 AM, should report directly to their 1st period class, where the teacher will mark the student "tardy, unexcused." Students who arrive after 8:30 AM should report to the Upper School office to get a note from the assistant before reporting to class.

Parents must contact the Upper School office ahead of time if their child will be arriving late. Repeated lateness will have disciplinary consequences. Upper School students who have a "free" 1st period should report to the Upper School office when they arrive, to record their presence on campus.

EARLY DEPARTURE

Students who need to leave school early for a doctor or dentist appointment must bring a signed note, or a parent or guardian must send an e-mail/call the division administrative assistant or Assistant Principal. Parents of Middle School students must sign the child out and check him/her back in at the division office. Upper School students must sign out in the division office before leaving school and sign in again if they return the same day. Under no circumstances may a student leave campus without first reporting to the division office. A student cannot sign out for another student and a student doing so will face disciplinary action.

DEPARTURE DUE TO ILLNESS

If a student becomes ill during the school day, and the nurse determines the student should go home, a parent or guardian will be contacted to pick up the child as soon as possible. Under no circumstances should a student leave without seeing the nurse and speaking to someone in the school office.

LONG-TERM ABSENCES

Students may need to be absent from school for a long period of time, due to illness or injury. In this case, parents should meet with the school nurse and division administration to determine details of the medical leave and a plan for making up academic work.

MAKE-UP WORK

Teachers are not obligated to provide make-up work when students are absent from school for non-medical reasons. In all cases of unexcused absences, work not submitted or completed in class will result in a mark of zero. Students are responsible for classes and assignments missed due to field trips, rehearsals, athletics, or other activities; work missed will still need to be completed and arrangements negotiated with the specific teachers. Teachers will establish the due date for the completion of such

TREGARON CAMPUS: Grades 6-12 General Information and Policies

work as soon as the student returns. Students who miss classes are expected to make every effort to catch up on work missed.

PARENT NOTIFICATION

In the Middle School, the Assistant Principal will meet with a student after three unexcused tardies between classes. If unexcused tardies persist after the meeting, the Assistant Principal will notify the parents and the student will serve a detention.

In the Upper School, parents are notified after three unexcused tardies. If a student accumulates five unexcused tardies in one month, the student is expected to serve a one-hour detention. If students serve two detentions in a row, a family meeting will be called.

DEFINITION OF EXCUSED AND UNEXCUSED ABSENCES AND TARDINESS

Excused Absences: Students who have a valid reason for being late or missing school must bring a signed doctor's or parent's note to the front office. Reasons which will be considered "excused" include:

1. Illness and/or medical appointments
2. Death in the student's family
3. Observance of a religious holiday
4. A family emergency or other circumstances beyond the student's control
5. School-sponsored field trip
6. Other activities or commitments, with prior approval between the School and parent

If absent from school, the student has the responsibility and obligation to contact teachers and make up missed work in accordance with the make-up work policy.

Excessive absences are a concern for academic and emotional reasons so the School wants to make sure all students are attending their classes. In the span of a month, if a student is absent for five days of classes or five days of one course, a notification will be sent to families. If this is a pattern repeated in successive months, the School may require a family conference and support measures put in place. This may include an evaluation for dismissal from WIS.

Unexcused Absences/Tardiness: Unexcused absences are categorized as any absence from school that does not fall under the list of excused reasons. Repeated unexcused absences from school can lead to dismissal. District residents under 18 are required to attend school and unexcused absences can lead to truancy proceedings and ultimately court supervision. The school is required to notify DC's Office of the State Superintendent of Education when a student reaches 10 days of unexcused absences.

Reasons which will be considered "unexcused" are:

1. Skipping class
2. Absence without parental or doctor note
3. Oversleeping

CO-CURRICULAR PROGRAMS FOR MIDDLE SCHOOL

EXTENDED DAY CARE

This program is available for children enrolled in Grades 6 to 8 and is offered from 4:00PM-6:00PM. After school supervisors monitor the students and help them with homework. Students may use the library resources during this time with permission from the supervisors. Middle School students on campus after 4:00 PM who are not involved in any school sponsored activity or students who have completed a school sponsored activity but have not been picked up within 15 minutes of completion of the activity will need to check in to the after school supervision program and parents will be billed a fee for the time used.

Parents must make arrangements for students to be picked up by 6:00 PM.

A limited number of after school enrichment classes led by WIS staff will be provided. Fees for after school classes include supervision before and after classes until 6:00 PM. Siblings of students enrolled in an after-school class may remain in Extended Day Care free of charge.

TREGARON CAMPUS: Grades 6-12 General Information and Policies

Information on costs is included in the Schedule of Fees. Extended Day Care is available by term. There is also a daily drop-in rate.

Co-Curricular Programs follow the same rules as student conduct during school hours.

VACATION CAMP/CONFERENCE DAYS/PROFESSIONAL DAYS

Vacation Camp is offered for students in Grades 6 to 8 during part of the winter break and during spring break. This program includes creative activities, free play, games, and off-campus trips. Registration forms and information are available a few weeks ahead of time. All contracted services must be paid for regardless of attendance.

SUMMER CAMP

Language and specialty camps are offered in June, July, and August. Information and registration forms are sent to parents and are available in the Co-Curricular Programs Office on the Primary School Campus. Online registration is available on the WIS website.

CAMPUS BOUNDARIES AND OFF-CAMPUS PRIVILEGES

Students must abide by WIS rules when they are anywhere within the gated area, included land managed by the Tregaron Conservancy.

MIDDLE SCHOOL

Middle School Students are not allowed to leave the campus unsupervised during the day or after school if they are planning to return to Tregaron. Students who have left campus should not return. The only exceptions to this rule are students involved in dress rehearsals and performances for school productions and concerts. Parents will be notified and students will need a signed permission slip to leave campus, which should be returned to the Assistant Principal.

UPPER SCHOOL: COVID-19 MEDIUM/HIGH RISK

Under medium- and high-risk scenarios, there will be no off-campus privileges for Upper School students.

UPPER SCHOOL: COVID-19 LOW RISK

At the beginning of the year, only Grade 12 students in good standing are permitted off-campus during school hours. To be in good standing, Grade 12 students must be up to date on their requirements for the Extended Essay and CAS and must not have earned a failing grade for a class in their Grade 11 year. Grade 11 students are granted permission if, at the first interim reporting period, they have no punctuality or attendance issues and if they have maintained a satisfactory grade average of 4 or above. The privilege may be revoked if grades, attendance, or fulfillment of IB expectations become a matter of concern.

Students with approved off-campus privileges are permitted to be off campus only under the following circumstances:

- Arriving late on a day they have flex periods during P1 or P1 & P2 consecutively.
- During lunch, including extending their lunch into a flex period during P3 or P4. *Note that students may only miss advisory with their advisor's explicit permission, secured in advance, and are not allowed to miss assemblies or extended advisory periods on A & D days.*
- Leaving early for the day when they have no remaining classes in their schedule or after school commitments.

Students may therefore *not* leave campus during P2 or P5 if they have classes before/after.

Grade 11 and 12 students who leave school during the day must sign out when they depart and sign in upon their return. A kiosk for signing in and out is located in the school office so that in the event of an emergency, we know who is and is not on campus. WIS takes this simple requirement very seriously due to the safety implications; any Grade 11 or 12 student who repeatedly fails to sign in and out may

TREGARON CAMPUS: Grades 6-12

General Information and Policies

lose his or her off-campus privileges and face additional disciplinary consequences at the discretion of the Upper School administration.

EXTRA-CURRICULAR ACTIVITIES

The school offers an extensive after-school activities program. Many after-school activities are offered on Tregaron Campus including soccer, basketball, volleyball, softball, tennis, track and field, dramatic and musical productions, instrumental music lessons, Model OAS and UN, student newspaper, yearbook and various student clubs. Sports events are coordinated by the Athletics Director and clubs and activities by the division Assistant Principal.

These activities end at designated times. After these times WIS cannot provide supervision for students. Parents must arrange for prompt pickup of students after activities.

All Middle and Upper School students who wish to participate in any extra-curricular activity, including athletics, must demonstrate and maintain an overall average of 4- in all academic subjects. Evaluation will be made at the end of each semester and at the time of each interim progress report period. Students who do not initially qualify for an activity, but subsequently improve their average, may be allowed to join an activity if the sponsor approves. Students whose academic work falls below satisfactory levels may not participate in activities until their performance improves.

A student who is absent from school during the day may not participate in that day's after-school activities without the division Principal's consent.

A representative list is included on the website in the Student Life section. During the first few weeks of school, teachers/students organizing the clubs will announce starting dates for the various sports and activities at school assemblies; students should see activity leaders or coaches for enrollment.

SPORTS AND ATHLETICS FACILITIES

All students are permitted and encouraged to try out for sports, but as noted in the section above, they must be in good academic standing. WIS is a member of the Potomac Valley Athletic Conference. Please see the Athletics Handbook (posted online at <http://www.wis.edu/athletics/overview>) for additional information. Team schedules, results and directions to games can be found on the Athletics section of the website. For further information, contact Athletics Director Floreal Pedrazo.

Students may not use the weight room or the exercise area without adult supervision or permission. To use the weight room, students must be wearing athletic attire and must have had previous training on the equipment from a member of the PE staff.

Students may use the artificial turf field during breaks at lunch. Food, drink and gum are not permitted on the field surface. Students using the field may not climb walls or enter the adjacent private property in order to retrieve lost items such as balls or Frisbees. Please contact the division office in order to have items retrieved from the neighboring property.

STUDENT GOVERNMENT

MIDDLE SCHOOL

Students elect representatives from their homerooms to serve in the International Student Union (ISU). Within the ISU group, students can apply to serve on the cabinet, which includes co-presidents, secretary, treasurer, and spirit coordinator. These positions rotate during the year with different members of the ISU having an opportunity to lead the organization. The ISU is one way Middle School students are able to be active citizens in their school. The administration regularly consults with ISU members about decisions that impact student life.

TREGARON CAMPUS: Grades 6-12

General Information and Policies

UPPER SCHOOL

International Students Union (ISU) acts as a forum for Upper School student participation. Students elect three representatives from each grade, as well as cabinet officers (two co-presidents, vice-president, secretary, treasurer, two co-spirit coordinators). Other students join because of personal interest or to provide leadership in various school activities and they regularly attend weekly ISU meetings. Members initiate and plan for activities for Upper School students at weekly meetings. ISU members meet with faculty, students, and administration as needed.

DRESS POLICY

WIS students are expected to respect others and the School community by their appearance as well as their conduct. Discipline in attire is expected as an indication that school is a place for serious work and that appearance is a source of pride. Although there is no uniform, students must be dressed according to the school guidelines at all times.

If a student is dressed inappropriately, a member of the administration will have a private conversation with the student and handle any further repercussions, which may include a notification to parents.

The following are some guidelines for students to follow:

- All clothing must be clean and in good repair.
- No bare midriffs (top and bottom clothing must meet naturally) and no fully backless tops. Strapless tops without any sort of straps or bandeau will not be permitted.
- Messages or wording that is in any way insulting or derogatory are not appropriate.
- Visible undergarments are not acceptable or allowed.
- Shorts and skirts must fully cover all undergarments and students' buttocks.
- Students must wear footwear at all times.
- Hats or hoods should not be worn in class.

POLITICAL EXPRESSION

WIS is open to and respectful of students' political views so long as these expressions are made in an appropriate manner. In the classroom, students will share their political opinions in an intellectual framework. Political demonstrations are not appropriate on campus. Students who wish to participate in a demonstration off campus must first provide proof of parental permission.

STUDENT PERSONAL FINANCIAL TRANSACTIONS

Financial and commercial transactions for personal gain are strictly forbidden on campus. Bake sales, fundraisers, and similar activities must receive approval in advance. Any student found selling or distributing any items for personal financial gain will receive an in-school suspension, with possible additional consequences for further infractions.

GIFT GIVING

Gifts from individual families to school employees are in no way required or expected. If students and families are interested in giving a gift to teachers or staff members, we recommend expressions of appreciation in the form of a thoughtful note, homemade gift, or small personal gift. Please know that the School does not allow employees to accept gifts from a student or the student's family worth \$100 or more, or multiple gifts that, in the aggregate, are worth \$100 or more. Gifts from an entire class are acceptable, provided the gifts are not worth an aggregate value of \$400 or more. Please contact the Principal with any questions about class gifts.

