



AISZ Upper School Community Handbook

2024-2025



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Strategic Plan on a Page

Our Vision

Experiencing the Future, Today
Successful International Citizenship
Fairness, Compassion, Integrity;
Balance & Fun

drives ...

Our Mission

We develop skills and character for futures rich with promise

within cultures of...

Expertise

Every student will become an expert in his or her own learning

Survival & Innovation
Skills of the 21st Century

Extraordinary Care

Every student will be known advocated for and supported

The Imagined

Every student personalizes learning and pursues dreams

building...

Conceptual Learning

Learning of wide scope

Competence Learning

The "Survival & Innovation Skills for the 21st Century

Character Learning

The quality dispositions of a successful international citizenship and life long learner

reflecting upon the...

Human Commonalities

Understanding how things work; Communicating Effectively; Contributing Meaningfully to Groups; Living with Meaning and Purpose; Living Healthy Balanced Lives; Being Connected to our Environment; Being Innovative Producers and Responsible Consumers; Expressing Ourselves Creatively;

by connecting and exploring the ...

Academic Disciplines



History of the School

The American School of Zagreb was founded in May 1966 to serve the needs of the American community residing in Zagreb. September 23, 1966 was the first day of school for 13 children and three staff members in classes held at Tuškanac 46. This address was to remain unchanged for 17 years. The school population remained at 15-30 students.

During the late 1970's and early 1980's, the school's population increased dramatically to over 70 due to the Westinghouse Nuclear Power Plant project in Krško, Slovenia. When this project was completed in 1983, families departed, and a smaller property at Zelengaj 45 was leased, reflecting the decline in enrollment. By 1990, enrollment projections exceeded 40 children; an additional house was leased at Zelengaj 6 to accommodate growth while a permanent new location was sought.

In early 1991, both the Republic of Slovenia and the Republic of Croatia declared independence. A brief war erupted in Slovenia. This caused enrollment to remain at 20-25 students. A long and destructive war broke out in Croatia during the summer of 1991. Families and staff members were evacuated and ASZ was closed for the first semester. Classes resumed in January 1992 with three students. In 1993, ASZ moved to a bigger building at Zelengaj 45/1B with 50 students.

In 1998, the school changed its name to the American International School of Zagreb. AISZ remained at the Zelengaj address and expanded two floors in the neighboring building. It served 110 students from Kindergarten to Grade 8.

During the 1999-2000 school year Board members, parents and faculty members intensely searched for a new facility that would accommodate the continuing growth in enrollment. The American International School of Zagreb moved to the southeast wing of the Inter-Diocesan Seminary located at Voćarska 106. The new school, with an area of 2400 square meters was three times larger than the previous facility and included a cafeteria, library, science lab, two computer labs, larger classrooms and a medical office. The students also enjoyed a larger playground area.

In October 2019, AISZ relocated into an award-winning, A+ energy-rated campus on Bundeck Lake. The new campus, of more than 8600 square meters, meets the needs of a growing student body. The design reflects the learning philosophy identified during a Community Summit which invited all stakeholders to contribute ideas, beliefs and aspirations the school should strive towards.



AISZ School Board, Legal Status and Affiliations

By-Laws

American International School of Zagreb

Zagreb, Croatia

School Board Governance

The School Board of the American International School of Zagreb (the “Board”) shall oversee the governance of the American International School of Zagreb (“AISZ” or the “School”). The Board shall establish policies and procedures as needed to enable the School to function effectively and efficiently. The Board shall have full authority and responsibility for all matters connected with the governance of AISZ. The Director shall be responsible for the efficient operation of the School.

For more information refer to AISZ website.

School Legal Status and Governance

The AISZ is legally recognized in Croatia through an agreement between the Government of the United States of America and the Government of the Republic of Croatia dated June 27, 2001. The AISZ Foundation was incorporated in the State of Delaware on October 31, 1997.

The AISZ operates as a private school. It is governed by the School Board. The Board rules are available [here](#).

The Director shall be responsible for the efficient operation of the School.

