This handbook is intended to serve as a guide to help students and their families understand basic expectations and agreements at Washington International School. Please take the time to familiarize yourself with the contents. We are hopeful that the handbook will answer many questions you may have about academics, discipline, school rules, and other topics.

Understand that no set of rules or guidelines can cover every conceivable situation that might arise at a school. The rules, policies and procedures set forth in this handbook are intended to apply under normal circumstances. However, from time to time, there may be situations that require immediate or nonstandard responses. This handbook does not limit the authority of Washington International School to deviate from the normal rules and procedures set forth in this handbook, and to deal with individual circumstances as they arise in the manner deemed most appropriate by the school taking into consideration the best interests of the WIS faculty, employees, students or overall school community. The policies may also be revised or updated periodically, even during the school year. Community members will be advised of any changes by email. Any student or parent with a question about any handbook policy or statement should feel free to speak with their division principal.

Updated as of August 29, 2015

There shall be no discrimination by the School in the selection of its Board of Trustees, in the employment of personnel, in the admission of students, or in the administration of the school’s programming on the basis of actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, or place of residence or business.
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OUR MISSION

The mission of Washington International School is to provide a demanding international education that will challenge students to become responsible and effective world citizens.

CORE VALUES

International Education
Washington International School introduces students to the world’s cultural heritage through a rigorous curriculum, international in its approach to people, knowledge, values, and skills. Commitment to intensive language learning is fundamental to the program.

Global Citizenship
Washington International School believes that global citizenship requires engagement with diverse cultural perspectives. The school strives to instill in students a commitment to active service and a sense of responsibility for local, national, and world communities.

Individual Integrity
Washington International School encourages individual self-discovery and self-expression that values honesty and civility among all members of the community.
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. Specifics regarding the connected applicant policy are delineated below.

PRE-KINDERGARTEN AND KINDERGARTEN

Applicants are assessed for the extent to which they demonstrate verbal and motor skill development as well as emotional and social maturity that are solidly at or above accepted norms for their ages. This is particularly important given the format and structure the language immersion aspect of the program brings to the classrooms.

WIS gives priority to connected applicants whose overall development strongly indicates entrance to WIS is appropriate to the extent allowed by considerations of gender balance and diversity. Because Kindergarten is the last major year of Primary School entry, these considerations as well as the need to enroll some children from new families are of even greater importance than at Pre-Kindergarten.

APPLICANTS TO GRADE 1

In Grade 1, priority is given to qualified applicants who already have significant exposure to French or Spanish. Applicants to Grade 1 are expected to demonstrate the academic skill foundations and potential as well as the emotional and social maturity to thrive in a dual-language program. WIS gives priority to connected applicants who meet these requirements to the extent allowed by considerations of gender balance and diversity.

APPLICANTS TO GRADE 2 AND ABOVE

With older children it is possible to more specifically compare relative levels of skills and development. Applicants are evaluated on the basis of academic preparation and achievement, motivation, social and emotional maturity, and personal strengths. Students should be performing consistently and well in their present schools. Those applying to the Upper School should demonstrate the ability, preparation, and motivation to undertake a full International Baccalaureate Diploma Program beginning in Grade 11. The extent to which children bring specific interests or talents to the school community is a significant part of the applicant review, particularly for Middle and Upper School. Connected applicants who are among the strong applicants to a given grade level are given priority for admission to the extent that it is possible given considerations of gender balance and diversity within the grade. In addition, as with younger grades, at least some children from new families will be admitted at each grade level.
ADMISSIONS, ENROLLMENT AND RE-ENROLLMENT

FORMER WIS STUDENTS REAPPLYING FOR ADMISSION
On average only six percent of WIS students leave the school because of relocation—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.

FINANCIAL AID
Information regarding Financial Aid is available on the WIS website.

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 receive an online re-enrollment contract. 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.
WIS’s ability to provide an outstanding educational experience for our students, delivered by a dedicated faculty, is due in part to the generosity of our community. Without philanthropic support the School cannot respond to the needs of our students, faculty, staff and sprawling urban campuses. All members of the WIS community are stewards of the future of the School, and are encouraged to support the school financially to the extent that their finances will allow.

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

ANNUAL GIVING
We urge all families to make WIS Annual Giving their primary philanthropy while their children are enrolled at the school. Thanks to the 481 families who contributed to Annual Giving in 2014-2015 we achieved 81% parent participation for the fourth consecutive year and raised $1,192,718!

Donations of any amount are integral to supporting the school’s mission. Your U.S. tax-deductible Annual Giving gifts help WIS to recruit and retain our dedicated teachers, provide meaningful financial aid (we gave grants to 132 of our students in 2014-15), equip classrooms with the appropriate technology, support our outstanding arts programs, and so much more.

Our dedicated Annual Giving 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. You may make a gift at any time by sending contributions to the Advancement Office or giving online at: www.wis.edu/giving.

SPRING GALA AND ONLINE AUCTION
The Spring Gala and Online Auction is a festive, fun event for the entire WIS community. Each WIS family is encouraged to support the event by purchasing event tickets, donating an Online Auction item, supporting Fund-A-Student, or purchasing a unique item at the Online Auction. Net proceeds from the Auction support Annual Giving, and Fund-A-Student gifts count toward Annual Giving contributions and participation.

WISPA FUNDRAISERS AND VOLUNTEERING
WIS Parent Fundraisers and the WIS Parents Association (WISPA) contribute over $40,000 a year to support the strategic priorities of each division of the School. There are many ways to help raise funds for WIS. Parent-run fundraisers include: Spring Bazaar, Harris Teeter, Safeway and Giant Grocery Receipts Program, Amazon Smile and Target Take Charge of Education. Fundraisers found only on the Tregaron campus include Grill Team and Pizza Team. The Original Works Art Fundraiser and the Spring Used book sale are only found at the Primary School.

The time, talent and resources of our volunteers are true gifts to the school. Whatever your interest, we encourage you to join the WIS community by volunteering. A list of the fundraisers and volunteer opportunities is available online via the Parent Portal.

At WIS, many community members are passionate about and engaged with local and global non-profit organizations. While we applaud these commitments, to ensure that all parent, student and school fundraising endeavors are successful, only school-based, curriculum and student-initiated fundraisers are supported at WIS. For more information, contact Pascale Pritsios Dunaway at pritsios@wis.edu or (202) 243-1856.

CAPITAL GIVING AND ENDOWMENTS
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.
WIS also relies on endowment gifts to sustain future growth. Endowment gifts provide program support in perpetuity, ensuring our donor’s 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. Some of these funds are named to honor individuals important to the WIS community. For more information on capital or endowment giving, contact Pascale Pritsios Dunaway at pritsios@wis.edu or (202) 243-1856.

**STUDENT AND CURRICULUM FUNDRAISERS**
Each year, WIS students raise funds as part of clubs, curriculum projects and CAS (Community, Action, Service) projects. In keeping with the WIS mission to promote global, responsible and effective world citizens, students are encouraged to support their local, national and global communities. All student fundraisers, in all divisions, are to be coordinated with the administrators in order to align fundraising efforts on both campuses and ensure students are successful.

Upper School: Robert Spezzano, spezzano@wis.edu  
Middle School: Randy Althaus, althaus@wis.edu  
Primary School: Alex Roosenburg, roosenburg@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 student(s) to work collaboratively with their classmates to plan and achieve their goals.

**GIFTS IN KIND**
Gifts in-kind (GIK) are non-cash gifts such as hosted events, decorations, Gala and 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 donors are appropriately recognized and thanked, please come to the Advancement Office and fill out a gift-in-kind form for non-cash gifts. The form is also available on the website at www.wis.edu/why-give-to-wis/. Please note: although greatly appreciated, GIK contributions do not count toward Annual Giving contributions or participation.

**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 often find they continue to feel a deep connection to WIS, and we feel the same way about them and their parents, who become an integral part of our global network. Our graduates are encouraged to keep in touch with WIS and with one another through online communities such as Facebook, Twitter and LinkedIn, via the WIS app, through the electronic alumni newsletter *Window on WIS* and gatherings that take place in DC and around the world.

We love to welcome former students and their families back when they stop in to visit WIS, or at events such as the annual Winter Gathering; reunions in New York, Boston, San Francisco, Amsterdam, London, Montreal, and Toronto; and WIS Parents Association-sponsored panels which feature alums discussing their lives post-WIS. Send news or updated contact information about any alum to WIS’s alumni relations coordinator at alum@wis.edu.
COMMUNICATIONS

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 (bennett@wis.edu). Changes to email addresses and phone numbers, as well as mailing addresses, should be sent to updates@wis.edu.

Our e-mail system may also be used to communicate with parents in case of urgent news or emergencies, such as weather-related early closures. Such information will also appear on the WIS website home page and on the WISE line (202) 298-WISE.

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 for fundraising activities (all fundraising should be coordinated through the Advancement Office).
• 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 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 on 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.

WIS NATIVE APP
WIS has its own app for use on iPhones/iPads. Search for Washington International School in the App Store. Family Directory information is accessible via the app (requires login).

WIS SOCIAL MEDIA PLATFORMS
The school maintains social media accounts on Facebook, Twitter, 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.