Gift giving among students at school can lead both to awkwardness and hurt feelings. We discourage students from exchanging gifts at school, and if students choose to do so, it should be done as privately as is possible.

TREGARON CAMPUS: Grades 6-12

General Information and Policies

LOCKERS AND PERSONAL PROPERTY

Students are assigned lockers with combination locks for storage of books and personal belongings. Students are advised not to bring large sums of money or valuable personal property; if they must, they should secure such items in their lockers. Security is the student's responsibility; therefore students must keep lockers locked at all times and should not share locker combinations. Personal belongings found in common areas will be removed. Students who lose items should report the loss to the division office as soon as possible. Because items accumulate in the lost and found boxes, students are encouraged to label all personal property, such as cell phones, clothing, books, pencil cases, lunch boxes, sports equipment, musical instruments, computers and other items. Items not reclaimed before winter, spring, and summer vacations are donated to charity.

WIS is not responsible for items stored in lockers. Lockers are the property of WIS and not of the individual. Each locker is numbered and students are responsible for its care; at no time should students place stickers or other materials on them. Any damage should be reported immediately. At the end of the year, students are responsible for leaving their lockers free of garbage, books and graffiti. Students are also issued a lock for the PE lockers (new students and Grade 6 students receive locks at the start of the year). Students are required to have their locks with them for PE; a gym bag to organize belongings is also recommended. WIS reserves the right to search a locker with or without notice.

ELECTRONIC EQUIPMENT: LAPTOPS, PERSONAL MUSIC DEVICES AND MOBILE PHONES

Use of cell phones in bathrooms or locker rooms at any time of the day, including before or after school, is strictly prohibited. Students who use phones in bathrooms and locker rooms risk being banned from having a phone on campus. Any student who uses a phone to record images or video of people in bathrooms or locker rooms will be suspended and could face serious additional consequences from local authorities.

MIDDLE SCHOOL

Cell phones and personal devices (such as smartwatches) must remain off and stowed away between the hours of 8:15 AM and 2:50 PM each school day. Students are encouraged to keep their cell phones locked in their lockers until such time as they are allowed to use them on campus, either before or after school hours. Otherwise, parents who need to reach a child during school hours should call the Middle School office directly at 202.243.1893.

Any student found using a cell phone or personal device during school hours will have the device confiscated and turned in to the Assistant Principal, who will contact parents to report the infraction. The cell phone or device will be securely held in the office until the end of the day and it will be the responsibility of a parent to come to campus to retrieve the device. The consequences for violating the cell phone policy in the Middle School are:

1st infraction:

- Cell phone or device will be confiscated and held in office until the end of the day.
- Student will be issued a warning and the Assistant Principal will contact parents.
- Parent will retrieve the cell phone at the end of the day from the office.

2nd infraction:

- Cell phone or device will be confiscated and held in office until the end of the day.
- Student will be issued a conduct referral and the Assistant Principal will contact parents.
- Parent will retrieve the cell phone at the end of the day from the office.

3rd infraction:

- Cell phone or device will be confiscated and held in office until the end of the next day.
- Student will be issued a conduct referral and in-school suspension.
- The Assistant Principal will contact parents to set up an in-person meeting.
- Parent will retrieve the cell phone at the end of the day from the office.

The only exceptions to this policy would be for students with specific learning or physical accommodations required by formal testing by a professional.

TREGARON CAMPUS: Grades 6-12

General Information and Policies

More information about community norms and expectations around the use of technology, including the Middle School 1:1 Program, can be found in the Acceptable Use Policy, which is earlier in this Handbook.

UPPER SCHOOL

As a 1:1 school, the Upper School recognizes the importance of the use of laptops and tablets by students for learning. At the same time, these devices can also provide a distraction from learning if not used properly. Therefore, Upper School students are expected to follow the following guidelines for use of electronic devices:

- Cell phones may not be turned on or used during class unless such use is directed by a teacher for academic purposes. During assemblies, cell phone use is prohibited and can lead to disciplinary consequences or confiscation of the device.
- During tests and exams, cell phone use is also prohibited and can lead to the invalidation of results and possible honor code violations.
- When teachers allow students to use laptops, tablets, or cell phones for academic purposes in class it is expected that they be working only on assignments in that class. If students are repeatedly seen doing other work, it may lead to a conduct referral and a conference with the Assistant Principal. In extreme cases, a teacher can restrict future use of the devices in class.
- Device use is allowed without restriction during lunchtime, breaks, or free periods. If listening to music or watching videos, headphones should be used out of respect for others.

Students should be familiar with the Acceptable Use Policy earlier in this Handbook.

SKATEBOARDS, BICYCLES AND SCOOTERS

Using skateboards and similar equipment must not be done on campus at any time, including outside of class hours, except for authorized use during PE class. Bicycles should be walked up the driveway. Personal skateboards and scooters need to be securely put away so that other students do not use them during the day. Anything that can't be stored in a locker must be securely tethered to a bike rack. Ride-share electric scooters and bikes need to be parked off campus.

FACULTY AND STUDENT ENGAGEMENT

No employee of the School is permitted to engage with students alone and privately off school grounds for babysitting, house sitting, or private tutoring at home. School employees should only transport WIS students in their private vehicles if permission (e.g. via the Dismissal Authorization Form or an email) has been obtained from the student's parent/guardian in advance.

VISITING STUDENTS

Visitors should be kept to a minimum to prevent disruption and distraction in classrooms. Non-WIS visitors are discouraged and may not be on campus during the school day or after school unless they have obtained permission. Former WIS students may visit provided a parent has called the division Assistant Principal to request permission one week in advance of the visit.

FOOD DELIVERY

In order to minimize traffic and ensure a safe learning environment for students, use of food delivery apps like DoorDash and UberEats will be restricted to staff members and Grade 11 and 12 students with off-campus privileges. The pick-up location for orders must be set near the Macomb Street entrance. Drivers should not enter campus.

PETS ON CAMPUS

Pets should not be brought to the Tregaron Campus, nor inside the Primary School building, as a matter of health and safety. Occasional exceptions may be made at the Primary School with teacher approval. Note that service animals are not pets and are therefore permitted on campus.

TREGARON CAMPUS: Grades 6-12 Academic Information and Policies

SERVICE

WIS has a strong belief in the value of service to encourage responsible citizenship; we are committed to having a service-learning ethos throughout all grade levels. Middle School students are introduced to focused service learning, which reflects the philosophy of the school and complements the learning outcomes of the curriculum. Group activities are generated by the students themselves in advisory sessions and by teachers in grade level meetings. Advisory sessions are also used for post-action reflection time.

Grades 9 and 10 students must complete an individualized CAS (Creativity, Activity, Service) program over the two years leading up to the IB Diploma Program. This includes a minimum of 20 hours of service over the Grade 9 and 10 years, as well as documentation of at least one creative endeavor and at least one activity in pursuit of a healthy lifestyle. Required service hours can be done on or off campus, but we encourage students to find service commitments that can be ongoing over the two years. The goal is for students to find opportunities that tap into their interests and that might serve as a basis for the IB DP requirement in Grades 11 and 12. Service at the Bazaar and during the New Orleans trip does not count toward the 20 hours.

Grades 11 and 12 students must complete an individualized CAS program as part of the requirements of the IB Diploma Program. Non-Diploma students must also complete minimum hours in CAS as a WIS graduation requirement but are not required to complete a CAS project. At WIS, all students' CAS programs must include **a minimum of 60 hours of service**. Diploma Students must also complete a CAS project incorporating at least one of the three strands of CAS, which typically involves approximately 20 hours of work and must involve collaboration. In all CAS experiences, inquiry and planning are emphasized before engaging in activities and students must also engage in ongoing reflection on their experiences. DP students will receive guidance on CAS opportunities and fulfilling CAS requirements from both their advisors and the service coordinator.

Students document all Upper School CAS experiences on ManageBac.

FIELD TRIPS AND GRADE LEVEL TRIPS

Academic trips provide students with experiences that are not otherwise possible in the classroom or during the normal school day and are linked to the academic program. During the school year, a teacher may design a day trip or a trip for a few hours during the school day. These may be to museums, art galleries, theaters, hospitals, and sites of geographic and environmental interest. Such trips are an integral part of the subject curriculum and are generally covered by school fees, except for meals. All students are expected to attend as part of the required academic program.

Grade level trips are usually two to five days long (with the exception of the longer Grade 8 trips). Students often attempt new challenges that help develop social awareness and group integration, as well as leadership skills.

The school operates in loco parentis when children are in school or on a school trip. For WIS to fulfill this role, the school requires the full cooperation of parents and students in observing rules that are beneficial and essential for all involved.

TEXTBOOKS AND SUPPLIES

In general, textbooks are supplied by the school and remain the property of the students, allowing the students to take notes in textbooks if they wish. Teachers will inform students about any exceptions regarding the use of textbooks. WIS will also provide required apps (for use on iPads) to students.

A Middle School Supply list is posted at the beginning of summer each year. Students are expected to supply their own pencils, pens, eraser, ruler, paper, notebooks, graphing calculator, etc. We recommend Upper School students purchase a portable ring-file for keeping notes (and handouts from teachers) and paper for tests or exams. Students will need a backpack or other method for transporting textbooks, notes, and often the essentials for gym class, and an after-school sport or activity. For security, the bag should fit in an assigned school locker.

TREGARON CAMPUS: Grades 6-12

Academic Information and Policies

We have found that having a homework agenda is essential for students and to this end the School provides the agenda. A method of organization for note-keeping is equally critical to a student's success: students should determine what works best for their own needs. In too many cases, we discover that for struggling students this preliminary necessity has been overlooked or disregarded.

LIBRARY PROGRAM

The library program supports the overall curriculum and encourages the love of reading and learning. The library classroom is a place for classes to meet for research and to work on projects and other academic pursuits. Our unified online library catalog includes collections at the Primary School and Tregaron. The library also subscribes to a number of research databases providing full text access to magazines, newspapers, scholarly journals, primary sources, and reference books. The catalog and databases can be accessed from home or any computer.

Library resources include a literature and nonfiction collection in English, French, Spanish, and Mandarin. Most library materials circulate for three weeks and can be renewed as needed. Students and families will receive three overdue notices for unreturned materials. These notices are sent both to the student's school email account and to the family email account on record. WIS does not charge fines for overdue materials but does charge to replace unreturned or lost materials. Students will be billed after the third notice has been sent. This charge includes a nonrefundable \$5 processing fee.

Headphones are not available for checkout from the Library. Students should observe all rules, including remaining quiet to avoid disturbing others. The library classroom is open 8:00 AM to 5:00 PM Monday-Friday.

ADVISORY PROGRAM AND HOMEROOM

The Advisory Program, planned by the division administrators and the grade level coordinators in conjunction with the school counselor and learning specialists, focuses on the intellectual, social and physical development of the students. It seeks to ensure that every student feels a sense of belonging.

Each student is assigned an advisor. Advisors supervise daily homerooms and monitor the academic progress and social interaction of students in their homeroom group. The advisor is, therefore, a vital link between students, school and family, providing a first point of contact for parents, as well as monitoring academic performance and providing guidance regarding social concerns. Parents are encouraged to contact their child's advisor with any questions or concerns.

In addition, advisory groups give students opportunities to develop decision-making and leadership skills. The advisory period, which takes place once a cycle for students in Grades 6-12 (with an additional assembly period once per cycle), provides a time when important topics such as relationships, academic program and student skills can be discussed in a structured setting. Advisors also cover topics such as: goals for the year; grade-level curricular programs; study habits and skills; peer group issues; school and community events; career exploration and school projects.

The school values the personalized approach offered by our advisory program, as it encourages each student to develop a connection with a faculty member and to experience a sense of belonging to a class and the WIS community.

COURSE SELECTION

Course outlines are posted on the WIS website. Additional information about courses is posted on onCampus.

With all course selections from Grades 6-12, we caution students and families that offering some courses will depend upon enrollment and that there may be unavoidable conflicts due to the master schedule; however, we aim to minimize course cancellations and scheduling conflicts.

TREGARON CAMPUS: Grades 6-12

Academic Information and Policies

MIDDLE SCHOOL STUDENTS

All Middle School students are required to take seven core subjects. They also have one elective, which they may choose from a variety of options. Elective choices for the next academic year are made the prior spring. Every effort is made to give a student his or her first choice, although this may not be possible in all cases.