In the event of the school being abolished and after all obligations are satisfied, the remaining assets shall be distributed or made available by the School Board to appropriate non-profit organizations.

Professional Affiliations and Accreditations

The AISZ is accredited by the Middle States Association of Colleges and Schools (MSA). The MSA granted full Accreditation to AISZ in the Spring 2021. The term of the accreditation is 7 years. [MSA Accreditation - Spring 2021 Visit Report](#).



AISZ is affiliated with the following organizations:

- [Academy for International School Heads](#) (AISH)
- [Association for Supervision and Curriculum Development](#) (ASCD)
- [Association for the Advancement of International Education](#) (AAIE)
- [Central & Eastern European Schools Association](#) (CEESA)
- [Educational Collaborative for International Schools](#) (ECIS)
- [International Baccalaureate Organization](#) (IBO)
- [National Association of Elementary School Principals](#) (NAESP)
- [National Association of Secondary School Principals](#) (NASSP)
- [Office of Overseas Schools](#) (A/OS), U.S. Department of State, Washington, D.C.
- [Next Frontier Inclusion](#) (NFI)
- [Common Ground Collaborative](#) (CGC)
- [Association of Central European \(IB\) Schools](#) (ACES)
- American Education Reaches Out (AERO)



Profile of Graduates

As American International School of Zagreb following the International Baccalaureate we subscribe to the IB Learner Profile. As learners we strive to be:

INQUIRERS

- We nurture our curiosity, developing skills for inquiry and research.
- We know how to learn independently and with others.
- We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

- We develop and use conceptual understanding, exploring knowledge across a range of disciplines.
- We engage with issues and ideas that have local and global significance.

THINKERS

- We use critical and creative thinking skills to analyse and take responsible action on complex problems.
- We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

- We express ourselves confidently and creatively in more than one language and in many ways.
- We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPILED

- We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.
- We take responsibility for our actions and their consequences.

OPEN-MINDED

- We critically appreciate our own cultures and personal histories, as well as the values and traditions of others.



- We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

- We show empathy, compassion and respect.
- We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

- We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies.
- We are resourceful and resilient in the face of challenges and change.

BALANCED

- We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others.
- We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

- We thoughtfully consider the world and our own ideas and experience.
- We work to understand our strengths and weaknesses in order to support our learning and personal development.



Whom to Contact

Director:

- Paul Buckley, 01/7999-304; director@aisz.hr

Director's Assistant:

- Ivona Baručić, 01/7999-316; directorsassistant@aisz.hr

Upper School Principal:

- Stephen Dexter Jr., 01/7999-312; usprincipal@aisz.hr

Assistant to the US Principal:

- Ana Željeznjak, 01/7999-301; USPrincipalAssistant@aisz.hr

Upper School Associate Principal:

- William Coman, william.coman@aisz.hr

Human Resources Manager:

- Hana Sekanović, 01/7999-328; human.resources@asiz.hr

Admissions and Alumni Transition Manager:

- Martina Ožir, 01/7999-306; admissions@aisz.hr

Business and Operations Manager:

- Tatjana Turza, 01/7999-314; finance@aisz.hr

Accountant:

- Katarina Ivasić Župetić, 01/7999-311; accounting@aisz.hr

Business Office Assistant and Data Protection Officer:

- Ivana Cvetko, 01/7999-323; ivana.cvetko@aisz.hr; dpo@aisz.hr

IB Coordinator

- Erin Henkels; 01/7999-313; erin.henkels@aisz.hr

Curriculum Coordinator

- Dr. Darin Fahrney: darin.fahrney@aisz.hr

Head of Schoolwide Student Support Services:

- William Coman; william.coman@aisz.hr

Student Academic Support Services:

- US Moderate and Intensive Learning Support Needs Teacher, Stefanie Donnelly, stefanie.donnelly@aisz.hr



- Middle School Learning Support, Marija Ivković; marija.ivkovic@aisz.hr
- Upper School Counselor, Laura Palmer; laura.palmer@aisz.hr
- University and College Counselor, Anibal Bogliaccini; anibal.bogliaccini@aisz.hr