PUBLICATIONS
The Marketing and Communications Office manages and produces most WIS publications. Unless otherwise stated, all inquiries about these should be directed to the Marketing and Communications Office. Publications include, but are not limited to, the following items:

- 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.
- WIS Magazine is a biannual print publication that contains features about WIS programs and activities. It is mailed to the entire WIS community.
- The Annual Report contains financial information and recognizes donors by listing their names in honor rolls; it is published online.
- The Family Handbook is a guide to school procedures for WIS families and is posted on the WIS Community Portal.
- The Family Directory provides contact information for enrolled students and their families. It is available in both printable and searchable versions online. Contents of the WIS Family Directory are password-protected and should not be shared beyond the WIS community.
- The Faculty and Staff Handbook, Administrative Staff Handbook and WIS Staff Association Contract outline various policies and procedures relevant to school faculty and administrators. (These are produced in coordination with the human resources director.)

The Marketing and Communications Office advises other departments regarding the development of print and electronic publications for specialized purposes in order to ensure compliance with graphic standards.

MEDIA RELATIONS
The Marketing and Communications Office is responsible for coordinating media contact 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 MEDICAL POLICIES/PROCEDURES

HEALTH FORMS AND MAGNUS HEALTH PORTAL
Each year, families are required to complete mandatory health forms, required to be on file by the DC Department of Health. The District of Columbia legisitates immunization requirements. These forms must be uploaded to Magnus Health, our online, secure student medical record system, before the start of the school year. 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.

ILLNESS

*Use these guidelines 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 the 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.
- 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, it is required that a student 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.

MEDICATION
Students are not allowed to carry or self-administer any medication except when legally authorized to carry their emergency medication (epinephrine or asthma inhalers).

Prescription Medication use During School Day
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

*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.*
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 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.

Over the counter medications are not to be brought to school for student self use.

**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 of Epi-pens.

- In grades 5-12, students may “self-carry” their emergency medication, but only if authorized to do so 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.

**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 in schools. Parents are encouraged to familiarize themselves with these standards by visiting [www.foodallergy.org](http://www.foodallergy.org).

WIS does not serve foods containing nuts or prepared in nut oils in either its lunch program or its Auxiliary Program-provided snack.

Primary School parents wishing to bring food into the school for cultural celebrations are asked not to bring any foods containing nuts or prepared in nut oils.

In addition to submitting the required annual Anaphylaxis Action Plan, it is expected that children affected by food allergies practice age appropriate behaviors outlined by their physician to avoid contact with their allergen, such as hand washing and not sharing foods.

**INJURIES AND INSURANCE**

WIS provides students with accident insurance during the school year and summer programs. This automatic insurance includes student accident medical coverage, with a maximum benefit of $5,000 per loss; and accidental death, dismemberment, or loss-of-sight coverage with a principal sum of $15,000. Coverage is considered primary, and there is no deductible. Claims must be submitted to the insurance company within thirty (30) days. For more information, please consult your child’s division principal. For trips, both domestic and international, 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
HEALTH AND MEDICAL POLICIES/PROCEDURES

heal and providing supportive services until the student is symptom free and eligible to return to academic, recreational and athletic field activities.

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” ¹

Concussions can occur in any sport or recreational activity. All head injuries are considered serious and any WIS student who exhibits signs and 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.

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.

The entire WIS Concussion Management Program can be viewed online at: http://www.wis.edu/athletics/overview.

¹ DC Athletic Concussion Protection Act of 2011
ANTI-BULLYING POLICY²
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
1. 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 (teacher/playground supervisor/advisor/counselor/assistant principal/principal/parent) as soon as possible.
2. 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.
3. Faculty and/or an administrator will speak to all students involved.
4. Parents will be contacted as necessary.
5. A record of all incidences and follow-up actions will be kept on file with the division administration.
6. All members involved with the incident will work together to stop the bullying behaviors.
7. Appropriate actions and consequences, in accordance with the Family 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.

² 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 HARASSMENT POLICIES

CHILD ABUSE
As a school licensed and registered in the District of Columbia, WIS complies with Section § 14-310(a)(2) of the DC Code: Mandated Reporting of Suspected Child Abuse and Neglect. WIS is committed to safeguarding minors from physical, mental, or sexual abuse, neglect, or other potential harm. If child abuse or neglect is suspected by an employee, volunteer, or parent, a report should be made to the division principal or Head of School. Such abuse includes conduct or interactions between a WIS employee or volunteer and a WIS student. At all times, adults in the WIS community, including parents, teachers, coaches, staff, administrators, and volunteers, are expected to maintain appropriate boundaries with WIS students and other minors. Upon receipt of a concern or report of suspected abuse or neglect, the division principal or Head of School may consult the school counselor or faculty members to determine the appropriate response. In cases of child abuse or neglect, certain individuals are mandated by law to make a report to the DC Family and Social Services Office or the DC Metropolitan Police Department, including registered nurses, licensed practical nurses, school officials, teachers, social service workers, day care workers, and mental health professionals. Whenever a person is required to report in his/her capacity as a member of the staff of the school, he/she shall immediately notify the division principal or the Head of School, who shall then be required to make the report. The fact that such notification has been made does not relieve the person who was originally required to report from his/her duty of having a report made promptly to the DC Metropolitan Police Department, or Child Protective Services.

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 a student’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, 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
It is a violation of WIS policy for any student, teacher, administrator, or other school personnel of WIS to engage in discriminatory harassment of any student. It shall likewise be 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
For purposes of this policy, sexual harassment of a student consists of unwelcome and unsolicited sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:

• Submission to unwelcome sexual conduct, whether explicit or implicit, is a condition of the student’s participation in a school program or activity, or when used as the basis of an educational decision affecting the student; or
• The unwelcome sexual conduct is so severe, persistent or pervasive that it affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening or abusive educational environment.

Examples of conduct that may constitute sexual harassment include:
ANTI-BULLYING, CHILD ABUSE AND HARASSMENT POLICIES

- Sexual advances;
- Unwelcome touching, patting, grabbing, or pinching of another (this prohibition does not preclude legitimate, non-sexual physical conduct such as the use of necessary restraints to avoid physical harm to persons or property, or conduct such as a teacher’s consoling hug of a young student, or the demonstration of a sports move requiring contact with another student);
- Coercing, forcing, or attempting to coerce or force the touching of another;
- Graffiti of a sexual nature;
- Sexual gestures;
- Sexual or dirty jokes;
- Talking about one’s sexual activity in front of others; or
- Other unwelcome sexual behavior or words, including demands for sexual favors, whether or not accompanied by implied/overt threats concerning an individual’s educational status or implied/overt promises of preferential treatment.

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

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 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.

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 who will immediately report the conduct to the respective division principal. 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.

Nothing in this policy precludes the student or other individual from reporting the alleged harassment directly to the head of school.

Upon receipt of a complaint, the applicable division principal must immediately notify the head of school.
WIS has designated the head of school as the WIS official with responsibility to investigate, prevent, and remedy harassment. He shall:

- Receive reports or complaints of discriminatory harassment;
- Oversee the investigative process;
- Insure any investigation is conducted by 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.

In consultation with the head of school, division principals are responsible for assessing the training needs of WIS staff and students in connection with dissemination of and compliance with this policy and will arrange for necessary training required for compliance with this policy.

WIS will develop a method of discussing this policy with students and employees. Training on the requirements of non-discrimination and the appropriate responses to issues of harassment will be provided to all WIS personnel on an annual basis, and at such other times as WIS determines is necessary or appropriate.

**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 designated by WIS.

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.

WIS will make every effort to conclude its investigation within three weeks from the receipt of an allegation of harassment, but this period may be extended if necessary to enable a thorough review of the situation. 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 also be advised in writing of the results of the WIS investigation.

In the event the investigation 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 statute, WIS may also report the results of the investigation to the appropriate law enforcement agency.
ANTI-BULLYING, CHILD ABUSE AND HARASSMENT POLICIES

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.
SMOKING, ALCOHOL AND DRUG POLICIES

SMOKING

WIS is a no-smoking community. Smoking cigarettes, cigars, pipes, or chewing tobacco anywhere on campus is prohibited. Smoking by students is also not allowed within one block of the school. For the Tregaron Campus, this means from Connecticut Avenue through to 34th Street, on Macomb Street, and along Klingle Road at the rear of the school. 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, he or she will be immediately sent home and may face additional disciplinary action. This includes suspension from school sports teams.

ALCOHOL AND DRUGS

The legal drinking age in the District of Columbia is 21 years. Therefore WIS students are strictly forbidden to use, possess, or be under the influence of alcohol. Alcohol is permitted at adult-oriented events when adults strictly supervise the distribution of alcohol. At events intended 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 school’s substance abuse policy, school administrators 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 a school-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, should they contravene the substance abuse policy of the school’s Code of Conduct.

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.
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.
• Update the WISE line (202.298.9473).
• 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 6:30 AM. If WIS does not make a specific announcement using the methods above, school is in session on a regular schedule. **WIS does not post announcements on local TV or radio stations, or send a broadcast email in the case of a morning decision to delay or close school.**

Community members who would like to receive a text or email alert on snow days (and text alerts in the case of other “emergencies”) may register an email/phone with our voluntary notification system. Users can subscribe by logging into the community portal, clicking on “Account: YOUR NAME” at the bottom left side of the browser, and subscribing to News Alerts/Snow News via the subscriptions page. Please note that standard text rates apply for this service. This service is independent of the school's broadcast email system, so it will not change the email address to which we send regular WIS information and announcements.