RISING GRADES 9 AND 10 STUDENTS

All students in Grades 9 and 10 are required to take six core courses and make selections to fill two elective blocks. Electives may be semester-length courses or year-long courses. Graduation requirements include four semesters of fine or applied arts courses in Upper School, two semesters of which must be taken in Grades 9 or 10. Every effort is made to give a student his or her first choice, although this may not be possible in all cases.

RISING GRADE 11 STUDENTS

Students in Grades 11 and 12 take six Diploma Program courses, the ToK course, and can take electives in the visual arts, music, drama, journalism or design technology. These electives, with the exception of journalism, may be selected at the Diploma Program level as well.

Students' course selections vary according to a variety of factors: the number of courses, the amount of time each will demand, university options and areas for future studies, all while keeping in mind the requirements for a high school diploma. All course choices for the next academic year should be completed by, and discussed with, teachers, advisors and the university counselors. Course selections must be approved by subject teachers and department heads for all advancing students.

Students should view their Grade 11 and 12 years as part of a two-year plan with specific goals in specific subject areas. A student can obviously change his or her mind but having an outline, or two-year plan, is extremely useful for both our planning and the student's goal setting and college planning. The university counselors and IB Diploma coordinator are available for consultation and advice.

COURSE CHANGES

The placement of students in appropriate courses is based on a number of factors including ability level, age, and interest. If there are any course switches, they should occur during the first weeks of the school year. Students need to be fully aware that taking a course is a commitment and once the term commences, schedule changes are generally not permitted. For a student dropping a course, there are, inevitably, implications for his or her promotion to the next level or for graduation. In addition, course changes cannot be guaranteed and may lead to other changes in a student's schedule.

Only rarely will a Grade 11 or 12 student be allowed to drop a course and only after consultation with the Diploma Program coordinator, the teachers in question, the respective subject coordinators, the student's university counselor, advisor and parents.

FINAL EXAMS AND IB DIPLOMA EXAMS

Final exams occur in June for students in Grades 9-11. (In Middle School students may have final projects and/or in-class tests.) Students taking one-semester courses may also have exams in January. June exams are spread over several days so a student is not scheduled to take more than two exams per day; there is usually a "make up" slot at the end of the exam period for any student experiencing an emergency or sickness that prevented sitting the earlier exam. There are no exemptions from final examinations (except for emergency situations) and they may not be taken earlier or at a time other than that published on the examination timetable. Parents making vacation plans must take it into consideration that missing an exam will seriously impact a student's grade and possibly jeopardize his or her passing a course. Upper School finals range from 15-25% of a student's second semester grade. We ask that students take exams seriously and review in advance.

Grade 12 students take Mock IB exams each winter in order to prepare for the IB Diploma Exams. IB Diploma Exams are set by the IB and occur in May; WIS must adhere to the schedule. Detailed information about the exams is provide to parents of Grade 12 students each spring.

TREGARON CAMPUS: Grades 6-12

Academic Information and Policies

GRADING, PROMOTION AND GRADUATION

WIS students are expected to develop the attributes of the International Baccalaureate Learner Profile. In addition to developing the skills and knowledge needed to master content in each subject area, WIS students should have a positive attitude toward learning, show generosity and respect toward their fellow learners, and strive to understand deeply the topics under exploration. Being prepared for learning each lesson, attending to deadlines, and contributing positively to classroom discussions and to the life of the school are essential elements for success at WIS.

Assessment in each course aims to provide honest feedback on how a student is faring. It encompasses the development of skills, knowledge, and understanding in the content area; approaches to learning; class participation; and the ability to learn effectively with others.

All students in Grades 6 to 12 are marked on an internal grading scale of 1 to 7 (similar to the International Baccalaureate scale). Grades 6 to 12 students must attain a minimum yearly average of 4- (a GPA of 3.67) in all academic subjects, with not more than one yearly average grade of 3+ or below. A student who does not attain this minimum yearly average, or who fails one or more academic subjects, may be required to demonstrate mastery of deficient work through approved summer study.

The promotion policy does not preclude WIS recommending or deciding that a student with a yearly average above the minimum should enroll in a different school if there is significant evidence that the student may not be successful at WIS.

Diploma Program students who fail to achieve a 4 average in a Higher Level course at the end of any academic reporting period (progress report or semester report card) may be moved to a Standard Level course or placed on academic probation at the discretion of the Principal, in consultation with the teacher, parent, university counselor and IB coordinator.

Grade 12 students who meet the requirements for a full IB Diploma receive their Diploma in the summer after their final year. Results of IB examinations are not available until early July.

UNDERSTANDING GPA AT WIS

Student grade point average (GPA) is calculated by using the final grade (mark) received in a course, the credit of the course, and the weight of the course. Mark, credit, and weight are described below.

GPA in Upper School

In the Upper School, GPA is displayed on the transcript, the School's official document for communicating academic information to institutions and universities. At the end of each academic year, a student has a year-to-date GPA and a cumulative GPA. For example, at the end of Grade 10, a student will have a Grade 10 GPA (calculated using the final grades earned in that year) and a cumulative GPA (calculated using all the final grades earned in both Grades 9 and 10).

Upper School Honors is based on GPA and awarded each semester using the semester grades. Students with a GPA of 6.0 or higher earn 1st Honors. Students with a GPA between 5.67 and 5.99 earn 2nd Honors. Honors is displayed on the report card and transcript.

GPA in Middle School

In the Middle School, GPA calculations are for internal use only. The Grade 8 Award for Academic Excellence presented at year's end is based on eighth grade GPA.

MARK

Mark is also referred to as grade. WIS uses an internal 7-point scale based on the IB scale. Gradations for pluses and minuses result in 0.33 being added to or subtracted from the whole number. For example, during GPA calculations, a final grade of 6- translates to a 5.67, a 6 translates to a 6.00, and a 6+ translates to a 6.33.

TREGARON CAMPUS: Grades 6-12 Academic Information and Policies

CREDIT

Most Middle and Upper School courses meet five times per cycle, and thus have a credit of 0.5 per semester. *Exceptions* are:

- Middle and Upper School:
 - Physical Education has a credit of 0.3 per semester.
 - Pass/Fail courses do not have credit and are not included in the GPA calculation.
- Upper School Only:
 - Theory of Knowledge (TOK) has a credit of 0.3 per semester.
 - Grade 10 Project has a credit of 0.3, awarded in semester 1.
 - Elective courses in grades 11 and 12 have a credit of 0.2 per semester.

WEIGHT

All courses in the Middle School and Grades 9 and 10 are “unweighted,” meaning they have a weight of 1. In Grades 11 and 12, all Standard Level courses and electives have a weight of 1.0 and all Higher Level courses have a weight of 1.1.

SAMPLE CALCULATIONS

Below, you’ll see an end-of-year GPA calculations for sample students.

Grades 9 and 10

Course (Year-long unless otherwise noted)	Final Grade or Mark	GPA Equivalent	Credit	Weight	Mark x Credit x Weight
9 English	6	6.00	1	1	6
9 French B	6+	6.33	1	1	6.33
9 Chinese 3 rd Lang.	7	7.00	1	1	7
9 Math	6-	5.67	1	1	5.67
9 Phys. Ed.	7-	6.67	0.6	1	4.002
9 Geo (Sem. 1)	5+	5.33	0.5	1	2.665
9 History (Sem. 2)	5-	4.67	0.5	1	2.335
9 Bio (Sem. 1)	7	7.00	0.5	1	3.5
9 Chem (Sem. 2)	6+	6.33	0.5	1	3.165
Design Tech (Sem. 1)	6	6.00	0.5	1	3
9 Art 3D (Sem. 2)	6+	6.33	0.5	1	3.165
SUM			7.6		46.832
Grade 9 GPA (Sum of Mark x Credit x Weight / Total Credits)					6.16

Grades 11 and 12

Course (Year-long unless otherwise noted)	Final Grade or Mark	GPA Equivalent	Credit	Weight	Mark x Credit x Weight
11 IB Math HL	6	6.00	1	1.1	6.6
11 IB French HL	5	5.00	1	1.1	5.5
11 IB Physics HL	4+	4.33	1	1.1	4.763
11 IB English SL	5-	4.67	1	1	4.67
11 IB Theatre SL	6	6.00	1	1	6
11 IB History SL	5+	5.33	1	1	5.33
11 Theory of Knowledge	6+	6.33	0.6	1	3.798
11/12 Art 2D (Sem. 1)	7-	6.67	0.2	1	1.334
11/12 Music (Sem. 2)	6+	6.33	0.2	1	1.266
SUM			7		39.261
Grade 11 GPA (Sum of Mark x Credit x Weight / Total Credits)					5.61

TREGARON CAMPUS: Grades 6-12
Academic Information and Policies

GRADING SCALE, GRADES 6-12

<i>Grade</i>	<i>Descriptor</i>	<i>Characteristics</i>
7	Excellent	Shows mastery of topics under exploration; often takes an original or creative approach to assignments; communicates ideas clearly & coherently; contributes positively to discussions/activities; listens carefully to others; attentive to deadlines; always prepared for learning
7-		
6+	Very Good	Shows near mastery of topics under exploration; communicates ideas clearly & coherently; contributes positively to discussions/activities; listens carefully to others; almost always attentive to deadlines; always prepared for learning
6		
6-		
5+	Good	Shows insight into topics under exploration; communicates ideas with some clarity; usually contributes positively to discussions/activities; attentive to deadlines; generally prepared for learning
5		
5-		
4+	Satisfactory	Sometimes shows insight into topics under exploration; sometimes contributes positively to discussions/activities; not always attentive to deadlines; not always prepared for learning
4		
4-		
3+	Failing For any mark below 4- in a course, summer work is required in order to raise the mark to a passing level. Students with a yearly grade point average below 4- will be counseled out of WIS. Students earning below 4- in two or more courses will be required to repeat the grade.	Inconsistent demonstration of insight into topics under exploration; does not contribute positively to discussions/activities; not always attentive to deadlines; often unprepared for learning
3		
3-		
Below 3-		Shows poor insight into or lack of interest in topics under exploration; does not contribute positively to discussions/activities; not attentive to deadlines; unprepared for learning

HOMEWORK

Current research indicates that student progress is positively affected by the consistent assignment and correction of quality homework; students are therefore expected to receive a reasonable and regular amount. Teachers will be relatively flexible for students who have been ill or who have missed classes due to school-sponsored activities. Nevertheless, students are responsible for making up the missed work over a period of time after their return.

Students in Grade 6 are limited to 20 minutes of homework per subject per day. That number increases to 25 minutes in Grade 7 and 30 minutes by Grade 8. By Grades 11 and 12 students will average about 20 hours of out-of-class work per week, though they will have some free periods built into their schedules to accommodate the need for extra time to spend on IB exam preparation.

TREGARON CAMPUS: Grades 6-12

Academic Information and Policies

The times mentioned above can only serve as a guideline since students will work at different paces and some will find an exercise easier to complete than others. If students become overwhelmed with homework, please contact the specific teacher of the subject in question or the Assistant Principal.

Homework should be submitted when it is due, and its late submission generally incurs a penalty. Failure to submit a homework assignment usually results in a failing mark for the assignment and will be dealt with in the first instance by the teacher who assigned it and may lead to communication with the student's family. Persistent failure to complete homework can lead to failure in a course and will be referred to the Assistant Principal; it may also lead to disciplinary action.

Teachers are asked to assign only one night's homework over vacation periods and no major assignments within the first couple of days back. The one night of homework will help students to prepare for their first day back to classes. Grade 11 and 12 students, however, will find that vacations can become essential revision periods in preparation for IB Exams.

REPORTING STUDENT PROGRESS

BACK-TO-SCHOOL NIGHTS

Parents are strongly urged to attend these meetings, which take place in early fall (see the calendar on the inside back cover and/or website) and are critical to understanding the school year. These evenings are opportunities for subject area teachers to tell parents about the educational program. Teachers will hand out an overview of the work to be covered that year and parents can ask questions about the curriculum. This is not an appropriate time to discuss individual student progress with teachers.

PARENT/TEACHER CONFERENCES AND MEETINGS

Specific days are set aside each fall (see calendar) for parents to speak individually with each of their child(ren)'s teachers; there is also an opportunity to speak with Upper School second semester teachers in the spring. Announcement and instructions for scheduling are sent to families about two weeks in advance of conferences.