Athletics:

- Phillipa Colley , 01/7999-321; phillippa.colley@aisz.hr

Facility Manager:

- Robert Kovač, 01/7999-318; maintenance@aisz.hr

Library:

- Sara Batinić , 01/7999-309; uslibrary@aisz.hr

Medical Officer:

- Dr. Romana Chevrier-Radoš, 01/7999-315; medical@aisz.hr

ICT Manager:

- Neven Sorić, 01/7999-307; it@aisz.hr

ICT Help Desk:

- Darijan Luzar, 01/7999-307; darijan.luzar@aisz.hr



School Security & Safety

ID Badges

All visitors that are not parents or guardians of students must have an appointment and be met at the security desk by their sponsor on arrival. Visitors must provide a photo ID and wear visitor ID badge at all times (and mask if required).

Parents must wear their assigned ID badge at all times when visiting campus. During emergency procedures, all visitors must comply with safety procedures and muster at designated areas as directed.

Students in Upper school must have their ID badges with them at all times and produce them if asked for by a staff member. If a student loses their ID badge, they need to report at the front desk for a replacement. The first replacement each school year is no charge and the second will be charged 6€.

Failure to Produce or Replace ID: If a student does not produce their ID at the entrance gate for more than 3 days in a row, they may be subject to disciplinary measures, including the requirement to pay for replacement immediately.

Security and Working hours

Security cameras are in operation at all times and are present in common areas and the exterior of the building. Footage may only be reviewed upon permission by two members of the leadership team for specific requests related to safety.

School working hours:

- School gate:
 - Weekdays - 7:00 a.m. to 9:00 p.m.
 - Saturdays - 8:00 a.m. to 4:00 p.m.
 - Sundays - CLOSED
- School reception
 - Weekdays- 7:00 a.m. to 5:00 p.m.
 - Sundays - CLOSED

The schedule may adjust depending on holiday timetables.

Note: ALARM SYSTEM IS ACTIVATED DURING THE OFF HOURS.



Emergency Procedures

The Director or designee will determine the need for an emergency closing or delayed opening and will use the SMS system and/or email to inform the community. It is essential that the school retain a current cell phone number and email for each parent/guardian as well as accurate address and contact information for emergencies.

Information will be posted on the AISZ website. Additional information shall be sent via email and/or SMS.

There are several protocols for emergencies that may take place during the school day. Types of emergencies may be health, fire, earthquake, shelter in place.

The school conducts emergency drills on a regular basis. Emergency exit procedures are clearly posted in all classrooms. There are smoke detectors in each classroom and fire extinguishers on each floor. The school has a Health & Safety Committee/Crisis Team that meets regularly to review the school's safety protocols.



Safeguarding & Child Protection

The AISZ Child Safeguarding Policy seeks to protect the student, the family and the AISZ community. It ensures that the rights of child protection and access to confidential support systems are available to all students.

Duty of Care

All faculty and staff at The American International School of Zagreb are mandated to report their concerns about the well-being of any student. Reporting and follow up of all suspected incidences of child abuse or neglect will proceed in accordance with Standard Operating Procedures linked to this policy. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate employer, to the respective consulate in Zagreb, to the appropriate child protection agency in the home country, and/or to local authorities.

The [safeguarding policy](#) can be found on our website.

Guardianship

Parents must inform the school and complete the guardian approval form available in the reception for "in loco parentis" of their children if the students will be in the care of someone other than the parents or if their guardianship/duty of care status changes whilst enrolled at the school.

Temporary Care/Guardianship: Parents who leave their minor children (under 18) temporarily in the care of a guardian for a period of up to seven days, must provide the school with a emergency contact details/caretaker information and permission for the guardian as "in loco parentis" in case of emergency. For guardianship arrangements over 7 days, the form must be used.

If guardianship arrangements change during the course of the school year, the school must be notified immediately with the updated information.