If snow begins after school is in session, WIS will attempt to remain open when it seems reasonable to do so. However, when area jurisdictions have declared a “snow emergency” and the weather forecast predicts continuing accumulation, it is likely that a decision will be made to close early. In the case of an unexpected early dismissal, the school will then send an email to all parents, as well as using the four 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 athletic events will be cancelled.

On icy days, it may be necessary to close the Tregaron driveway to traffic. If this happens, we will notify parents and send additional details about drop-off or pick-up.

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 www.wis.edu/about-wis/snow-day-procedures. Primary School teachers will provide suggested activities via the grade-level websites, 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 under 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. Copies are available in the school libraries.

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 Maret for the Tregaron campus).
ACADEMIC HONESTY, INFORMATION TECHNOLOGY AND ACCEPTABLE USE

ACADEMIC HONESTY POLICY
Academic honesty is the expectation that students will act in an ethical, moral, and honest way when acquiring or providing information. 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 honesty policy is reviewed with students at the beginning of every school year in advisory as well as discussed at appropriate times in classes.

Definition of honesty code violations:

1. **Cheating** is one or more of the following behaviors:
   - Working on an assignment/test/exam/project with other people when not permitted
   - Copying information from other people’s work (such as but not limited to tests, quizzes, papers, exams, homework) is always prohibited
   - Using or sharing an un-administered exam without authorization from a teacher
   - Purchasing and acquiring other’s work and submitting it as your own
   - Providing answers to homework/quizzes/tests/projects when not allowed
   - Sharing and/or discussing information from tests/exams

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 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.org 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)

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ACADEMIC HONESTY, 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, actions will be noted on a home-school communication form and conversations will be arranged with the child’s parents, teacher and other educators as appropriate.

Middle/Upper School
Acting in a manner that is academically dishonest weakens the student’s integrity and diminishes the learning process. WIS has a zero tolerance policy for academic honesty violations. If a student dishonestly acquires information and/or provides information, plagiarizes, conspires to participate in an act of academic dishonesty or fabricates information, the following sanctions will be levied:

1st offense
- A grade of zero given to assigned work
- A conference with the student, teacher, parent and administrator may be held
- Student will redo work at school for no credit
- Academic/conduct referral

2nd offense
- A grade of zero given to assigned work
- A conference with the student, teacher, parent and administrator may be held
- Student will redo work at school for no credit
- Academic/conduct referral
- A grade of “U” for effort given for that term in that subject

3rd offense
- A grade of zero given to assigned work
- A conference with the student, teacher, parent and administrator may be held
- Student will redo work at school for no credit
- Academic/conduct referral
- A grade of “U” for effort given for that term in that subject
- In or out of school suspension
- Formal letter for student file

Important Notes for Upper School:
1. Repeated offenses will lead to more severe sanctions, including expulsion.
2. For older students, especially those in the Diploma Program, the process can be accelerated and the consequences can be more serious.
3. All students who are knowingly involved in an act of academic dishonesty are subject to sanctions.
4. Consequences are cumulative. The slate is not “wiped clean” at the end of each school year.
5. In some instances, violations of the school's academic honesty policy must be communicated to a college or colleges to which a student has applied. 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.
INFORMATION TECHNOLOGY (IT)
WIS provides an 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. A Wi-Fi network serves public spaces on both campuses.

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, and electronic communication. 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.

Additionally, students in Grades 6 through 10 participate in WIS’s 1:1 BYOiPad program. Families are responsible for purchasing a device and students are required to bring them to class each day. Student iPads are registered in our Mobile Device Management system and apps will be pushed to their devices as necessary. 11th and 12th graders participate in a full BYOD program where they choose what kind of device to bring to class on any given day.

MOODLE
Tregaron teachers use Moodle 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 expect to refer to the Moodle pages regularly to get the latest updates from their courses. Families have an account on this system as well, so that class updates and other information is readily available. Questions about accessing the Moodle site should be directed to helpdesk@wis.edu.

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. The current list of these services can be accessed at http://goo.gl/ZYlqPM; it will be updated as needed throughout the year. 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.
This Acceptable Use Policy (AUP) outlines the appropriate use of WIS's technology resources and services during and after school. By signing the Handbook Acknowledgment form, every student is indicating that he or she understands and agrees to abide by the guidelines written below.

WIS network, technology resources and Internet access are school resources and use of them is considered a privilege. Therefore, violation of this AUP will result in the loss of this privilege and/or other appropriate discipline actions according to division-level policies. These actions may include written warnings, withdrawal of access privileges, and in extreme cases, suspension or expulsion.

Applicable to all WIS students (Primary, Middle, Upper):
I realize that my behavior when using the WIS network and technology resources should abide by the WIS Code of Conduct.

Safety and Security
- I understand that passwords are private and should not be shared with others. I will not allow others to use my account name or password, or try to use that of others.
- I will not bypass security settings or interfere with the operation of the WIS network in any way.
- I will use WIS network and technology resources productively and responsibly for school-related purposes; if I want to use the network or technology for a purpose other than education, I will do so after securing permission from my teacher, librarian or administrator.
- I will maintain the setup of WIS devices as they were when I found them. For example, I will not add or change software, apps, passwords, wallpapers, etc.
- I will record or share image or audio files only when I have obtained permission from my teacher, librarian or administrator. I will not use cameras in restrooms or locker rooms, regardless of intent.
- I will use WIS network and technology resources to access, display, create or communicate material that is not illegal, obscene, destructive, harassing, threatening, hateful or otherwise offensive. I am responsible for not pursuing or sending material that could be considered objectionable or hurtful to myself or others.
- I will be responsible for all of my digital files, including backing up files not already stored in the cloud.

Digital Citizenship
- I will use technology in such a way that does not disrupt the attention of the class. This includes setting all of my devices on “mute” or “vibrate” unless permission is obtained from the teacher, librarian or administrator and configuring Do Not Disturb settings.
- I will be thoughtful and polite and use appropriate language in my digital communication, as determined by school administrators.
- I will follow all guidelines set forth by my teachers when publishing schoolwork online (e.g. to a website, blog, wiki, discussion board, podcasting or video server).
- I will respect the intellectual property rights of others. I will obey copyright guidelines and avoid plagiarizing others’ work or ideas.
- I understand that I am an ambassador for the school in all of my online activities, which should not reflect negatively on my school, fellow students or teachers. I will not post personal or embarrassing information about other students, employees, or members of the WIS community.
- I will not masquerade, spoof, or pretend to be someone else. This includes, but is not limited to, sending out e-mail, creating accounts, or posting messages or other online content (e.g. text, images, audio or video) in someone else’s name.
- All confidential school information must be protected and may be disclosed only according to school policy or as required by law. I will not disclose or repeat any confidential information in my online communications.

Specific to Primary School Students:
- If I bring an e-reader to school, I will use it only for reading pre-loaded materials and will not access the WIS network or the device’s other capabilities, such as programs, apps or games. I understand that I am responsible for the damage, loss or theft of any device that I bring to school.
ACADEMIC HONESTY, INFORMATION TECHNOLOGY AND ACCEPTABLE USE

• If I bring a cell phone or other device (with the exception of an e-reader) to school, I will power it off and store it in my locker the entire time that I am at school (including after school). I understand that I am responsible for the damage, loss or theft of any device that I bring to school.
• When I am conducting research related to school pursuits, I will first use the information resources provided by WIS, such as those found at http://pslibrary.wis.edu.
• When registering or sharing my work on the Internet I will not share identifying personal information, including but not limited to my last name, age, address and telephone number.
• When I am assigned a WIS Google Drive account (this usually occurs in Grade 3), I will follow the guidelines of this AUP.

Specific to Tregaron Students (Middle and Upper Schools):
• I understand that while social media may be available at school, I can only use it legally and at the discretion of my teacher or administrator. In general, access to these sites is not available during class time and will only be possible during breaks, lunch and before/after school. The teacher or supervising adult holds complete authority to decide whether these resources can be used at any time.
• I will be prudent in allowing access to my online content on social media sites and configure privacy settings to limit access to my profiles.

1:1 BYOiPad Policies:
• I must provide an iPad for my school coursework.
• My iPad is required to be at school every day, fully charged. If I leave my iPad at home or it is not charged, I am responsible for completing all coursework as if I had use of my iPad.
• I must set a passcode to my iPad.
• I will configure my WIS email address on my iPad.
• I understand that malfunctions or technical issues are not acceptable excuses for failing to complete an assignment, unless no other means of completion exist.
• I will know where my iPad is at all times. It is my responsibility to keep it safe and secure.
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.
ARRIVAL

Grade 1 through Grade 5: 8:00-8:20 AM
Pre-Kindergarten 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
Pre-Kindergarten and Kindergarten
Normal Day Procedure: From 8:00-8:25 AM, Pre-Kindergarten and Kindergarten students are supervised in the multipurpose room. At 8:25 AM, they go to the playground.
Rainy Day Procedure: Pre-Kindergarten and Kindergarten students are supervised in the multipurpose room. At 8:25 AM, they go directly to their 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.

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<tr>
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<th>3:00-3:15 PM</th>
<th>(2:30-2:45 PM Wednesdays)</th>
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<tr>
<td>Pre-Kindergarten and Kindergarten</td>
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<tr>
<td>Grades 1 through 5:</td>
<td>3:35-3:50 PM</td>
<td>(2:45-3:00 Wednesdays)</td>
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Collecting Children by Foot
- Parents collecting 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 Pre-K or Kindergarten will pick up both students at once, as siblings will sit together at dismissal time.