The conferences allow opportunities for parents to meet with some or all of the student's teachers in order to discuss progress, strategies, and goals. We encourage parents to attend these meetings as they reinforce the home-school partnership, which is so often cited as the bedrock for effective student learning. Parents are not required to attend conferences, and it is at the parent's discretion to determine whether the child should attend as well (there are no classes on conference days).

If a longer conference is warranted, a follow-up conference should be scheduled either before or after regular school hours, or at lunch if convenient, but we ask parents to please be mindful of the time constraints on our teachers. Teachers may also request to make an appointment to see a parent.

STUDENT-LED CONFERENCES

Parents of Grades 6 and 7 students also have the opportunity to participate in student-led conferences during the second half of the year. Students in Grade 8 participate in the cumulative Demonstrations of Learning, held at the end of May or early June. Additional information regarding these conferences will be disseminated to parents during the second semester.

PROGRESS REPORTS/GRADE UPDATE REPORTS

Interim progress reports for Middle and Upper School students will be available online midway through the first and second semesters. Comments make reference to areas in need of improvement, offer commendations regarding successes and suggest strategies for moving forward. Progress reports will contain a narrative on the student's academic progress and an interim grade. Teachers also provide grade update reports between the progress report and end of the marking period.

NOTICE OF ACADEMIC CONCERN/GOOD NEWS

Outside of the normal reporting times, teachers will use academic notices or good news forms to communicate with parents. These are sent any time the teacher deems it necessary. If a student has not done well on a recent test, exam and homework, or failed to submit an assessment after reminders and warnings, a teacher may use the appropriate form to alert parents of the situation. Teachers will

TREGARON CAMPUS: Grades 6-12

Academic Information and Policies

often indicate their level of concern, and strategies or advice on ways to respond to the situation. Notices of Concern are particularly crucial as a way to warn of, and avoid, possible failure in a course.

STUDENT SUPPORT SERVICES

WIS believes all students are able to attain their greatest success when they learn in an environment that takes individual needs and learning styles into consideration. The Student Support Team's goal is to ensure that all students are able to achieve their academic potential, that student academic and social-emotional needs are addressed in a timely and appropriate manner, and that students are supported through a collaborative network of educational personnel and programs.

SOCIAL/EMOTIONAL SUPPORT — COUNSELING SERVICES

School Counselors are available to speak with students to help facilitate educational, social, and emotional support, on an as-needed basis. In addition, the School may require a student to see a School Counselor.

School Counselors are part of a team of faculty members and administrators who collaborate with respect to students' educational experience at the School. As part of this collaborative effort, School Counselors may share information obtained from parents and students on a "need-to-know" basis with other employees of the School and a student's parents. The School Counselors are not engaged as any student's private therapist. Please refer to the Confidentiality policy below for more information.

Parents, teachers, or other School personnel who believe a student is in need of counseling should express their concerns to the student's advisor, the division Assistant Principal or Principal or speak directly with the school counselor. When appropriate, and certainly in cases when anxiety, depression, school failure, or risk-taking behavior are at issue, the counselor will conduct an assessment of the situation. Students may see the counselor during school hours and will be excused from class for this purpose if necessary. Should the School determine, in its sole discretion, that it is in the best interest of a student to obtain services of a psychologist or other mental health professional not employed by the School, a School Counselor may assist in a referral for such services.

Middle and Upper School students may request an appointment with the counselor themselves and do not need their parents' prior consent to do so. To arrange an appointment, students may talk to a teacher or administrator or contact the division counselor directly. Strict standards of confidentiality will be observed in all cases, except when the student is deemed to be in imminent danger. In such situations, the counselor will make sure the student understands how and why confidentiality will be breached and with whom. In the event of an emergency, meetings and telephone consultations with the school counselor can be arranged on short notice.

ACADEMIC SUPPORT

Our goal at WIS is to support the individual learning needs of our students while maintaining our academic standards. The learning support team provides ongoing support for students who have been identified (through professional testing, teacher referrals, and/or parental input) as having learning difficulties. School policy is to have professional testing administered by a qualified neuro-educational psychologist. This testing must be updated every five years. Students identified while attending the School, or other educational institutions, can be seen by WIS learning specialists or by qualified professionals in the educational, psychological or related medical fields. In each case, a battery of tests must be administered in order to provide a description of learning strengths and weaknesses of the student. Whenever possible, a diagnosis should be given for the learning support team to use when developing strategies and support systems to most effectively meet the student's needs. Students will be seen on an individual basis during available periods or via in-class support.

Once a problem is identified, a learning specialist may evaluate the student for possible learning issues and identify in-class learning support strategies, additional learning support (described below), and other interventions. The learning specialist will then arrange a meeting with the student and his or her parent(s), at which time suggestions will be made which may include academic support offered at the school, tutoring or a referral for diagnostic assessment.

TREGARON CAMPUS: Grades 6-12

Academic Information and Policies

There are two tiers of academic support at the Middle School level:

- *Subject Labs:* Teachers run sessions to support classroom learning in math, science, English, French, Spanish and Chinese.
- *After-school Supervised Study:* Supervised study provides organized, monitored study time for students, which includes support for organizational and study skills as well as assistance with homework test preparation.

Some students are eligible for classroom and testing accommodations. When a family has obtained a psychoeducational evaluation for a child, parents need to share the report with WIS. The school will keep copies on file in a learning specialist's office and the Assistant Principal's office. The full evaluation will not be made available to the faculty, but a summary of the student's strengths and weaknesses as well as a list of accommodations will be given to each of the child's teachers.

Accommodations that WIS deems reasonable for classroom and testing situations will be made following recommendations made by the evaluator. Both the parent and student are encouraged to meet with the learning specialist to review these recommendations prior to their distribution to teachers. The learning support specialists will regularly update faculty regarding the diagnosis of learning difficulties and any recommended strategies, and teaching and assignment modifications necessary.

In the Middle and Upper School, many students seek assistance in applying for accommodations on external examinations (IB, PSAT, SAT, and others). In order to receive such accommodations, students must have documentation that meets specific criteria. WIS must complete an eligibility form describing the recommended accommodations and confirm that the documentation meets the guidelines set forth by the examination agency.

Generally, problems with applications for accommodations arise in the following circumstances: when the documentation does not include a detailed educational history showing evidence of ongoing academic problems; when it does not support the ADA definition of a learning disability; and when the evaluation was done three or more years prior to the testing date. In addition, justification for each accommodation, including recommendations for time requirements in specific academic areas, is required.

In the majority of cases, students who have been diagnosed at some time with learning deficits can successfully remain at WIS and, with proper and timely intervention, may fully participate in the Diploma Program. Occasionally, the mismatch between the student's needs and the school's offerings is such that the School assists a family in finding a more appropriate setting. When it becomes clear to the School that this will be the case, the family is given this recommendation early in the school year.

CONFIDENTIALITY

Members of the School community commit themselves to maintaining appropriate professional tact and discretion with regard to confidential information they receive. However, confidential information may be disclosed to the Head of School, appropriate administrators, outside professionals, law enforcement officers, parents/guardians, and others when there is a compelling reason for doing so, including, without limitation, in cases of health and safety emergencies (when students or others are in imminent danger of harm); when there is concern about an individual's ability to function academically, emotionally, physically, and/or mentally within the School environment; or when legal requirements demand that confidential information be revealed.

TUTORING

The Division Learning Specialists will maintain lists of approved tutors for their division, categorized by subject. The lists include outside (non-WIS) tutors as well as WIS employees. All tutors who are on the WIS-provided list have gone through the WIS background check procedure. Teachers will not be permitted to tutor their own students: exceptions must be approved by the division Principal.

TREGARON CAMPUS: Grades 6-12

Academic Information and Policies

Families will request a tutor through the appropriate Learning Specialist. The Learning Specialist will provide a list of tutors, including contact information. Parents will contact and pay tutors directly. Tutors will provide invoices directly to the families once tutoring has commenced. If a family is on financial aid, and the Learning Specialist requests that the student obtain a tutor, the family should contact the Business Office for details on paying the tutoring bill.

WIS employees should not solicit tutoring from families. If a family would like to use school's facilities for tutoring purposes, the Director of Co-Curricular Programs will make the necessary arrangements.

In order to avoid a potential conflict of interest, and to ensure that WIS teachers have sufficient time to focus on their primary teaching responsibilities, WIS reserves the right to have final approval and/or limit the amount of tutoring by any individual teacher.

UNIVERSITY COUNSELING

Graduates of WIS have a high level of acceptance at selective colleges and universities around the world. On average, about two-thirds of each graduating class attends college in the United States. Most other graduates enroll in universities in the United Kingdom and Canada. A smaller percentage attends universities in other countries. WIS university admission counselors are experienced with the admission process overseas as well as in the United States.

University counseling is therefore an important part of the educational mission at Washington International School. Parents play a key role in helping students make college decisions. The two university counselors at WIS work with students and their families, sharing their knowledge of the students and their experience of universities and application strategies.

Formal university counseling begins in the spring of Grade 11. Informal meetings with the university counselors begin in the middle of Grade 10 to evaluate a student's choices of International Baccalaureate (IB) subjects in light of university entrance requirements. Grade 10 electives (made in Grade 9) have a bearing on the IB program and some impact on college selection. Throughout the process students should reflect upon their high school experience and higher educational and career possibilities. The choices students make through high school, such as extra-curricular activities, community service, varsity sport, and drama productions, are all relevant to college choice.

For more information, families should consult the University Counseling section of the WIS website.

STUDENT RECORDS

Washington International School will release academic records, including recommendation letters, etc. to other schools (Preschool to grade 12) or to external individuals only for students whose accounts are in good financial standing.*

Student files are confidential. Following a written request to the division Principal, parents or legal guardians may see the contents of their child's file. Parents do not have a right to view recommendation letters sent to other academic institutions. Information retained on a student will be released only with consent of the student's parent or legal guardian, or consent of the student who is 18 or older.

Requests for academic records to be sent should be directed to the Registrar (registrar@wis.edu). Requests for teacher recommendations should be submitted to the front office to be processed (not directly to a teacher).

**This policy does not affect the college admissions process. However, a student's account must be in good financial standing at the end of the senior year in order for a student's final transcript to be sent to the college of matriculation.*

TREGARON CAMPUS: Grades 6-12

Student Code of Conduct and Upper School Honor Code

OVERVIEW

The aim of the **MS and US Codes of Conduct** and the **Upper School Honor Code** is to create a school environment based on the principles of honesty, civility and respect for each other and the learning process. Our hope is to help students develop judgment about appropriate behavior to support the safety and well-being of all WIS community members and fulfillment of the school's mission.

Students are under the jurisdiction of WIS and are held to the standards of the WIS Code of Conduct at all times when on school property, the school bus, or during school-sponsored activities and trips. Students will also be held responsible and may be disciplined for actions outside of school property or school related activities if they are in violation of school policies and/or interfere with the student's or parent's relationship with WIS or other members of the WIS community.

Student conduct that is illegal or outside the Code of Conduct whether taking place on or off campus may result in suspension and/or expulsion. WIS reserves the unconditional right to suspend, expel, or ask any student not to return to the school for academic or behavioral reasons if the administration concludes WIS is not an appropriate school for the student, and/or if the parent relationship with WIS becomes unproductive.

MIDDLE SCHOOL CODE OF CONDUCT

The goal of the Middle School is to foster learning and positive growth in all our students. The Middle School discipline philosophy reflects that premise. We believe students should take responsibility for their actions. Interventions by the administration are made with the goal to change negative behaviors, improve student learning, and to maintain our school culture of kindness and respect. WIS hopes to teach students that all inappropriate actions have appropriate consequences, but that these inappropriate actions can be changed and students can ultimately learn from their mistakes. The basic elements of discipline in the Middle School are: **clarity** of the rules and expectations, **communication** with parents, **consequences** when rules and expectations are not followed, **reflection** by the student, and **documentation** by the administration.

Clarity

The rules and expectations for behavior in the Middle School are made clear to students in a variety of ways. Students do have a responsibility to familiarize themselves with the pertinent parts of this Handbook. Assemblies, daily announcements, advisory and signage around campus are some ways that expectations are communicated and reinforced throughout the year to students.

