

Principal Forum Nov 27th 2012 Agenda / Questions

Dear Parents

This document contains brief meeting notes from our agenda. Time did not allow for all questions to be asked but you will also find some written responses below. You can also listen to the podcast. The powerpoint that was used in Mr. Vaughan’s presentation is [available here](#).

Concern / background	Question	Answer / Response
<p>PE questions: PE Grading – there was concern about the approach to grading used in PE Characterized as favoring athletic students, which was seen as not fair by some.</p> <p>Andy Vaughan on behalf of Mrs. Rocky</p>	<p>What are the aims of the PE programme and how does grading support these aims? PE should be graded “differently to other subjects” Please explain the BLCs used in PE. How are rubric applied to avoid subjectivity? How is progress reported? Athletic kids have an unfair advantage.</p>	<p>Mr. Vaughan outlined the approach to PE that the HS department is following, it is in line with a standards based approach to PE (our standards are from the USA). Acknowledged that this represents a change from what most of “us” experienced in school.</p> <p>This is an area of current discussion and reflection for HS PE faculty, there will be adjustments in the years ahead but the philosophy is considered a best practice. One parent commented that rubrics were not made available to students, this has been followed up. Rubrics should be available at the start of a unit.</p> <p>It does not follow that pure athleticism will get the best grades. Broad Learning Categories in PE take account of more than this.</p>
<p>Do Counselors have knowledge of non-US university options?</p> <p>Philip Bradley</p>	<p>We surveyed the counselors to provide the best possible answer.</p>	<p>See data below. In short, our counselors have a wealth of international experience</p>

<p>The question of jurisdiction</p> <p>Dennis Harter Philip Bradley</p>	<p>Where is ISB's jurisdiction?</p>	<p>Long discussion: The admin have a sincere and genuine concern for the well being of all students and the student body/school as a whole. What kind of school do our community want their kids to attend? Our actions send strong messages about our values to students, parents, other schools, colleges and universities. We get told we are too involved and our reach is too far – we get told we turn a blind eye and should be more involved. There are guiding principles but often it is far more important to use practical wisdom. P 6&7 of student handbook</p>
<p>Teacher Office Hours</p> <p>Philip Bradley</p>	<p>How does a student (parent) know when and where they can find a teacher for help? Esp. if the teacher concerned is not available how can a student get help, E.g. the teacher is coaching</p>	<p>Typically teachers are available during flex time 14:05 – 15:00 on Monday, Wed & Thur Most coaching and activities do not start until 15:15, there are a few exceptions. Where a teacher is not available during flex time they make themselves available at other times or a colleague covers – students are informed of these arrangements in a variety of ways. Often teachers request students to attend flex time session – most do, some do not – we follow up Some students who should go to flex time don't Some students when questioned as to why they do not go to flex time have different answers depending upon who is asking: Teacher – sorry I forgot Parent - the teacher is never there IF there is a persistent concern please contact the teacher via email.</p>

<p>Substitute Teachers</p> <p>Philip Bradley Dennis Harter</p>	<p>What does the school do to minimize disruption? How do we appoint substitute teachers?</p>	<p>Teacher absences are always reviewed by the administration. Where an absence is discretionary e.g. to attend a course or travel with a IASAS team overall attendance is taken into account prior to approval. HS has a good record of minimizing absences.</p> <p>Teacher's classes are covered wherever possible by one of our two specialist "annual substitutes".</p> <p>All potential substitute teachers are interviewed and evaluated to see whether or not they would be suitable and if suitable what areas would be best for them to cover. We do evaluate the performance of substitutes through feedback from the normal teacher ie. How well did the substitute accomplish the expectations for the class? There are days when the system is stretched.</p>
<p>Timely feedback in Powerschool</p>	<p>What expectations are in place?</p>	<p>WE set expectations that feedback is provided in a timely manner, this does not always translate into grades in powerschool, sometimes it can be comments on work or associated rubric. The nature of some work is such that there are several formative pieces before a summative assignment, stretching out over several weeks. Typically there will be updates in powerschool every 3 – 4 weeks but more frequent feedback.</p>
<p>Non IB courses not well advertised?</p>		<p>ISB has a US style graduation requirement in place To fulfill the requirement we have many courses for students to choose from, they are all given equal prominence in the programme of studies Some students also want to fulfill the requirements of the IB Diploma programme, we do explain the IB programme in detail since many students are not familiar with it</p>
<p>Suggestion to modify the GCW procedure for medical data collection</p>	<p>Approved</p>	<p>It will be better next year</p>
<p>Parent conferences</p>	<p>Concerns over privacy. Can we get it better?</p>	<p>We do review our approach to PC – we will be making changes next semester Schools often asking advice of each other in the quest for the perfect PC system.</p>

PSAT	Questions about eligibility. Who can take PSAT?	PSATs are taken by all grade 11 students and are offered to eligible grade 10 students (i.e. students who have completed the pre-requisite math). ISB's counseling dept does not advise that students who have not taken the necessary math should take the test. If an ineligible grade 10 student wants to take the PSAT they will be allowed to do so.
Support for EAL students who want to take the IB diploma	What are we doing to support these students?	From Aug 2013 ISB will offer IB English B HL for EAL students, they will take this in addition to language A in their mother tongue which will greatly improve access to the Diploma for many EAL students.
Late / Tardy policy	Please see student handbook	Pages 16/17 & 30
Individual cumulative community service hours	Can they be shown electronically in Powerschool?	This request has been passed on

Counselor Survey Data:

A list of countries where ISB counselors have recently placed kids

Japan
 Korea
 Canada,
 UK,
 France,
 Germany,
 Holland,
 Switzerland,
 Australia,
 Hong Kong and
 Singapore
 Thailand,
 Spain,

Poland,
Lebanon,
South Africa,
Russia,
Kuwait,
US,
Egypt,
U.A.E.,
Qatar,
India,

A list of countries that have sent representatives to ISB

Singapore,
Japan
US,
UK,
Canada,
China (mainland),
Hong Kong,
Holland,
France,
Abu Dhabi,
Malaysia,
Ireland,
Scotland,
Switzerland,
Australia,
New Zealand
Belgium,
Germany,
Spain,
Thailand

Korea,

A list of countries where ISB counselors have done college visits

US

UK

Singapore,

Japan,

Australia,

Hong Kong

Canada,

France,

Austria,

Thailand,

Spain,

Poland,

The Netherlands

Egypt,

Qatar