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 students’ names clearly indicated in bold. To help staff identify which students they need to escort to cars, this procedure must be followed all year long.
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 an Auxiliary Program 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. If you would like to use this service, please contact the Auxiliary Programs office.
- Before School Care is available, for a fee, starting at 7:45 AM. Students may not be dropped off prior to 7:45 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.**

If a student leaves school early, he/she 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 has signed a student out of school or a school program (e.g. After School class or Extended Day Care), we expect the parent 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 he/she is taking in the group and present the gathered permission forms to the front office.

**SCHEDULED HALF-DAY CLOSURES**

On early-dismissal days, students should be picked up at 12 noon unless parents have signed up for Extended Day service through Auxiliary Programs.

**PUBLIC TRANSPORTATION**

Students (ages 6 and above) who are DC residents are eligible for a **DC One Card**, to be used for discounted travel on Metrobus/Metrorail. Additional information about the **DC One Card** is available online. Division administrative assistants also have some information, and can provide students with guidance about getting the **DC One Card** validated.

**ATTENDANCE**

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

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<tr>
<th>LEVEL</th>
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</tbody>
</table>

A late arrival to school is disruptive to the class and puts a student at a disadvantage. Any student entering or reentering the school after starting time should report to the front desk to receive a late pass that must then be given to the teacher. If a child does not have a pass he/she may be marked absent.
**ABSENCES**
If a child is absent, a parent must contact the Primary School office before 9:00 AM and briefly state the reason for the absence. 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 and 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. Grade placement for the following academic year will be carefully reviewed for a child who misses more than 20 percent of classes in an academic year.

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

**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 timeline and calendar. All students are expected to return to school after a field trip; they should not go directly home with a chaperone, even if that chaperone is a parent.

**CHAPERONES**
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. In order to aid in the smooth functioning of a field trip, please observe the following guidelines:

- Before the trip, chaperone volunteers will receive information about the purpose, content, and aims of the trip, if applicable.
- Chaperones should leave other children at home to enable chaperones to fully concentrate on the assigned group.
- Chaperones will be assigned a number of children to watch; they will ensure those children stay with the group, get on and off the bus safely, are aware of the schedule for the day, etc. Chaperones will be briefed about any emergency or health concerns that might occur and will receive a list of cell phone numbers.
- While the teacher is ultimately in charge, the chaperone assists teacher with discipline and promoting the learning experience of the group.
- Attention to all students should be given impartially.
- Chaperones may not purchase snacks or souvenirs for members of their groups.

**AUXILIARY PROGRAMS**
**EXTENDED DAY CARE**
This program is available at the Primary School for children enrolled in Pre-Kindergarten through Grade 5. Supervision is offered before school from 7:45-8:00 AM and after school from 3:00-6:00 PM for Pre-Kindergarten and Kindergarten (2:30 to 6:00 PM on Wednesday) and from 3:30-6:00 PM for Grades 1 through 5 (2:45 to 6:00 PM on Wednesday). The program includes supervised study time and supervised play. Information on costs is included in the Schedule of Fees. There will be no charge for Pre-Kindergarten and Kindergarten students with a sibling in Grades 1 to 5 between 3:30-4:00 PM. Extended Day Care is available by the term.

Auxiliary Programs follows the same rules as student conduct as during school hours. Authorized adults sign students out after 4:00 PM. At that time parents take children out of the building to ensure safety and accountability.
AFTER-SCHOOL CLASSES
WIS offers a variety of after-school classes for children enrolled 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.

There is a one-week trial period every term after which there are no changes or refunds for after-school classes. Late enrollments are not pro-rated. There is no refund for classes missed due to the student’s absence.

VACATION CAMP
Vacation Camp is offered for students in Pre-Kindergarten 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 Auxiliary 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 the promotion of the PYP attitudes and 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 white-soled sports shoes that can be easily fastened or tied, loose pants or shorts (depending on the weather), t-shirts and/or sweatshirts. Each child should have a pair of PE shoes kept in his/her locker, in a bag with his/her 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 the following conditions exist:

- Extreme heat or Air Quality Advisory from the National Weather Service
- Temperature below 20 degrees Fahrenheit
BIRTHDAYS
Birthday celebrations at school do not include food or presents. Instead, we celebrate the birthday child through methods such as songs, game, art or writing. Private birthday party invitations should be handled outside of school unless the entire class is invited, without exceptions.

LUNCH
Students in all grades have the option to use the school lunch program or to bring a lunch from home. The Auxiliary Programs Office provides details about the school lunch option to parents. Parents who send their child(ren) with a lunch box should ensure containers and lunch bags are clearly marked with the student’s name. Students may not share or trade food for health and safety reasons.

LOCKERS
Primary School students have lockers (without locks) for the storage of 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 lost and found. 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, roller blades, 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, car transportation, or private tutoring at home.

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.

ANIMALS ON CAMPUS
Dogs, cats, and other pets should not be brought to campus, nor to events held after school. Occasional exceptions may be made at the Primary School with teacher approval. (Seeing Eye dogs are always permitted in school without restrictions.)
DEVELOPMENT OF CLASS SECTIONS
In order to create a class environment that provides a positive and supportive learning experience while ensuring a variety of 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
In Pre-Kindergarten through Grade 3, students are provided with all basic academic supplies. A list of supplies is provided for Grades 4-5 students. Children of all grades who remain in the after-school program should bring their own basic school supplies for homework.

LIBRARY
The library supports the 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. Our space is used each day by students who are reading, researching, creating and collaborating with the support of our professional staff. The space is also designed for scheduled ICL classes. Students learn how to access the library’s print collection in Dutch, English, French and Spanish via our online library catalog. Students also learn how to access subscription databases and other online research tools. Databases include encyclopedias, images, magazines, newspapers, e-books and educational videos. These 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:

- Portfolios – Students reflect on school work and learning and build portfolios reflecting their growth. Portfolios are shared at 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.
- Grade Level classroom information can be found on the Google sites.

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

Fall
- 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.
- Scheduled parent teacher Conferences – Parents and teachers have an open dialogue about student progress thus far and learning goals for the year.

December/January: Term One Report Card – A full report card is completed and 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, www.wis.edu, under Academics, then Curriculum.

Early March: Progress Reports – Prior to the March conferences, parents receive a summary of student progress.
March: Student-Led Conferences – Parents, teachers, and students spend time together reflecting on growth throughout the year and set learning goals for the future.

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

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.

Teachers will communicate to students and/or parents the general goals of homework assignments and how the goals can be achieved. These goals may include:
THE PRIMARY SCHOOL: Grades Pre-Kindergarten-5
Academic Policies and Information

- Reinforcement of basic skills
- Keyboarding or typing skills
- Integration of basic skills for more complex assignments in older grades
- Reinforcement or practice of math concepts already introduced
- Providing opportunities to practice problem solving and logic skills
- Exploring concepts in Units of Inquiry or the student profile and attitudes
- Creating team work or cooperation
- Pre-teaching activity for a lesson
- Reading out loud and/or silently
- Memorization of:
  - Number facts (such as addition, subtraction, multiplication, and division facts)
  - Vocabulary words in both languages
  - Conjugation
  - Spelling words in both languages
  - Poems, verses and songs in both languages

Homework times include all subjects and are coordinated among teaching teams. Teaching teams may decide to alternate reading nights, depending on their current program of study. Tests and assessments for which students should study will not be given the same day of the week. Times are listed so students and parents will not go beyond general time recommendations. If work is taking longer, students and parents need to communicate this with teachers. Homework over the weekend is reading for pleasure to support both languages. In order not to over-tax students, EAL (English as an Additional Language) learners will receive homework assignments that balance classroom learning with EAL goals. No new assignments will be given.

Grade 1:
English Homework: 15 minutes plus reading two days
French/Spanish/Dutch Homework: 15 minutes plus reading two days

Grade 2:
20 minutes per night plus reading. Assignments most typically will be due the next day.

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.

STUDENT SUPPORT SERVICES
WIS believes that 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.

The Primary School Student Support Team (SST) consists of: the Primary School principal, associate, and assistant principals; the learning specialist; the counselor, and the English, French and Spanish support teachers.

ACADEMIC
The learning needs and special strengths of students are identified through a variety of forms of assessment, including informal teacher observation and checklists, grade-level assessments in reading, writing, spelling and math, standardized tests, and, when appropriate, external professional evaluations.
At times, student needs are identified in response to parental concerns. 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:

- **Reading Support in English, Grades 1-2:** An English support teacher, trained in Reading Recovery, provides individual and/or group reading support to first and second graders in pullout settings and, where and when appropriate, in the classroom.
- **Language Support in 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 in French and Spanish.

**SOCIAL/EMOTIONAL**
Friendship lunches and new student activities support students’ emotional growth. Counseling support at the Primary School consists of short-term individual or small group support for students, as well as consultation with teachers and parents about student needs. The emphasis of counseling tends to be on helping students resolve conflicts, repair friendships, and solve problems, and thus is of limited duration. Should longer-term or more in-depth counseling be deemed appropriate, referrals to private practitioners may be provided. WIS reserves the right to require longer-term counseling in order for a student to continue at WIS or enroll in the following year.