Communication

WIS believes in the power of a partnership with parents, especially when it involves changing student behavior. Communication with parents may take the form of a phone call, an email, or in some cases an in-person conference.

Consequences

The following is a list of consequences and their defining characteristics. Each consequence is always preceded by a conference with the student or students and the teacher/advisor/Assistant Principal or Principal. These conversations are the basis of the sanctioning process. They allow a focused time for communication and discussion about the behavior and the resulting consequence(s).

Detention

Student spends part or all of break or lunch in the Learning Lair. Student is not allowed to talk or use a device. A parent is contacted. The student is assigned self-reflection. The incident and consequence are documented under Conduct Infractions on onCampus.

In-school Suspension

A Conduct Referral is sent home and the parent is contacted. The suspension is assigned in close proximity to the occurrence of the infraction. The student is excluded from school activities for half a day or a day depending on the seriousness of the infraction. The student reports to the Assistant Principal at the beginning of the day and completes the in-school suspension in the office. Any papers and projects due are collected at the start of the day. Scheduled tests are taken during in-

TREGARON CAMPUS: Grades 6-12

Student Code of Conduct and Upper School Honor Code

school suspension. The student will not interact with the community for the day. This sanction is reserved for a serious offense or a series of offenses.

Probation

Administrators may place students with serious behavioral concerns on probation. Probation may be triggered by a serious disciplinary infraction at school or a series of repeated offenses but could also be the result of conduct outside the School that raises significant concerns about behavior. The terms of probation are set in response to particular events and vary according to circumstances. The following elements are typical of behavioral probation: the period of probation is in terms of months, up to and including a full academic year; the student and family are informed of a defined list of behaviors or offenses that would result in immediate expulsion if they occurred during the period of probation. Probationary status is noted on a student's permanent record.

Expulsion

This is permanent exclusion from the school. A decision to expel a student is made by the head of school in consultation with academic administrators and the chair of the Board of Trustees.

Reflection

A key component in the learning process is reflection. The reflection process is often initiated through discussions with the Assistant Principal or Principal. Students who serve detentions and suspensions will also be held accountable to document their thoughts and feelings and share this with the Middle School administration. An example of written reflection is writing letters to the people involved.

Documentation

The primary purpose of documenting discipline incidents is to be able to track the progress of improvement in student behavior. Teachers and administrators use Conduct Infractions in onCampus to record minor issues. Conduct Infractions are not visible to students or parents, but students and parents can expect communication from a WIS administrator when they receive one. For more serious offenses, a Conduct Referral is written and shared with parents. A Conduct Referral details both the incident and the consequence. Conduct Referrals are a transparent way for students and parents to see how the Middle School has documented the incident. Conduct Referrals are not part of a permanent record. They are not shared with the Upper School or other schools.

NOTE: The chart on the following page summarizes Middle School sanctions for certain types of behaviors.

TREGARON CAMPUS: Grades 6-12
 Student Code of Conduct and Upper School Honor Code

MIDDLE SCHOOL CODE OF CONDUCT AND SANCTIONS

Prohibited Behaviors	Possible Sanctions
<ul style="list-style-type: none"> • Use, possess, sell distribute or be under the influence of drugs or alcohol. • Steal property or valuables that belong to the school or other students, staff, or faculty. • Endanger the safety of others. Actions include verbal and non-verbal types of conflict. • Possess a weapon at school, including all forms of knives or an imitation weapon such as a realistic model gun or water gun. • Damage, intentionally and/or maliciously, WIS property or the personal property of others. • Engage in sexual activity at school. 	<ol style="list-style-type: none"> 1. Conduct Infraction noted in onCampus 2. Suspension from school and school-sponsored activities 3. Probation 4. Expulsion
<ul style="list-style-type: none"> • Commit an act in violation of the Academic Honesty Policy, including cheating or plagiarism. • Exhibit extreme rudeness or open defiance of authority. • Engage in bullying or excessive teasing of other students. • Possess imitation drug substances or represent look-alike substances as drugs. • Possess, use or supply to others fireworks or similar dangerous materials. • Skipping class or leaving campus without permission during and after school. • Use of technology in an inappropriate time and/or manner including but not limited to cell phones, digital cameras and MP3 players. • Smoke cigarettes, pipes, cigars or chew tobacco; vaping or using a juul device. 	<ol style="list-style-type: none"> 1. Conduct Infraction noted in onCampus 2. Incident report 3. If a mobile device is used inappropriately, item will be given to MS Assistant Principal. 4. Conduct referral 4. A mark of "0" will be assigned on work with issues of academic dishonesty or skipped classes. Please see Academic Honesty Policy for further clarification. 5. Detention 6. In or out-of-school suspension 7. Suspension of Internet privileges <p style="text-align: center;"><i>*Repeated offenses will result in a more severe sanction</i></p>
<ul style="list-style-type: none"> • Use abusive or disrespectful language. 	<ol style="list-style-type: none"> 1. Conduct Infraction noted in onCampus 2. Incident report 3. Conduct referral 4. Detention <p style="text-align: center;"><i>*Repeated offenses will result in a more severe sanction</i></p>
<ul style="list-style-type: none"> • Act in an unsafe manner on the school bus, or fail to respect the authority of the driver or monitor to enforce appropriate conduct. 	<ol style="list-style-type: none"> 1. Conduct infraction noted in onCampus 2. Conduct referral 3. Suspension of privileges <p style="text-align: center;"><i>*Repeated offenses will result in a more severe sanction</i></p>
<ul style="list-style-type: none"> • Eat or drink in areas not designated for that purpose. • Litter buildings or grounds with paper, food, drink containers, or other items. • Chewing gum. 	<ol style="list-style-type: none"> 1. Conduct infraction noted in onCampus 2. Clean-up crew 3. Detention
<ul style="list-style-type: none"> • Enter off limits area(s). • Ride skateboards, bicycles, scooters, or use rollerblades on school property, except in a supervised activity. 	<ol style="list-style-type: none"> 1. Conduct infraction noted in onCampus 2. Incident report 3. Conduct referral 4. After-school detention 5. In-school suspension
<ul style="list-style-type: none"> • Inappropriate dress 	<ol style="list-style-type: none"> 1. Conduct infraction noted in onCampus 2. Incident report 3. Parent notified to bring in new clothes <p style="text-align: center;"><i>*Repeated offenses will result in a more severe sanction</i></p>

TREGARON CAMPUS: Grades 6-12

Student Code of Conduct and Upper School Honor Code

UPPER SCHOOL CODE OF CONDUCT

One of the cornerstones of the WIS community is individual integrity. WIS Upper School students are expected to behave with integrity, which encompasses honesty and civility. Upper School students are also expected to recognize that individual behavior impacts the rest of the community and that they will be held responsible for their actions and behavior.

The rules outlined below, as well as the school-wide health and safety policies and procedures outlined earlier in this Handbook, are vital to the safety and well-being of the WIS community.

MAJOR RULES

- WIS is a substance-free and tobacco-free campus. Any connection with illegal drugs (including the use, sale or possession) and/or alcohol is strictly forbidden. Tobacco use of any type, including chewing tobacco and the possession/use of a vape/juul device is strictly forbidden.
- Respect the **property** of others and the School.
- Respect the physical and emotional **safety** of others.
- Conduct yourself with **honesty** in all instances. **Issues related to Honesty (Academic Honesty and Lying) are addressed by the Upper School Honor Code.**

OTHER IMPORTANT RULES

- Students are expected to use respectful language in all communications.
- Students are expected to attend all classes and remain on campus for the full school day, except for students with off-campus permission.
- Engaging in sexual activity at school is strictly forbidden.
- Students are expected to dress in an appropriate manner for school at all times (see Dress Policy).

The above rules are intended as guidelines for appropriate conduct in the Upper School. It is expected that Upper School students will act in accordance with the **spirit** of the WIS Code of Conduct and Honor Code. Parents and students are welcome to speak with an administrator or faculty member if they have questions about the Upper School Code of Conduct.

CONDUCT NOTICES

Teachers and Administrators will use Conduct Notices to communicate with students and parents about disciplinary issues in the areas of inappropriate dress and/or disrespectful behavior/language (occasionally a notice may be sent for an issue that does not fall into one of those two areas). Three occurrences of any conduct notice will result in a detention, monitored by the Assistant Principal (AP).

Conduct notices serve to provide more immediate communication to parents, consistency as to how inappropriate dress and disrespectful behavior/language situations are handled amongst teachers, and an internal way to document student behavior. With this documentation, APs can better detect trends in behavior, in order to provide better outreach and support for students.

APs will oversee Conduct Notices and communicate with parents and students should a pattern of behavioral concerns continue and could result in further disciplinary action at the discretion of the Assistant Principal and/or Principal.

UPPER SCHOOL SANCTIONS

The following represents a listing of possible sanctions which a faculty member or administrator will follow in disciplining a student, depending on the type, severity and frequency of the offense. Sanctions beyond reparation/detention are assigned by academic administrators. The determination of whether a student is disciplined and the nature of such discipline is within the sole and exclusive discretion of the School.

Personal Warning: Many disciplinary infractions can be dealt with through a meeting between the student and an administrator. The aim of the meeting is to resolve conflicts and to reinforce acceptable standards of behavior. Generally a personal warning will be given to a student during the meeting with the Assistant Principal and/or Principal but may be given outside the meeting.

TREGARON CAMPUS: Grades 6-12

Student Code of Conduct and Upper School Honor Code

Detention: During a detention the student is assigned a task, which must be completed during lunch or (with 24-hour notice) before or after school, not to exceed one hour.

In-School Suspension: During an in-school suspension a student is excluded from school activities for a day. The student reports to an administrator at the beginning of the day and is given a day's schoolwork to complete. The student is kept separate from the rest of the community. Generally this sanction is reserved for serious offenses. During in-school suspension the student is prevented from participating in extracurricular activities, including sports and other school-sponsored events or events in which the school is participating.

Suspension from School or School-sponsored Activity: This is complete exclusion from school and/or school activities for a period of time, with a minimum of one day. This sanction is reserved for a transgression of a major school rule, or other serious or repeated offenses, and is recorded on a student's permanent record. During a suspension from school the student is prevented from coming to school and from participating in extracurricular activities, including sports and other school-sponsored events or events in which the school is participating.

Probation: Administrators may place students with serious behavioral concerns on probation. The length of the probation is the sole and exclusive discretion of the school but may cover a period of weeks, months, a full academic year or greater. Additional offenses by the student while on or after the probationary period may lead to additional disciplinary action including suspension or expulsion. The School will provide the student and family a description of the type of behaviors or offenses that would result in immediate expulsion if they occurred during and or after the period of probation. Probationary status is noted on a student's permanent record.

Expulsion: When in the discretion of the School a student's behavior and or actions prevent him from continuing as a member of the WIS community the student may be expelled. Expulsion is the permanent removal of the student. A decision to expel a student is made by the head of school in consultation with other academic administrators.

The School and its administrators have the flexibility to assign sanctions that they deem appropriate to the offense committed. Repeated infractions of the Code of Conduct will lead to increasing levels of consequence as deemed appropriate by the administration. Parents will be notified about any serious disciplinary infractions and will have an opportunity to discuss the situation at a parent conference.

In some instances, violations of the school's discipline policy must be communicated to a college or colleges to which a student has applied and/or been accepted. The university counselors are required to communicate past disciplinary consequences that were deemed serious by the administration and any similar consequences that occur up until graduation.

TREGARON CAMPUS: Grades 6-12

Student Code of Conduct and Upper School Honor Code

WIS UPPER SCHOOL HONOR CODE (*Also refer to Academic Integrity on page 18.*)

The Honor Code was established to uphold a community in which all members (faculty, students, staff, and parents) act with integrity and responsibility. This means that we strive to always conduct ourselves honestly in our academic and personal interactions and demonstrate respect for ourselves, each other, and the learning process in order to encourage a healthy academic and social community at WIS.

All students will strive to abide by the Honor Code in all they do at WIS. When appropriate, violations of the Honor Code will be referred to a Student-Faculty Honor Council.

PROCEDURE FOR REFERRING SUSPECTED VIOLATIONS OF THE HONOR CODE

When a teacher or staff member suspects that a violation of the honor code has occurred, they will bring their concerns, along with any evidence, to the appropriate Assistant Principal. After reviewing the concerns and evidence, the Assistant Principal will conduct a preliminary investigation of the suspected violation, including interviews of all relevant parties. Based on the outcomes of this investigation, the Assistant Principal will make a determination of whether to refer the case to the Student-Faculty Honor Council for review. In general, cases will be referred to the Honor Council unless:

- The evidence available does not suggest that any misconduct occurred.
- The scale and/or scope of the misconduct is too large to be handled effectively by the Honor Council (for example, cases involving three or more students, cases involving illegal activity, etc.). Such cases will be handled directly by the Upper School administration.
- The misconduct relates to coursework submitted to the IB or to IB examinations. Such cases will be handled in accordance with IB rules and procedures.

REFERRAL TO THE HONOR COUNCIL

If it is decided that the suspected misconduct warrants presentation to the Honor Council, the Assistant Principal will communicate with parents and to the leaders of the Honor Council, who will be responsible for calling the Council together for a hearing. The student will be informed of the time and place of the hearing and will be asked to prepare a statement to present to the Honor Council. The student will be invited to bring an advisor or faculty member to the hearing. Parents or legal counsel are not permitted to attend or participate in the Honor Council meeting.

CONDUCT OF HEARINGS

The Honor Council will schedule the hearing as soon as enough members are available to attend. For a hearing to be held at least five members (four students and one faculty member) have to be in attendance including at least one leader, who will serve as the chairperson for the hearing. Any Honor Council Member who has a significant positive or negative relationship with the accused student or a conflict of interest will recuse himself/herself from the hearing.

All Hearings will follow the procedure below:

- The five members of the Honor Council and the Assistant Principal will begin by reviewing the case. The Assistant Principal will state the student's name to the Honor Council and describe the alleged misconduct. Then the Assistant Principal will present documents or evidence provided by the teacher that supports the allegation.
- The student will be invited to share a statement with the Council. After the statement, members of the Council will ask questions of the student. After all the questions are answered, the student will leave the hearing and the Honor Council begins deliberations. If clarification is needed, the faculty member who reported the alleged misconduct or other witnesses can be called upon to answer questions in person or writing.
- The decision on whether misconduct occurred and what the recommended outcomes should be will be decided by consensus. The outcome will be based upon the seriousness of the offense and whether it is a first or a repeat Honor Council violation. All Honor Council cases that result in a positive finding of misconduct will result in outcomes along the following three dimensions:
 1. *Discipline.* An appropriate disciplinary consequence will be recommended. Consequences may include any sanction listed above (pp. 57-58) or other appropriate

TREGARON CAMPUS: Grades 6-12

Student Code of Conduct and Upper School Honor Code

consequence, including academic penalties.

2. *Learning.* Academic misconduct also presents a learning opportunity for students to avoid similar mistakes in the future. With the goal of promoting students' growth, the Honor Council will also recommend review of proper citation practices and consultation with the Research and Media Specialist, Ms. Olson. Other learning opportunities may also be recommended, depending on the details of the case.

This may also extend to a requirement to submit a revised version of the assignment, with full adherence to academic integrity guidelines. *In cases involving IB coursework that has not been submitted to the IB, new submissions must be **entirely new work on a new and different topic** and cannot consist of revisions to existing work.*

3. *Reflection and Restoration.* As in all cases where students violate the norms of the community, an important goal is the restoration of the integrity of the community and the student's standing within it. The Honor Council will also recommend ways for the student to reflect on the incident and make amends, such as apology letters, reaffirmation of a commitment to academic integrity, and other appropriate measures.

In all cases where the Honor Council concludes that misconduct occurred and makes a recommendation to the Principal, a formal Conduct Referral will also be created for internal record-keeping purposes.

- When the decision is reached, the leader in the hearing will communicate an explanation of the misconduct and the resulting recommended outcomes to the Upper School Principal in writing. The Principal will either accept the recommendation or return it to the Honor Council for further consideration. The Upper School Principal will communicate with the Honor Council any changes to the decision. The Assistant Principal will communicate the Principal's decision to the student, the student's parents or guardians, the faculty member who referred the case, and the advisor or faculty member who accompanied the student in the hearing.
- Parents may request a meeting with the Upper School Principal to discuss the decision. Appeals on consequences assigned by the Upper School Principal should be addressed to the Head of School within 24 hours of the decision being communicated. The Head of School may decide to meet with the parents, student, and others involved in the misconduct and others as he/she deems appropriate. The Head of School will report his/her decision as to the appeal to the various parties. The decision of the Head of School is final and binding.

To the greatest extent possible deliberations and presentations that occur in the Honor Council will remain completely confidential.

ROLE OF THE HONOR COUNCIL IN THE UPPER SCHOOL COMMUNITY

In addition to their role in hearing cases of alleged misconduct, the student and faculty members of the Honor Council have an important leadership role within the school. They serve as exemplars of ethical conduct among their peers and work to promote the values of academic integrity within the school culture. The Honor Council will typically be involved in presentations at Upper School assemblies, liaising with teachers and advisors, and other activities to further their mission.

HONOR COUNCIL SELECTION AND MEMBERSHIP

The Honor Council will be made up of two members from each grade (9-12), plus three student leaders and four faculty members, each serving one-year terms. Students are limited to two consecutive terms. Each year the current council will vote for three student leaders, choosing from students who have served at least one year. If a student selected to be a leader has already served two consecutive years, that student may still be a leader and serve a third consecutive year. Faculty and rising Grade 10-12 students will be chosen in the spring to serve on the Honor Council for the next school year. Ninth graders will be chosen in October of their Grade 9 year.

The Research and Media Specialist, Ms. Olson, will also be a standing member of the Honor Council. Although the Specialist does not normally participate in hearings, she plays a major role in advising the

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Student Code of Conduct and Upper School Honor Code

Honor Council on principles of academic integrity and facilitating student efforts to promote the mission of the Honor Council within the school community.

Faculty will be chosen by student nomination on a ballot with all faculty included. The four faculty members receiving the most votes will be invited to serve. If a faculty member declines, the next most recommended faculty member will be invited to serve. The Honor Council Faculty will then assist in the choosing of Student Honor Council representatives.

Students will be chosen from a pool of nominees. Students may nominate other students or self-nominate. Interviews by Honor Council faculty and administration will be conducted and a group of eligible students will be selected to be shared with the student body. The students will then be polled on which students they feel would best represent them on the Council for the following year. The faculty on the Honor Council will then choose the student representatives based on the student poll, the qualifications below and the principle of achieving a gender balance on the Council.

QUALIFICATIONS FOR HONOR COUNCIL

As members of the Honor Council carry a major responsibility for promoting the Honor Code and upholding its enforcement through impartial hearings, the following will be considered when choosing members:

1. Does the student demonstrate good character in all interactions?
2. Has the student committed any previous Honor Code violations, and, if so, how has the student reflected on and grown from that experience?
3. Will the student be able to commit time to the Honor Council on short notice?
4. What reasons does the student offer for wanting to serve in this capacity and how well does the student understand expectations of the role?
5. Does the student commit to upholding absolute confidentiality of all Honor Council proceedings, deliberations, and recommendations?

WIS PARENTS ASSOCIATION



WISPA LEADERSHIP 2020-2021

CO-PRESIDENTS

Yamrot Ezineh
yamrote@hotmail.com

Jimmy Gushner
jgushner@maclara.com

CO-VICE PRESIDENTS

Sandra Barreto
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Angela Mendoza
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CO-SECRETARIES

Rachel Lerman
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Carolyn Simpkins
carolynwsoz@yahoo.com

TREASURER

Patricia Garffer
patricia_garffer@hotmail.com

PRIMARY SCHOOL REPRESENTATIVE

Lisa Bodager
lisa@bodager.com

MIDDLE SCHOOL REPRESENTATIVE

Josephine Escalante
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UPPER SCHOOL REPRESENTATIVE

Luisa Caro
payeras.car@gmail.com

IMMEDIATE PAST PRESIDENT

Fenohasina Rakotondrazaka Maret
fenohasinart@gmail.com

Please visit the WISPA section of the WIS website for additional information about WISPA and a more detailed listing of parent coordinators and event chairs.

WIS PARENTS ASSOCIATION

WISPA MISSION

WISPA recognizes that the active participation of parents working closely with the faculty and administrators of the school is essential to good education.

WISPA works to enhance the educational experience of their children by:

- Providing a forum for discussion among parents concerning issues related to the development of their children and of common interest.
- Representing the views of the parents before the WIS administration and Board of Trustees.
- Facilitating communication and cooperation between WIS and parents and building a sense of community.
- Providing organizational as well as financial support to WIS—its trustees, administration, faculty, and students.
- Serving as the umbrella organization for parent volunteer activities, working in close cooperation with the appropriate members of the administration, faculty and staff.

Meetings are held each month and parents are encouraged to attend. Meeting announcements appear on the WIS website calendar, as well as in @WIS. All parents and guardians of students attending WIS are members of the Washington International School Parent Association (WISPA).

WISPA STRUCTURE

WISPA serves as an umbrella organization for all parent volunteer activities throughout both campuses and all three schools or divisions. The WISPA Board is elected annually and its officers are broadly responsible for the following:

President: coordinates and oversees the business of the Parent Association

Vice-President: assists the President and is the President-Elect

Secretary: publishes the minutes of WISPA meetings and facilitates communication

Treasurer: oversees the finances of WISPA

Division Representatives: key communication links between the divisions (Primary, Middle and Upper School) and the school as a whole and work closely with homeroom coordinators

Past Presidents: provide continuity to WISPA business

Each division has a three-tiered structure for volunteer activities and to help facilitate communication from the school to parents and vice versa. Each class/homeroom has one Homeroom Coordinator. Each grade has a Grade Coordinator and each school or division has a Class Parent Coordinator. All these positions can be shared. All parents are class parents.

HOMEROOM COORDINATORS:

- Work with teachers on homeroom class events, parties, field trips, etc.
- Solicit help for above activities from other class parents.
- Work with teachers to get parent volunteers for classroom readers, help teachers with special projects.
- Distribute information to class parents in their class.
- Attend monthly class parent meetings.

GRADE COORDINATORS:

- Communicate with staff grade coordinators regarding events and projects for their grade.
- Distribute information to homeroom coordinators.
- Attend monthly class parent meetings.

WIS PARENTS ASSOCIATION

CLASS PARENT COORDINATORS:

- Organize and take minutes at the monthly Class Parent Meetings, where all coordinators and class parents meet with the division Principal.
- Coordinate the activities and events involving the classes in their division.
- Meet with the division Principal before the monthly class parent meeting to set an agenda
- Pass information to the grade coordinators, who may send it to homeroom coordinators.

WISPA may also create topic-focused Task Forces and Councils to accomplish special initiatives.

WISPA SAFE SOCIAL ENVIRONMENT STATEMENT

WIS parents collaborated to produce this statement regarding parental oversight of social events and communication between parents.

Washington International School parents support and encourage appropriate social activities for our children and their friends and/or guests. At social events for which we have responsibility, whether in our homes or elsewhere, we encourage parents to provide supervision and not to allow alcohol or illegal substances to be possessed or consumed.

We wish to foster an environment of open communication among parents to ensure that events and activities for our children in and outside our homes meet the same standards. We welcome a call from any parent whose child is invited to an event that our son or daughter hosts. Likewise, we feel comfortable calling any parent whose son or daughter is hosting an event our child is planning to attend.

We also encourage communication among parents about concerns that arise relating to alcohol, illegal substances, or other potentially dangerous behavior by our children. We believe that if we support these shared principles, together we will strengthen our community and provide our children a safer environment.

Please see the WIS Parents Portal for additional information about WISPA and volunteering.

APPENDICES

**BACKGROUND INVESTIGATION POLICY
CHILD PROTECTION POLICY MANUAL
E-SAFETY POLICY
CHAPERONE GUIDELINES**

BACKGROUND INVESTIGATION POLICY

It is the policy of the School to minimize the risk of violence and other criminal conduct towards its students, parents, employees, volunteers, and visitors and to comply with all applicable laws. As such, the School conducts background checks on all current and prospective employees, current and prospective volunteers, and current and prospective subcontractors who may have direct and unmonitored contact with children. Any offer of employment, volunteer service or subcontractor work may be conditioned upon the successful completion of the criminal history background check process. Criminal history information used for employment purposes will be accessed only for applicants who are otherwise qualified for the position for which they have applied and who have received a conditional offer of employment. The School may also conduct background checks on current employees every two years post-hire.