**TUTORING**
Tutoring can be helpful for students requiring additional academic support. Teachers will discuss this possibility with an administrator or the Student Support Team before presenting the request to parents. Parents who want to request tutoring services must first discuss the matter with the classroom teacher, who will then share the request with an administrator or the Student Support Team. In either case, if tutoring is deemed necessary, WIS will provide the parents with the names of possible tutors.

Parents are asked to follow these steps and not make independent arrangements with tutoring involving WIS employees or use of the school classrooms. To avoid conflicts of interest, WIS teachers and assistant teachers are not permitted to tutor students enrolled in their classes unless specific permission is granted, including approval by the division principal. Parents and tutors engage in a private contract.

**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 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. If the minimum grade level is not met, WIS may recommend or decide that the student should enroll in a different school or repeat the grade. In cases where 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 in order to determine the best interests of the student.

**STUDENT RECORDS**
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.

Following applicable DC law and recommendations of the National Association of Independent Schools (NAIS), WIS keeps summaries of student academic and health records on file indefinitely. Major disciplinary records will be kept for six years, then purged.
GENERAL EXPECTATIONS
Students are under the jurisdiction of WIS personnel and are accountable for following WIS rules at all times when on school property, the school bus, or during school-sponsored activities and trips, including Auxiliary Programs. Please see the Anti-Bullying policy in this Handbook.

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. Specific classroom guidelines are established between the teachers and the class at the beginning of each academic year and these are clearly displayed. Please see the charts on the following pages for additional guidance.

Students are expected to respect the technological resources provided and to adhere to the Acceptable Use Policy and the Academic Honesty 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.

HOME COMMUNICATION FORMS
Students may receive a "home communication form" to provide a link between home and school to support their social/emotional development. It allows parents to reflect with children on their actions and consequences. The goal is to help children make appropriate choices and internalize positive behavior so they will become more responsible about their actions and words. All home communication forms must be returned to the front office. Forms do NOT become a part of a student's file and are discarded at the end of the year.

CONSEQUENCES AND REPARATIONS
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.
This chart specifies levels of student behavior and consequences for WIS Primary School students. Consequences are respectful, realistic, and relevant to allow the student to learn from the experience. Our goal is to support students in becoming caring, respectful, principled, and responsible citizens and school community members.

<table>
<thead>
<tr>
<th>Level and Definition</th>
<th>Examples of Behavior</th>
<th>Possible Consequences</th>
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</thead>
</table>
| **GREEN**            | • Helping a friend who is hurt on the playground  
                         • Taking care of school responsibilities such as classroom belongings and homework  
                         • Helping to clean up without being prompted | • Verbal praise  
                         • A note from a classmate or adult  
                         • An email or phone call home  
                         • Recognition at school-wide assemblies or in school displays |
| **YELLOW**           | • Not following school rules while moving through the building  
                         • Using insensitive language  
                         • Unsafe play  
                         • Off-task in class  
                         • Not finishing classwork or homework  
                         • Not taking responsibility for materials, resources, and school facilities  
                         • Choosing not to follow directions  
                         • Using an inappropriate level of noise for the location | Students will be privately redirected, when possible, and/or receive consequences:  
                         • Verbal or non-verbal reminder  
                         • Short time out (under 5 minutes)  
                         • Student reflects orally on their behavior  
                         • Partial restriction, e.g. limit area of playground or assign lunch seating  
                         • Teacher says, “I will watch you or the group (do this activity)....” |
| **RED**              | Persistent yellow behaviors  
                         OR  
                         • Using insensitive or inappropriate language  
                         • Defiance, non-compliance, or disrespect  
                         • Pushing, hitting, spitting, or kicking  
                         • Unsafe play  
                         • Aggressive or intentionally hurtful behavior  
                         • Cheating on an assignment or test  
                         • Destruction of school property | Planned team support, which involves teachers, parents, and may include administration. Written reflection using home communication form and/or a phone call or email to a parent.  
                         Possible Consequences:  
                         • Loss of a privilege or activity  
                         • Supervised time out in another classroom or space, up to 15 minutes  
                         • Student performs a school community service  
                         • Family conference with or without student |
| **PURPLE**           | Three home communication forms in one semester  
                         OR  
                         Example Behaviors:  
                         • Extremely insensitive language and/or cursing  
                         • Bullying and/or harassment (see Family Handbook)  
                         • Possessing dangerous items or weapons  
                         • Extreme or recurring unsafe behavior or fighting  
                         • Theft  
                         • Recurring cheating on an assignment or test (see Family Handbook)  
                         • Computer abuse (see Family Handbook) | Plan of action, which involves teachers, parents, and administration. Behavior noted in child’s primary school file and recorded on social/emotional support log by reporting faculty or staff.  
                         See Family Handbook for specific consequences, which include a range of the following:  
                         • Logical consequence  
                         • Loss of privileges  
                         • Family conference  
                         • In-school suspension  
                         • Out-of-school suspension  
                         • Probation  
                         • Expulsion |
## CONSEQUENCES AND REPARATIONS

<table>
<thead>
<tr>
<th>TYPE OF BEHAVIOR</th>
<th>MINIMUM</th>
<th>Conference with student and parent. Suspension (in-school).</th>
<th>MAXIMUM</th>
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</thead>
<tbody>
<tr>
<td>Inappropriate language, cursing</td>
<td>Teacher/child conference. Corrective plan implemented.</td>
<td></td>
<td>Probation</td>
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<tr>
<td></td>
<td>Teacher/child/administration conference. Corrective plan implemented</td>
<td></td>
<td>Expulsion</td>
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<td>with parent involvement.</td>
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<tr>
<td>Behavior that consistently disrupts others and hinders learning during class time</td>
<td>Teacher/child conference. Corrective plan implemented with parent involvement.</td>
<td>Conference with student and parent. Suspension (in-school or out-of-school).</td>
<td>Probation Expulsion</td>
</tr>
<tr>
<td></td>
<td>Teacher/child/parent/administration conference. Corrective plan implemented.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>with parent involvement.</td>
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<tr>
<td>Behavior that threatens the safety of others in class, on school grounds or during school-sponsored activities</td>
<td>Teacher/child conference. Corrective plan implemented with parent involvement.</td>
<td>Conference with student and parent. Suspension (in-school or out-of-school).</td>
<td>Probation Expulsion</td>
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<tr>
<td></td>
<td>Teacher/child/parent/administration conference. Corrective plan implemented.</td>
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<td>with parent involvement.</td>
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<tr>
<td>Harassment of any type, including teasing and bullying</td>
<td>Teacher/child conference. Corrective plan implemented with parent involvement.</td>
<td>Conference with student and parent. Suspension (in-school or out-of-school).</td>
<td>Probation Expulsion</td>
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<tr>
<td></td>
<td>Teacher/child/parent/administration conference. Corrective plan implemented.</td>
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<tr>
<td>Fighting or physical attack on staff or student</td>
<td>Teacher/child/parent/administration conference. Corrective plan implemented.</td>
<td>Conference with student and parent. Suspension (in-school or out-of-school).</td>
<td>Probation Expulsion</td>
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<tr>
<td>Sexual, ethnic, racial slurs</td>
<td>Teacher/child/administration conference. Corrective plan implemented with parent involvement.</td>
<td>Conference with student and parent. Suspension (in-school or out-of-school).</td>
<td>Probation Expulsion</td>
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<tr>
<td>Storing, possessing or carrying dangerous weapons or illegal substances.</td>
<td></td>
<td>Conference with student and parent. Suspension (out-of-school) and possible expulsion.</td>
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</table>
ARRIVAL AND DISMISSAL

TRAFFIC PLAN

The traffic flow on campus is one way: the Macomb Street driveway is one-way for entrance only and the driveway to Klingle Road is a one-way exit for traffic. By order of the DC Board of Zoning Adjustment, the school requires that 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

Walkers: Use the steps on 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 walk up drive and secure bike to another rack. All bikers, irrespective of age, must wear a helmet.
Students Traveling by Car: Be ready to exit vehicles. 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 one lane up the right side of the hill, and follow the directions of the traffic monitor.

- 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 will 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 be sure students are clear of the vehicle before driving slowly and with caution to the exit on Klingle Road.

**DISMISSAL: 2:50-3:20 PM**
- **Walkers:** use the staircase on the left side of the Macomb Street driveway.
- **Bikers:** exit via Klingle Road like all other vehicles.
- **Students Traveling by Car:** be ready to enter vehicles, stay on right side of road.

Drivers should proceed slowly in one lane up the right side of the hill and follow the traffic monitor’s directions, stopping only at the designated pick-up points and then proceeding slowly past the Mansion and down the driveway to exit on Klingle 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 3:40 PM.

**PARKING**
Parking on the Tregaron Campus is very limited. The DC Fire Code forbids parking on the WIS driveway from the Macomb Street gate entrance to the top of the hill at all times. Do not park or stand anywhere there is a yellow curb, chains or posted signs. During school hours, places are designated for WIS faculty, staff, and buses or vans. No one may park in a marked handicapped space unless eligible.

Grade 12 students will be allowed to park on campus based on availability of spaces and only after they have obtained permission from the Upper School assistant principal. Due to the limited number of spots, only Grade 12 students not living in Zone 3 will be eligible to apply for a parking permit. There is no guarantee that there will be enough spaces for all students wishing to drive. Students found parking on campus without permission will face disciplinary action.

**PUBLIC TRANSPORTATION**
Students (ages 6 and above) who are DC residents are eligible for a **DC One Card**, to be used for discounted travel on Metrobus/Metrorail. Additional information about the **DC One Card** is available online. Division administrative assistants also have some information, and can provide students with guidance about getting the **DC One Card** validated.