Background checks will be conducted as authorized by applicable law, after the School receives the completed disclosure, authorization and consent forms. The background check process includes: a search of state and national criminal history records, local county checks tied to home addresses of the past seven years, national sex offender registry, and confirmation of Social Security Number, in accordance with applicable law. In addition, those who have lived outside the USA in the past seven years will undergo an Interpol records check. The last university degree obtained is verified for all faculty, including teacher assistants. All information related to an individual's background check is kept confidential in a file maintained separately from the individual's personnel file and is only shared on a need-to-know basis.

If the School is inclined to make an adverse decision based on the results of a background check, the individual will be notified immediately. The individual shall be provided with a copy of the School's Background Investigation Policy and a copy of the background check report or criminal history information. The School will also provide the individual with an opportunity to dispute the accuracy and relevance of the background check report, including whether the background check report relates to the specific individual.



CHILD PROTECTION POLICY MANUAL

August 2019

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INTRODUCTION FROM THE HEAD OF SCHOOL

Washington International School (“WIS” or the “School”), in keeping with our mission statement and core values, strives to offer a safe environment for our students. This Child Protection Policy Manual (the “Policy Manual”) provides an overview of our philosophy and outlines some of our key policies and procedures in regard to our students’ safety and security.

In addition, the School’s policies are also intended to be consistent with Washington D.C. laws and the UN Convention on the Rights of the Child.

By enrolling a student at WIS, you have agreed to partner with the School. The partnerships that exist within this community as a part of our efforts to create a safe and secure environment for our students, serve to strengthen and enhance the overall WIS experience.

I encourage you to read through this Policy Manual and speak to your children about the content. We will continue to work together with the goal of ensuring that our students feel safe, understand key issues related to their safety, and are aware of the support systems in place.

As part of our overall educational program and specific to our shared goal of taking care of our students, the School:

- Provides age-appropriate lessons for all grade levels aimed at helping students understand personal safety.
- Provides materials and information sessions to help parents better understand our programs and policies.
- Trains faculty and staff annually to recognize and report issues of abuse and neglect.

I thank you for your support of our efforts and invite you to contact your Division Counselor, Principal, or me regarding any specific questions you may have.

Sincerely,

Suzanna Jemsby
Head of School

OBJECTIVES OF THIS DOCUMENT

Child abuse and neglect are a violation of a child's human rights and are obstacles to a child's education as well as to their physical, emotional, and mental development and well-being. Washington International School takes student safety seriously. This Policy Manual provides an overview of the steps that our faculty, staff, students, contractors, and volunteers are required to take in an attempt to minimize the threat of student abuse at the School and to respond promptly and effectively should abuse, neglect, or any other misconduct that puts student safety at risk be observed, suspected, or reported. Collectively, these processes are known as our child protection program.

WIS recognizes that the School's employees, having the opportunity to observe and interact with students over time, may be in a unique position to identify children who are in need of help or protection.

The following are components of the WIS child protection program:

1. Recognizing, responding to, and reporting allegations and suspicions of child abuse or neglect.
2. Screening and selecting employees, contractors, and volunteers as appropriate.
3. Conducting community-wide training and education about child sexual abuse and neglect prevention and response.
4. Continuing our efforts to create safe environments and practices.
5. Partnering with local authorities and utilizing local resources.

Through training and the information outlined below, we strive to ensure WIS employees and volunteers understand the issues related to child protection; know how to recognize its signs and symptoms; know the responsibilities of mandated reporters; and are familiar with external and internal reporting procedures, including how, when, and to whom to make a report.

NOT A CONTRACT

This Policy Manual is for informational purposes only. It is not intended to create, nor does it create, a contract or part of a contract in any way, including, but not limited to, between WIS and any parent, guardian, student, employee, volunteer, or contractor. This Policy Manual does not limit the authority of the School to alter, interpret, and implement its rules, policies, and procedures, before, during, and after the school year.

MYTHS VS. REALITIES*

There are many commonly held myths about child abuse and neglect. Having a clear understanding of how to recognize abuse and how to help victims of abuse and neglect is paramount to providing a safe environment conducive to the well-being of our students.

Myth: It's only abuse if there is physical violence.

Reality: Physical abuse is just one form of abuse. Children can also be harmed by emotional abuse, sexual abuse, and neglect. These types of abuse are usually hidden from sight and, as a result, people may be less likely to take action and help children who suffer from abuse that does not result in physical scars.

Myth: Many children do not know their abusers.

Reality: Although some children are abused by complete strangers, many actually know and trust their abusers.

Myth: Children lie about being sexually abused.

Reality: It is extremely rare for children to lie about being sexually abused. In reality, children may not want to disclose abuse because they are embarrassed, afraid, or uncomfortable.

Myth: Sexual abuse only happens to certain types of people.

Reality: Sexual abuse is an equal opportunity crime and occurs across all cultures, religions, sexual orientations, socioeconomic statuses, and countries.

** Adapted from the Association of International Schools in Africa*

WIS POLICY AND LOCAL/INTERNATIONAL LAWS AND AGENCIES

WIS places a high priority on the safety of its community members and thereby follows applicable D.C. (and U.S.) rules, regulations, and laws related to issues involving child protection. In addition, WIS strives to for meet or exceed the standards set out by its accrediting agencies, including the International Baccalaureate, Council for International Schools, and Middle States Association. Finally, WIS aligns with the UN Convention on the Rights of the Child.

CHILD PROTECTION TEAM (CPT)

Each Division at WIS has a Child Protection Team (“CPT”) that reviews and addresses issues pertaining to student safety. The CPT is made up of the Division Principal, the Assistant Principal(s), the Counselor, the Nurse, and the Associate Head of School. Typically, each Division CPT meets annually to review policies, procedures, and practices and set training schedules for employees. As appropriate, the Head of School is kept informed of ongoing investigations and attends any meeting as needed.

CHILD PROTECTION POLICIES

CODE OF CONDUCT WITH STUDENTS

As a part of our commitment to the safety and protection of our students, all community members are expected to maintain appropriate physical, emotional and sexual boundaries with students by avoiding behaviors that place students at risk.

The Code of Conduct with Students outlines specific expectations of members of the WIS community when working with students. The following list is consistent with our shared understanding of policies, procedures, and beliefs in relation to interactions with students.

- Students should be treated with respect at all times and fairly regardless of their actual or perceived: race, color, religion, national origin, familial status, personal appearance, sex, age, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, mental or physical disability, or any other status protected by applicable law.
- Unless necessary to protect the privacy of the student (e.g. disciplinary action, counseling, tutoring, etc.), employees should only communicate one-on-one with students in a public area or a room with at least one open door.
- The privacy of students in situations such as toileting, showering, and changing clothes should be respected. When it is necessary to supervise students in these situations, at least (2) two adults should be present and adults should not interrupt a student unless necessary to protect the health and or safety of one or more students.
- Community members should refrain from inappropriate behaviors with students such as, but not limited to:
 - Making sexual jokes, comments of a sexual nature, kissing, massaging or sexual gestures; or
 - Touching areas that are normally covered by bathing suits; and
- Adults should not share sleeping quarters with students, other than their own children, during overnight trips.
- Employees should refrain from using corporal punishment in any form.
- Employees should only interact with students, other than their own children, in their professional role.
- Any email exchanges between a student and an employee should be made using a school email address.
- Employees who use any form of online communications, including social media (Facebook, Twitter, etc.) and text messaging, to communicate with individual students (other than their own children) may only do so for activities involving school business.

RELATIONSHIPS BETWEEN EMPLOYEES AND STUDENTS

All School employees are responsible for creating, modeling and maintaining healthy, supportive and appropriate boundaries with students and alumni. All School employees are expected to be vigilantly aware of their responsibility in all aspects of their interactions with students, being mindful at all times of the importance of their visibility and presence as positive role models. Employees are also expected to be aware of the inherent power differential between employees and students, and to strive at all times to model appropriate behavior to all members of the School community.

All sexual or romantic physical contact or communications with students (including text messages and communications by other electronic means) are strictly prohibited. Any suspicion of sexual/romantic relations by an employee, school contractor, or other adult with a student will be investigated, and a finding of such misconduct may result in disciplinary action, up to and including termination of employment (and/or other relationship with the individual) and/or notification to the appropriate authorities.

While the School values employees' efforts to connect with students in a positive and healthy manner, even well-intentioned interactions with students can be problematic when they are inherently personal or overly emotional. The School expects that employees will restrict their communications (including text messages and communications by other electronic means) with individual students (other than their own

children) to appropriate School-related matters, including academic and athletic pursuits and interests, extracurricular activities, and residential matters. Employees should refrain from excessive communications with students, and from communications outside of normal School hours. Employees who receive communications from a student that are of an inherently personal or emotional nature should seek guidance and support from the School's counselor and should alert the appropriate Division Principal.

Any violation or suspected violation of this policy must be immediately reported to the Division Principal, or if it involves the Division Principal, to the Associate Head of School.

MANDATED REPORTING OF SUSPECTED ABUSE AND NEGLECT POLICY

WIS is committed to the highest standards of care for the School's students. The following policy is intended to help protect students from inappropriate or hurtful actions. In addition, under Washington D.C. law, certain individuals responsible for the care of children are required to report any known or suspected abuse or neglect of children under the age of eighteen (18).

Specifically, these individuals are required to make a report when any child under the age of eighteen (18):

- has been or is in immediate danger of being mentally or physically abused or neglected (see definitions below);
- is between the ages of five (5) and thirteen (13) years old and has ten (10) or more unexcused absences within a school year;
- has been or is in immediate danger of being the victim of sexual abuse or attempted sexual abuse prohibited by Chapter 30 of Title 22 of the D.C. Code (crimes which include non-consensual sexual contact with a child, including violations of the age of consent (as defined below)); or
- has sustained an injury caused by a bullet; or has sustained an injury caused by a knife or other sharp object which has been caused by other than accidental means.

This mandated reporting obligation specifically applies to school employees responsible for the care of children (including, but not limited to, teachers, school officials, athletic coaches, etc.). All suspected reportable incidents must be reported even if the individual under the age of eighteen (18) has shared the information in confidence.

Reporting suspected abuse or neglect is not an accusation but is a request that a determination be made as to whether abuse or neglect has taken place. Proof that abuse has occurred is not required when making a report.

The responsibility to report rests both on the School and all school employees responsible for the care of children who are associated with the School. The following procedure is established to ensure that reports are made in a timely and effective manner, and that information about students and their families is treated in a way that is respectful of their privacy.

Procedures

When an employee learns of a situation of possible neglect or abuse, or any other situation that requires a mandated report be made, the employee should immediately contact the Counselor and Division Principal about the situation so that appropriate action can be taken to protect the child and timely reports can be made. The Counselor and Division Principal will review the information immediately and may consult with the School's physician or mental health consultant, and, if appropriate, the child's family. If appropriate, legal counsel and/or a consultant specializing in the care and protection of children also may be involved in these reviews. The confidentiality of the child and the child's family will be protected to the extent appropriate. If the abuse or neglect is suspected to come from the child's family, an approach to protecting the child will be defined and the family will be promptly notified of the School's obligation to report the information.

If the mandated reporter, Counselor, and/or the Division Principal determine that a report should be made, the mandated reporter will typically report the neglect, abuse, or other reportable situation to the

Child Abuse Hotline at (202) 671-7233 in the presence of the Division Principal or the mandated reporter's supervisor.

In the event it is not clear whether conduct triggers a mandated reporting obligation, or there is a disagreement between an employee and the School's administration, any party who believes that the incident rises to the threshold for making a report must make the report. Once again, the responsibility to report rests both on the individual professional and the School.

If the situation is urgent, and there is a concern about the student returning home, the mandated reporter should stress the urgency of the situation to the Hotline intake counselor. (In the event that the school day, summer camp, or after-school activity is concluding and a CFSA case worker has not arrived, the Administrator of the Day should be contacted.)

Once the situation is reported, employees should refrain from further investigation and should not question the student further, unless and until the mandated reporter is cleared to do so by the CFSA and/or the police. If a suspected abuser is a School employee, the Director of Human Resources should be immediately informed.

Under Washington, D.C. law, any mandated reporter who willfully fails to report shall be fined up to one thousand dollars (\$1,000), imprisoned for up to one hundred and eighty (180) days, or both.