**AFTER SCHOOL SUPERVISION FOR MIDDLE SCHOOL**
The After School Supervision program is available for Middle School students from 4:00-6:00 PM on the Tregaron Campus every regular school day. The After School Supervision program is available by contract for the year or by semester. There is also a daily drop-in rate. Yearly contracts must be completed and turned in by the specified date. After that date, contracts will be available by the semester only. Once the semester has begun, the full fee is due regardless of actual attendance. Information on the charges for the program is included in the Schedule of Fees.

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

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.
ATTENDANCE AND PUNCTUALITY

Class attendance is an integral part of the learning process and the school believes that students with a full record of attendance will benefit most from their academic program. Students are expected to attend school at all times when classes are in session and to arrive punctually. To this end the school maintains a register of attendance and lateness for each student, noted on a daily basis and reported with each student report card. Attendance is also expected at assemblies, homeroom and advisory groups, field trips, and grade trips.

Teachers and advisors cannot excuse a student’s absence and should never be asked to do so; absences are dealt with by the assistant principal in each division. 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.

The smooth, effective operation of WIS requires all members of the school community to be on time for their commitments. Lateness to school and to class clearly impedes the progress of an entire class. First period for Grades 6-12 begins at 8:15 AM, and the day ends at 2:50 PM, unless a student has a 6th period class (Grade 11 and 12 students only). 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. 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. Excessive lateness or absenteeism often causes significant problems and will weaken a student’s academic record.

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 to explain an illness. 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 for any reason, including illness, a parent must telephone or e-mail the school by 8:15 AM.

Middle School: Carmen Lluch: 202-243-1893, lluch@wis.edu
Randy Althaus: 202-243-1846, althaus@wis.edu

Upper School: Adrienne Howard: 202-243-1890, howard@wis.edu
Robert Spezzano: 202-243-1849, spezzano@wis.edu

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 the end of 1st period, should report directly to the 1st period class. Upper School students who have a “free” 1st period or who arrive during 2nd period (or later) should report directly to the Upper School office so we can record their presence on campus. Repeated lateness will have disciplinary consequences.

EARLY DEPARTURE

Students who need to leave school early for a doctor or dentist’s appointment must bring a signed note from home, or their parent or guardian must send an e-mail or call the division administrative assistant or assistant principal. Students will be excused early from school only with a phone call or a note from their parent or guardian. 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 leave campus, a parent or guardian will be contacted and requested to pick up their child as soon as possible. Under no circumstances should a student leave without seeing the nurse and speaking to someone in the school office.

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

DEFINITION OF EXCUSED AND UNEXCUSED ABSENCES AND TARDINESS
Excused Absences/Tardiness: Excused absences and tardiness are due to illness, family emergency, travel or doctor's appointments. Students who have a legitimate 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" are:
1. Illness and/or medical appointments
2. Death in the family
3. Observance of a religious holiday
4. Family emergencies or other circumstances beyond the student's control
5. School sponsored field trip

If an absence is excused the student has the responsibility and obligation to contact teachers and make up work missed immediately upon return. In both the Middle School and the Upper School, parents are notified in the following manner regarding excused absences:
• Excused absence or tardiness more than five times in a month – written warning/notification and a phone call.
• Excused absence or tardiness more than 10 times in a month – mandatory family conference.

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. It is important to note that the school completes a monthly attendance report covering the attendance, admission or withdrawal from school of all District residents attending WIS. This report is submitted to the District authorities, who enforce the compulsory school attendance laws. District residents under 18 are required to attend school and unexcused absences can lead to truancy proceedings and ultimately court supervision.

Reasons which will be considered "unexcused" are:
1. Skipping class
2. Absence without parental or doctor note
3. Extra vacation days
4. Oversleeping
5. Absence due to birthdays
6. Jobs or interviews for jobs
7. Fatigue due to extracurricular activities

CAMPUS BOUNDARIES AND OFF-CAMPUS PRIVILEGES
The campus is bordered by Macomb Street on one side and Klingle Road on the other.

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. Once a student leaves campus s/he 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, which should be returned to the assistant principal.

At the beginning of the year, only Grade 12 students are permitted off-campus during school hours. 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 or attendance become a matter of concern. Students not in these grades must stay on campus and can face disciplinary sanctions if they fail to observe this rule.

Grade 11 and 12 students who leave school during the day must sign out when they depart and sign in upon their return. A sheet for this purpose is posted 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 implications; any Grade 11 or 12 student who repeatedly fails to sign in and out may lose his or her off-campus privileges.

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 assistant principals.

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 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
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.

WIS is a member of the Potomac Valley Athletic Conference. All students in Grades 6 to 12 are encouraged to try out for sports teams. 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. The telephone sports information line – (202) 298-9473 – includes up-to-date scheduling information. Cancellations will be announced by 1:00 PM on game days. For further information, contact Athletics Director Tom O’Mara.
STUDENT GOVERNMENT
MIDDLE SCHOOL
Students elect representatives from their homerooms. The council is a forum for Middle School students to participate in the life of the Middle School, thus promoting leadership. Representatives are encouraged to plan activities that support a healthy and safe environment for student life.

INTERNATIONAL STUDENTS UNION
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 (president, vice-president, secretary, treasurer, spirit officer). 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 themselves, each other 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 or specified dress code, students should be dressed appropriately at all times. The following are some guidelines for students to follow:

- All clothing must be clean, in good repair and must sufficiently cover student bodies. This means no bare midriffs, backless or strapless tops.
- Messages or wording that in any way is insulting or derogatory are not appropriate.
- Visible undergarments are not acceptable or allowed; students should be sure their bra straps and/or underwear do not show.
- Students must wear footwear at all times.
- Micro and miniskirts are not appropriate for school wear. Skirts or shorts must be of an appropriate length.
- Hats or hoods should not be worn in class.

Middle School students who are dressed inappropriately may be asked to put on their gym clothes or provided with clothes by the Middle School administration.

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.

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**

Cell phones may not be turned on or used during class or assemblies (unless such use is directed by a teacher for academic purposes), but may be used during break times or lunch. Students are encouraged to keep cell phones locked in their lockers during class hours. Equipment may be confiscated if students are found using it (when they are not supposed to be doing so) during class or assemblies. To protect the privacy of all, the use of phone cameras is prohibited at school, unless authorized by a teacher. Parents who need to reach a child on campus should call the appropriate division office.

Personal music devices may be used during lunchtime, breaks and free time in the school day but **not** during class, assembly, activities or tutor groups. The music should never be at a volume that disturbs others, and students should be always mindful that excessive volume causes hearing damage.

Students should check with the Information Services department before using a personal laptop or tablet on campus. More information about the Acceptable Use Policy and the Grades 6-12 1:1 Program is available earlier in this Handbook, in the Information Technology section.

**SKATEBOARDS AND BICYCLES**

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.

**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, car transportation, or private tutoring at home.

**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 for one day provided a parent has called the division assistant principal to request permission one week in advance of the visit.

**ANIMALS ON CAMPUS**

Dogs, cats, and other pets should not be brought to either campus, nor to events held after school. Exceptions can be made only with teacher approval. (Seeing Eye dogs are always permitted in school without restrictions.)
COMMUNITY SERVICE
WIS has a strong belief in the value of community 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.

In Upper School, starting in the 2014-15 school year, the community service requirements changed.

Members of the class of 2018 must complete a minimum of 20 hours of service over their 9th and 10th grade years. These 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 might serve as a base for the IB DP requirement in 11th and 12th grades. Service at the Bazaar and during the New Orleans trip do not count toward the 20 hours.

Members of the class of 2017, working under the old requirements, must complete at least 15 hours during their 10th grade year, not including New Orleans or the Bazaar.

9th and 10th grade students' activities and reflections are recorded on the community service website, allowing for acknowledgment of participation by the school.

11th and 12th Graders must complete a minimum of 60 hours of service as part of their 150 hours of CAS (Creativity, Action, Service) activities. CAS is required by IB Diploma Program and for WIS Graduation. DP students will receive guidance on placements and fulfilling the CAS commitment from both their advisors and the community service coordinator. Specific information and recording of hours and reflection happen online through 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.
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
The library supports the educational program of the school and encourages the love of reading and learning. It is a place for classes to meet for research and other academic pursuits, as well as for the school community to come to browse, read, study, and explore. 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 via the Library Website.

The Tregaron Library contains a literature collection in English, French, Spanish, and Dutch and a reference and nonfiction collection in English, French and Spanish. A wide selection of magazines and journals in four languages is available for borrowing. 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 are not permitted to eat or drink in the Library at any time and should observe all rules, including remaining quiet to avoid disturbing others. The Tregaron Library 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: http://www.wis.edu/academics/curriculum/. Additional information about courses is posted on Moodle.
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.

**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 spring 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 provided to parents of Grade 12 students each spring.

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 according to the International Baccalaureate scale of 1 to 7. Grades 6 to 11 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, will be retained in the same grade or will 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 10th grade, a student will have a 10th grade GPA (calculated using the final grades earned in 10th grade) and a cumulative GPA (calculated using all the final grades earned in 9th and 10th grades).

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 graduation is based on eighth grade GPA.

MARK
Mark is also referred to as grade. WIS uses a 7-point 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.
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 (starting in 2013-2014).
  - Elective courses in grades 11 and 12 have a credit of 0.2 per semester.

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

SAMPLE CALCULATIONS
Below, you’ll see GPA calculations for sample students, based on typical final report cards.

9th and 10th Grade

<table>
<thead>
<tr>
<th>Course (Year-long unless otherwise noted)</th>
<th>Final Grade (FG)</th>
<th>Mark</th>
<th>Credit</th>
<th>Weight</th>
<th>Mark x Credit x Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 English</td>
<td>6</td>
<td>6.00</td>
<td>1</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>9 French B</td>
<td>6+</td>
<td>6.33</td>
<td>1</td>
<td>1</td>
<td>6.33</td>
</tr>
<tr>
<td>9 Chinese 3rd Lang.</td>
<td>7</td>
<td>7.00</td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>9 Math</td>
<td>6-</td>
<td>5.67</td>
<td>1</td>
<td>1</td>
<td>5.67</td>
</tr>
<tr>
<td>9 Phys. Ed.</td>
<td>7-</td>
<td>6.67</td>
<td>0.6</td>
<td>1</td>
<td>4.002</td>
</tr>
<tr>
<td>9 Geo (Sem. 1)</td>
<td>5+</td>
<td>5.33</td>
<td>0.5</td>
<td>1</td>
<td>2.665</td>
</tr>
<tr>
<td>9 History (Sem. 2)</td>
<td>5-</td>
<td>4.67</td>
<td>0.5</td>
<td>1</td>
<td>2.335</td>
</tr>
<tr>
<td>9 Bio (Sem. 1)</td>
<td>7</td>
<td>7.00</td>
<td>0.5</td>
<td>1</td>
<td>3.5</td>
</tr>
<tr>
<td>9 Chem (Sem. 2)</td>
<td>6+</td>
<td>6.33</td>
<td>0.5</td>
<td>1</td>
<td>3.165</td>
</tr>
<tr>
<td>Design Tech (Sem. 1)</td>
<td>6</td>
<td>6.00</td>
<td>0.5</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>9 Art 3D (Sem. 2)</td>
<td>6+</td>
<td>6.33</td>
<td>0.5</td>
<td>1</td>
<td>3.165</td>
</tr>
<tr>
<td>SUM</td>
<td></td>
<td>7.6</td>
<td>46.832</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9th Grade GPA (Sum of Mark x Credit x Weight / Total Credits) 6.16

11th and 12th Grade

<table>
<thead>
<tr>
<th>Course (Year-long unless otherwise noted)</th>
<th>Final Grade (FG)</th>
<th>Mark</th>
<th>Credit</th>
<th>Weight</th>
<th>Mark x Credit x Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 IB Math HL</td>
<td>6</td>
<td>6.00</td>
<td>1</td>
<td>1.1</td>
<td>6.6</td>
</tr>
<tr>
<td>11 IB French HL</td>
<td>5</td>
<td>5.00</td>
<td>1</td>
<td>1.1</td>
<td>5.5</td>
</tr>
<tr>
<td>11 IB Physics HL</td>
<td>4+</td>
<td>4.33</td>
<td>1</td>
<td>1.1</td>
<td>4.763</td>
</tr>
<tr>
<td>11 IB English SL</td>
<td>5-</td>
<td>4.67</td>
<td>1</td>
<td>1</td>
<td>4.67</td>
</tr>
<tr>
<td>11 IB Theatre SL</td>
<td>6</td>
<td>6.00</td>
<td>1</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>11 IB History SL</td>
<td>5+</td>
<td>5.33</td>
<td>1</td>
<td>1</td>
<td>5.33</td>
</tr>
<tr>
<td>11 Theory of Knowledge</td>
<td>6+</td>
<td>6.33</td>
<td>0.6</td>
<td>1</td>
<td>3.798</td>
</tr>
<tr>
<td>11/12 Art 2D (Sem. 1)</td>
<td>7-</td>
<td>6.67</td>
<td>0.2</td>
<td>1</td>
<td>1.334</td>
</tr>
<tr>
<td>11/12 Music (Sem. 2)</td>
<td>6+</td>
<td>6.33</td>
<td>0.2</td>
<td>1</td>
<td>1.266</td>
</tr>
<tr>
<td>SUM</td>
<td></td>
<td>7</td>
<td>39.261</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11th Grade GPA (Sum of Mark x Credit x Weight / Total Credits) 5.61
<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td><strong>Excellent</strong></td>
<td>Shows mastery of topics under exploration; often takes an original or creative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>approach to assignments; communicates ideas clearly &amp; coherently; contributes</td>
</tr>
<tr>
<td>7-</td>
<td></td>
<td>positively to discussions/activities; listens carefully to others; attentive</td>
</tr>
<tr>
<td>6+</td>
<td>Very Good</td>
<td>Shows near mastery of topics under exploration; communicates ideas clearly &amp;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>coherently; contributes positively to discussions/activities; listens carefully</td>
</tr>
<tr>
<td>6</td>
<td>Good</td>
<td>Shows insight into topics under exploration; communicates ideas with some</td>
</tr>
<tr>
<td>6-</td>
<td></td>
<td>clarity; usually contributes positively to discussions/activities; attentive</td>
</tr>
<tr>
<td>5+</td>
<td>Satisfactory</td>
<td>Sometimes shows insight into topics under exploration; sometimes contributes</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>positively to discussions/activities; not always attentive to deadlines; not</td>
</tr>
<tr>
<td>5-</td>
<td></td>
<td>always prepared for learning</td>
</tr>
<tr>
<td>4+</td>
<td>Failing</td>
<td>Inconsistent demonstration of insight into topics under exploration; does not</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>contribute positively to discussions/activities; not always attentive to</td>
</tr>
<tr>
<td>4-</td>
<td></td>
<td>deadlines; often unprepared for learning</td>
</tr>
<tr>
<td>3+</td>
<td></td>
<td>Shows poor insight into or lack of interest in topics under exploration; does</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>not contribute positively to discussions/activities; not attentive to deadlines;</td>
</tr>
<tr>
<td>3-</td>
<td></td>
<td>unprepared for learning</td>
</tr>
<tr>
<td>Below 3-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

As a general rule, the older the student, the more homework he or she will be likely to receive. Students in Grades 6 and 7 are expected to spend six to 10 hours per week on homework. In Grade 8, the workload increases, with students expected to handle a number of medium and longer-term projects and assignments. 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.
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 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. Parent/Teacher Conferences are scheduled on-line via the school’s webpage; the announcement and instructions for these are sent to the family in advance.

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 re-enforce 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 if they wish to have their child 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. At other times during the year, it is possible to meet teachers for a conference. Teacher may also request to make an appointment to see a parent.

STUDENT-LED CONFERENCES
Parents of Middle School students also have the opportunity to participate in student-led conferences during the second half of the year. Additional information regarding these conferences will be disseminated to parents during the second semester.

PROGRESS REPORTS
Interim progress reports are sent home to all Middle and Upper School students midway through the first and second semesters (late October and mid-March). Comments make reference to areas in need of improvement, offer commendation when students have been successful and suggest strategies for moving forward. Progress reports will contain a narrative on the student’s academic progress and an interim grade.

ACADEMIC REFERRALS/GOOD NEWS
Outside of the normal reporting times, teachers will use academic referrals or “good news” forms to communicate with the 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 academic referral form to alert parents of the situation.
Teachers will often indicate their level of concern, and strategies or advice on ways to respond to the situation. Referrals are particularly crucial as a way to warn of, and avoid, possible failure in a course.

**ACADEMIC MONITORING**

Academic monitoring entails a daily status report overseen by the student's advisor and the assistant principal. A student carries the form to each class for each teacher to complete. It is signed by the parent in the evening and returned the next morning to the assistant principal. The report may cite attendance in class, attention and behavioral issues, homework missed or simply highlight upcoming assignments and requirements. It compels a student to take greater responsibility for his or her education.

Most commonly, academic monitoring will apply to students who have earned low marks in one or more subjects during a particular term and who have performed below their perceived ability on a consistent basis. The conditions of academic monitoring are set by the assistant principal and the period can be for just a few days to a few weeks. Indications that expectations are not being met will necessitate the continuation of the academic monitoring. If extended over a longer period, it may lead to a review of the student’s continuation at the school. If a student on academic probation fails to demonstrate an improvement in application or in achievement, the Principal may proceed with his/her withdrawal from the school.

**STUDENT SUPPORT SERVICES**

Washington International School believes that 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**

The school counselor serves as a resource for community members, including students, faculty, staff, and parents. As a licensed clinical social worker, the counselor provides direct services to address mental, emotional and behavioral health needs while also maintaining an extensive network of referrals to professional services in the community.

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 longer-term counseling or more in-depth assessment be required, the counselor will make a referral to an outside professional.

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 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. It is the policy of the school to have professional testing administered by a qualified neuro-educational psychologist and this testing must be updated every five years. Students identified while attending the School, or other educational institutions, can be seen in the Learning Support Department.
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.

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

- **Subject Labs**: These sessions are run by teachers to support classroom learning in English, Math, French and Spanish.
- **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.
- **Learning Lab**: During these sessions, students receive one-to-one tutoring in sciences, languages, organization, writing and math.

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 the family in finding a more appropriate setting for the student. When it becomes clear to the school that this will be the case, the family is given this recommendation early in the school year.
TUTORING
To the best of their abilities, teachers will offer students help before, during, or after the school day. Nonetheless, to avoid conflicts of interest, WIS teachers do not normally tutor independently any students enrolled in their classes.