Definitions

Age of Consent

Under Washington D.C. law, there can be no consent to sexual intercourse, oral sex, or any penetrative act if the person is under age sixteen (16) and there is more than a four (4) year age difference between the victim and the perpetrator.

Abuse

Under Washington D.C. law the term "abused," when used with reference to an individual under eighteen (18) years of age, means: (i) infliction of physical or mental injury upon a child; (ii) sexual abuse or exploitation of a child; or negligent treatment or maltreatment of a child.

"Physical Injury" means bodily harm greater than transient pain or minor temporary marks.

"Mental Injury" means harm to a child's psychological or intellectual functioning, which may be exhibited by severe anxiety, depression, withdrawal, or outwardly aggressive behavior, or a combination of those behaviors, and which may be demonstrated by a change in behavior, emotional response, or cognition.

"Sexual Abuse" means:

- (A) engaging in, or attempting to engage in, a sexual act or sexual contact with a child;
- (B) causing or attempting to cause a child to engage in sexually explicit conduct; or
- (C) exposing a child to sexually explicit conduct.

"Sexual Exploitation" means a parent, guardian, or other custodian allows a child to engage in prostitution or means a parent, guardian, or other custodian engages a child or allows a child to engage in obscene or pornographic photography, filming, or other forms of illustrating or promoting sexual conduct.

"Negligent Treatment" or "Maltreatment" means failure to provide adequate food, clothing, shelter, or medical care, which includes medical neglect, and the deprivation is not due to the lack of financial means of his or her parent, guardian, or other custodian.

Child Neglect

Under Washington D.C. law, a "Neglected Child" is an individual under the age of eighteen (18) years of age:

- (i) who has been abandoned or abused by his or her parent, guardian, or custodian, or whose parent, guardian, or custodian has failed to make reasonable efforts to prevent the infliction of abuse upon the child.
- (ii) who is without proper parental care or control, subsistence, education as required by law, or other care or control necessary for his or her physical, mental, or emotional health, and the deprivation is not due to the lack of financial means of his or her parent, guardian, or custodian;
- (iii) whose parent, guardian, or custodian is unable to discharge his or her responsibilities to and for the child because of incarceration, hospitalization, or other physical or mental incapacity;
- (iv) whose parent, guardian, or custodian refuses or is unable to assume the responsibility for the child's care, control, or subsistence and the person or institution which is providing for the child states an intention to discontinue such care;
- (v) who is in imminent danger of being abused and another child living in the same household or under the care of the same parent, guardian, or custodian has been abused;
- (vi) who has received negligent treatment or maltreatment from his or her parent, guardian, or custodian;
- (vii) who has resided in a hospital located in the District of Columbia for at least ten (10) calendar days following the birth of the child, despite a medical determination that the child is ready for discharge from the hospital, and the parent, guardian, or custodian of the child has not taken any action or made any effort to maintain a parental, guardianship, or custodial relationship or contact with the child;
- (viii) who is born addicted or dependent on a controlled substance or has a significant presence of a controlled substance in his or her system at birth;
- (ix) in whose body there is a controlled substance as a direct and foreseeable consequence of the acts or omissions of the child's parent, guardian, or custodian; or
- (x) who is regularly exposed to illegal drug-related activity in the home.

SEXUAL AND OTHER HARASSMENT

Sexual and other discriminatory harassment within the school context can occur between any combination of individuals including an employee, supervisor, volunteer, and student, and all such harassment of students is prohibited regardless of the age of the perpetrator and the perpetrator's relationship to the student.

For more details on the School's policy against harassment, please refer to the School's full Anti-Harassment Policy, which can be found in the WIS Community Handbook.

BULLYING

WIS is committed to providing a safe and caring environment on our campuses as well as in online spaces and off-campus school-sponsored activities in order for all of our students to learn in a secure atmosphere. Therefore, bullying of any kind is unacceptable at our School.

For more details on the School's policy against bullying, please refer to the School's full Anti-Bullying Policy, which can be found in the WIS Community Handbook.

SEXUAL ASSAULT

Student relationships with other students can take on characteristics of abuse. In addition to sexual harassment, bullying, and hazing, student-on-student misconduct can take the form of non-consensual physical and/or sexual contact, including, but not limited to sexual assault. All such misconduct is unacceptable at our School.

EDUCATION FOR STUDENTS

WIS believes that personal safety programs and abuse prevention programs for students are successful when they begin early; use developmentally sequenced materials; utilize active, systematic and specific skills training; have multiple program components; are interactive; include parental involvement; and are instituted as a comprehensive part of the child's education.

WIS's abuse prevention education program teaches students about "safe" and "unsafe" touches in a developmentally sequenced curriculum. Touching safety is first contextualized by talking about the many positive aspects of touch in student's everyday lives. The overall focus remains on safety, thereby defusing the potentially difficult or disturbing nature of talking to students about abuse.

Through Homeroom, Advisory and one-on-one conversations, WIS students are informed about the ways they can reach out to adults – both inside and outside of school – when help is needed.



e-Safety Policy for Students and Families

Washington International School (the “School”) incorporates online and remote learning programs in its curriculum and program. The purpose of this e-Safety Policy is to help ensure a safe, secure, and supportive online and remote learning environment for students, employees, and all members of the School community, consistent with the School’s standards, mission, policies, and protocols.

This e-Safety Policy is intended to work in concert with the Community Handbook (the “Handbook”) and should be considered an additional policy to the Handbook. The Handbook will remain in effect while students engage in the School’s online and remote learning programs. Students and parents are therefore expected to continue to comply with all School policies and standards of academic and social behavior as stated in the Handbook and elsewhere, including, but not limited to, the School’s policies regarding: acceptable use, social media, student conduct, dress code, attendance, and confidentiality.

With that said, this Policy sets forth additional and/or modified expectations applicable to students’ and families’ safe participation in, and use of, the School’s online and remote learning environment, specifically:

- **Dress Code:** When visible in the online and remote learning environment, and in any related interactions, students are expected to be appropriately dressed, according to the policies in the Community Handbook.
- **Cyberbullying and Online Conduct:** When participating in the online and remote learning environment, and in any related interactions, it is of the utmost importance that students maintain and model the highest standards of conduct, respect, and integrity, including by refraining from any activity that might constitute or contribute to cyberbullying or other prohibited interpersonal conduct.
- **One-on-One Interactions:** School faculty, advisors, and administrators may provide virtual one-on-one meetings with students as appropriate. The School will seek to limit one-on-one interactions to those necessary to support the academic and social well-being of students and families. All such interactions must take place during regular school or after school hours (e.g. 8:00 AM to 6:00 PM).
- **Recording:** Online and remote learning sessions and communications should not be considered confidential and may be recorded. In a distance-learning only scenario, Middle and Upper School classes will be recorded; Primary School classes will not be

recorded. Recordings will be made available so students can review information from missed classes. Students are prohibited from (a) recording any part of any online and remote learning program, and (b) sharing, broadcasting, and/or making public any materials created or recorded by the School, its employees, or anyone else in relation to the School's online and remote learning programs. When WIS moves to a hybrid/cohort model, the school will not record any classes.

- **Risk Management:** All members of the School community are responsible for maintaining a safe online and remote learning environment. In that spirit, while the School will make every effort to support and ensure students' safety in the online and remote learning environment, students and their families must also employ appropriate safeguards and manage risks independently.

The School's online and remote learning environment is subject to the constantly changing nature of available technology. The School strives to create an online and remote learning environment that is as effective and user-friendly as possible, while continuing to maintain a safe and supportive online and remote learning environment for students and families. The School may, in its sole discretion, revise or update this Policy at any time.



CHAPERONE GUIDELINES

Dear WIS Community Member:

Thank you for volunteering to chaperone Washington International School's trip to **[INSERT NAME OF TRIP]** scheduled for **[INSERT DATE]** (the "Trip")! The details of the Trip are as follows:

Trip Location:

Trip Address:

Place to Meet:

Time to Meet:

End of Trip:

Trip Transportation Details:

Trip Leader:

WIS Administrator:

These Guidelines are intended to promote a safe and successful Trip and to help chaperones understand their responsibilities and obligations. If you are aware of any reason that may preclude or restrict your ability to meet these expectations, please immediately inform the Trip Leader or the appropriate School administrator. Please contact the Trip Leader with any questions.

General Guidelines:

- While participating in the Trip, chaperones are expected to comply with these Guidelines, the School's rules and policies, including those outlined in the Community Handbook, and all applicable laws, rules, and regulations.
- Chaperones are responsible for the safety and well-being of students on the Trip and the quality of their experience. Chaperones are typically assigned a number of students to supervise during the Trip. Chaperones may not bring their other children on the Trip and are expected to concentrate on their assigned group of students at all times during the Trip.
- Chaperones are on duty at all times during the Trip and are acting as representatives of the School.
- Chaperones must be aware that while on the Trip their appearance and conduct, as well as that of the students, may have an impact on the School's reputation. Chaperones are therefore expected to model appropriate behavior at all times during the Trip, and ensure students do the same.
- Inappropriate conduct among or between chaperones and students is strictly prohibited. Inappropriate conduct includes, but is not limited to, the following: sexual advances and intimate touching; arguing; violence of any kind; use of profanity, racial or ethnic slurs; sexual language; and other conduct unbecoming of a representative of the School.
- Possession or use of alcohol, tobacco, marijuana, or illegal drugs is strictly prohibited during the Trip.
- Chaperones may not sign or verbally agree to any vendor contracts.

Guidelines Prior to Departure:

- Chaperones will receive information about the Trip's purpose, content, and aims, as well as information regarding any student conditions, such as allergies, that may impact students participating in the Trip. Chaperones are expected to familiarize themselves with this information and must participate in any required pre-departure meetings.
- Chaperones will be briefed about emergency protocols for during the Trip and will receive emergency contact information that they should have during the Trip.

Guidelines During Trip

- Chaperones must follow the Trip itinerary, unless there are extenuating or emergency circumstances.

- Chaperones should avoid situations where they are one-on-one with student, away from other chaperones, teachers, or the larger group.
- Chaperones are expected to take attendance before leaving any location during the Trip. Chaperones should help ensure that their assigned students stay with the group, get on and off transportation safely, and are supervised at all times during the Trip.
- All students must travel to and from the Trip location on School-provided or School-selected transportation. Chaperones who use School-provided or selected transportation during the Trip are responsible for supervising students during travel.
- Prior to arrival at the Trip's destination, chaperones are expected to remind students of the schedule and designate a meeting spot in case a student gets separated from the group.
- Chaperones are expected to reinforce the School's rules and remind students that they are "ambassadors of WIS" when off campus.
- Chaperones should not purchase snacks or souvenirs for any student during the Trip.
- Chaperones should immediately notify the Trip Leader of any concerns, including but not limited, health or safety issues and complaints of bullying, sexual assault, harassment, and discrimination.
- Chaperones should refrain from using cell phones during the Trip, unless in an emergency situation.
- While the School allows chaperones to share photos from the Trip with the Trip Leader, chaperones may not post photos of students online, including on social media platforms. If a chaperone uses a personal device to take photos, those photos must be deleted from the device within 72 hours.

Emergencies:

- In the event of an emergency during the Trip, it is important that chaperones remain calm and strive to maintain control of the situation and their assigned group.
- If immediate assistance or guidance is needed, chaperones should immediately dial 911. To the extent the Trip Leader is not in the immediate vicinity of the emergency, the chaperone should inform the Trip Leader of the situation as soon as it is safe to do so.
- If a student is injured or becomes ill, the chaperone should stay with the student until a School representative or emergency help arrives. If a student is transferred to a hospital or medical facilities, the chaperone should ensure that a School representative accompanies the student. If the Trip Leader is not in the immediate vicinity of the emergency, the chaperone should promptly notify the Trip Leader of the following information: (i) the name of the student; (ii) the nature of the illness or injury; and (iii) the name, telephone number, and location of the hospital or medical facility where the student was taken. The School will contact the student's family.

Thank you for helping the School seek to enrich the students' learning through this Trip!

CHAPERONE ACKNOWLEDGEMENT

I acknowledge that I have read and understand Washington International School's Chaperone Guidelines and that I will comply with the rules and expectations contained therein, as well as any additional rules and expectations set forth by the Trip Leader before and during the Trip.

Chaperone Name (please print): _____

Signature: _____ Date: _____