Ultimately, a student who requires additional outside tutoring may be inappropriately placed and may need to change course levels. However, we recognize that students can encounter difficulties for a variety of unforeseen reasons, and a teacher may recommend that a student seek additional help from outside of school.

The school cannot provide such services, and cannot always make individual recommendations for outside tutors should they become necessary. Arrangements must be made directly between the family and the tutor. Student tutoring arrangements must be approved by the subject teacher. Any tutoring by WIS teachers must be approved by the division principal and is only acceptable under exceptional circumstances. When possible, space for tutoring will be provided by the school.

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. The Dutch Department counsels students applying in The Netherlands.

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 the higher educational and career possibilities open to them. 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
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.

Cumulative Record Forms are prepared for students in Grades 6 to 12. These, as well as regular report cards, are available to parents or guardians on request, and copies may be sent to requesting schools with the consent of parents or guardians or of the student who is 18 or older.

Following applicable DC law and recommendations of the National Association of Independent Schools (NAIS), WIS keeps summaries of student academic and health records on file indefinitely. Major disciplinary records will be kept for six years, then purged.
OVERVIEW
All WIS family members are expected to be familiar with the expectations outlined in our Code of Conduct and to respect and uphold these school policies and procedures, which are intended to enhance student success and to provide for safety and efficiency in all aspects of school life. Please refer to the policies regarding smoking and substance abuse found in the SCHOOL-WIDE HEALTH AND SAFETY POLICIES AND PROCEDURES section of this Handbook.

Many different traditions with differing expectations and methods of achieving discipline are represented among WIS families. Nonetheless, it is important for that we all commit ourselves to achieving a consistency of philosophy and approach that supports WIS’s disciplinary aims.

The aim of the Code of Conduct is to help students learn that all actions have consequences and that responsible citizenship in any community requires constraints as well as freedom. A strong effort is made to help students develop judgment about appropriate behavior and, if necessary, to help a student correct inappropriate behavior. The ultimate goal of the rules articulated here is to guide each student to the achievement of self-discipline that will help build a foundation for successful independent living. The key features of the rules are the preservation of safety and well being of WIS community members, and the fulfillment of the WIS mission.

WIS rules emphasize basic values that are essential to the health, safety, and welfare of the school community, and that enable individuals to live as productive and considerate members of any group. Students are expected to be respectful of each other and of the adults with whom they come in contact. Students are encouraged to treat visitors to the campus with courtesy and helpfulness. Students are under the jurisdiction of WIS authorities and are accountable for 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 outside the Code of Conduct or in violation of other school policies and interfere with the student’s or parent’s relationship with WIS or other members of the WIS community.

Student conduct that is illegal or is at any time outside the Code of Conduct 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, behavioral, or attitudinal reasons if the administration concludes WIS is not an appropriate school for the student, or if the parent relationship with WIS becomes unproductive.

MIDDLE SCHOOL CODE OF CONDUCT
We believe students should take responsibility for their actions. An articulation of our expectations is the place to begin. Middle School students are encouraged to develop their own internal guide to appropriate behavior. The importance of values and the importance of individuals following rules for the good of the group are emphasized. Respect for a sense of community requires that we articulate the types of behavior we expect. At times corrective action must be taken. Reasonable discipline standards and solid academic standards are essential partners in students’ learning. The total discipline plan affords all students guidance in making good decisions about their behavior and thus an opportunity to learn in a positive, nurturing environment.

The WIS Middle School discipline plan is designed to be transparent. 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.

Sanctions
The following is a list of sanctions and their defining characteristics. Each sanction 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).
Clean up Crew
Assigned when a student eats or drinks in areas not designated for that purpose. It is assigned during lunch or break the day after the infraction is committed. Time is spent cleaning an assigned section of the campus.

Reparation (Detention)
- A Conduct Referral is sent home.
- The student remains during morning recess, lunch, or before or after school, not to exceed one hour.
- The parent is contacted.
- The student is assigned a combination of self reflection and completion of a task.

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 a 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-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.

Suspension from School or School-sponsored Activities
- A Conduct Referral is sent home and a parent conference may be required.
- The suspension is assigned the day after the infraction is committed.
- Exclusion from school or an activity for a period of time, with a minimum of one day.
- The student receives a “0” (zero) on any missed test or quiz. The grade is brought up to a 3+ after the student has taken the test or quiz satisfactorily.
- All assignments will be expected upon return and are marked late.

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 the 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.

NOTE: The chart on the following page summarizes Middle School sanctions for certain types of behaviors.
## MIDDLE SCHOOL CODE OF CONDUCT AND SANCTIONS

<table>
<thead>
<tr>
<th>Prohibited Behaviors</th>
<th>Possible Sanctions</th>
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<tbody>
<tr>
<td>• Use, possess, sell distribute or be under the influence of drugs or alcohol.</td>
<td>1. Suspension from school and school-sponsored activities</td>
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<tr>
<td>• Steal property or valuables that belong to the school or other students, staff, or faculty.</td>
<td>2. Unsatisfactory (U) mark on report card</td>
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<tr>
<td>• Endanger the safety of others. Actions include verbal and non verbal types of conflict.</td>
<td>3. Probation</td>
</tr>
<tr>
<td>• Possess a weapon at school, including all forms of knives or an imitation weapon such as a realistic model gun or water gun.</td>
<td>4. Expulsion</td>
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<tr>
<td>• Damage, intentionally and/or maliciously, WIS property or the personal property of others.</td>
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<tr>
<td>• Engage in sexual activity at school.</td>
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<tr>
<td>• Commit an act in violation of the Academic Honesty Policy, including cheating or plagiarism.</td>
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<tr>
<td>• Exhibit extreme rudeness or open defiance of authority.</td>
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<tr>
<td>• Engage in bullying or excessive teasing of other students.</td>
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<tr>
<td>• Possess imitation drug substances or represent look-alike substances as drugs.</td>
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<tr>
<td>• Possess, use or supply to others fireworks or similar dangerous materials.</td>
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<tr>
<td>• Skipping class or leaving campus without permission during and after school.</td>
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<tr>
<td>• Use of technology in an inappropriate time and/or manner including but not limited to cell phones, digital cameras and MP3 players.</td>
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<tr>
<td>• Smoke cigarettes, pipes, cigars or chew tobacco.</td>
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<tr>
<td>• Use abusive or disrespectful language.</td>
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<tr>
<td>• Act in an unsafe manner on the school bus, or fail to respect the authority of the driver or monitor to enforce appropriate conduct.</td>
<td>1. Conduct referral</td>
</tr>
<tr>
<td>• Eat or drink in areas not designated for that purpose.</td>
<td>2. Suspension of privileges</td>
</tr>
<tr>
<td>• Litter buildings or grounds with paper, food, drink containers, or other items.</td>
<td>*Repeated offenses will result in a more severe sanction</td>
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<tr>
<td>• Chewing gum.</td>
<td></td>
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<tr>
<td>• Enter off limits area(s).</td>
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<tr>
<td>• Ride skateboards, bicycles, or use rollerblades on school property, except in a supervised activity.</td>
<td></td>
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<tr>
<td>• Inappropriate dress</td>
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</tbody>
</table>

*Repeated offenses will result in a more severe sanction
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 campus. Any connection with or use of drugs and alcohol is strictly forbidden.
- Respect the property of others and the School.
- Respect the physical and emotional safety of others.
- Conduct your self with honesty in all instances. Abide by the Academic Honesty Policy.

OTHER IMPORTANT RULES

- Use respectful language.
- Attend all classes and remain on campus for the full school day, except for students with off-campus permission.
- WIS is a tobacco-free school.
- Keep building and grounds free of litter.
- Engaging in sexual activity at school is not allowed.
- For the safety of all, skateboards, bicycles and rollerblades should not be used on school property, except in a supervised activity.
- Dress in an appropriate manner for school (see Dress Policy).

The above guidelines and rules represent the majority of the rules 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 that they will understand the boundaries of the WIS Code of Conduct. Parents and students are welcome to speak with an administrator or faculty member if they have questions about the Upper School Code of Conduct.

UPPER SCHOOL SANCTIONS

The following represents a hierarchical listing of sanctions which a faculty member or administrator will follow in disciplining a student, depending on the type and frequency of the offense. Sanctions beyond reparation/detention are assigned by academic administrators.

**Personal Warning or Verbal Rebuke:** This will be given to a student about the action in question, at a meeting with the assistant principal and/or principal. The majority of 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.

**Detention:** This is the assignment and supervision of a task that the student must complete during lunch or (with 24-hour notice) before or after school, not to exceed one hour.

**In-School Suspension:** This is exclusion from school activities for a day. The student reports to an administrator at the beginning of the day and is given a day's school work to complete. The student is kept separate from the rest of the community. This sanction is reserved for serious offenses.

**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.

**Probation:** Administrators may place students with serious behavioral concerns on probation. The following elements are typical of behavioral probation: the period of the 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 other academic administrators and the chair of the Board of Trustees.

In most cases, administrators have the flexibility to assign sanctions that they deem appropriate to the offense committed.

Parents will be notified by the school of any serious disciplinary infractions and will have an opportunity to discuss the situation with administrators 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. 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.
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WISPA LEADERSHIP 2015-2016

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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.
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 school or 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.
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.