If teachers or the school become aware that a student's guardianship/parental oversight status has changed, the school and counselor will be notified and take all necessary actions, including notification to social services if the children are minors and the school is not aware of the guardianship arrangements.

Students may not be left in the care of siblings unless siblings are 18 or more years old and the school is informed.



Student Supervision

Student Arrival

At AISZ students may arrive by school bus, they may be dropped off by their parents or a driver, or they might live nearby and walk to/from school. Once students arrive at school, the expectation is that they proceed to the main entrance and may not leave campus during this arrival time.

When the 7:45 a.m. bell rings, students may enter the school building. Block one classes begin at 8am. Students arriving after the 8:00 a.m. bell will be considered tardy and need to proceed to the main office for a tardy slip.

Student Dismissal

Students are dismissed at 3:15 p.m. The exception is half days or early dismissal days and after school activities. Students may only be dismissed prior to 3:15 p.m. with parent or guardian permission. This permission must be emailed to attendance@aisz.hr with at least a 24 hour advance notice of the dismissal. Last minute phone dismissals or emails may not be approved as the school may not be able to verify the authenticity of the request. The only exception is if a parent arrives in person to dismiss. Students need to sign out in the main office when they leave the building.

FLEX passes (grades 11 and 12): These are the only times students are allowed off campus during the day and within certain limitations described in the FLEX agreements. Grade 12 has Flex for the year and grade 11 privileges are applied after the April vacation when announced.

Recess and Mid-Morning Breaks

Upper School students have a mid-morning break and recess. Upper school students may not access the cafeteria food service during the lower school lunch times from 11 to 12pm or this will be considered a code of conduct violation.

Grade 11 and 12 students may access the cafeteria food service with a valid FLEX pass anytime they have a FLEX during the day except during lower school lunches (11 to 12 pm).

All recesses are supervised by AISZ staff. Students are expected to wear appropriate clothing during their recess time and to be prepared for a variety of weather conditions (sun, light rain or snow, etc.). On the few occasions that weather conditions do not support going outdoors, recess may be held indoors.



Loss and Damage to School Property

Security cameras are in use on school property and may be accessed in the event of theft, damage to school property or vandalism. They may only be accessed by school administration and only through requests through the security office for specific purposes.

There is a lost and found box in the security office that will be disposed of/emptied at the end of every month. To contact, please see the security desk or email security@aisz.hr.

A missing or lost textbook or library book will result in a charge equal to the replacement costs including shipment and importation costs.

Any costs related to vandalism, destruction of school property will be expensed to the students and/or families after an investigation by the school. This does not include any disciplinary measures that may be enacted.

Costs for fixing or replacement of missing, lost or broken IT equipment will be charged by the IT department in accordance with the IT acceptable use agreement. This includes but is not limited to school issued laptops.

Costs for fixing or replacement of missing, lost or broken, any other equipment of school property will be charged at cost by the business office.



Visitors

There are many requests for visits during the school year. The following procedures are intended to minimize the disruption to learning and to ensure the safety of all visitors. An appointment to visit the school should be made through the appropriate contact (below) at least 48 hours in advance. Details such as purpose of visit, with whom, etc. must be shared at time of making the appointment.

Visitors must sign in with the security guard and get a Visitor's Pass before entering the school building. Visitors must bring with them a photo ID to exchange for a visitor pass.

Prospective Students

Prospective families wishing to have their child(ren) visit the school must coordinate the visit with the Admissions Office. Contact admissions@aisz.hr for more information.

All Other Student Visitors

All other student visitors (i.e., returning former students) may visit AISZ only during lunch and recess. They must have a prior appointment through the alumni office (alumni@aisz.hr) or principal assistant (USPrincipalAssistant@aisz.hr).

Parking

The school driveway is a one way zone for the entire length of the school parking with a speed limit of 20 km/h.

All vehicles enter through the main security gate on Ul. Damira Tomljanovića Gavrana 3 and must have a prior appointment that is checked with security or a school pass. The front of the school is for bus and vehicle drop off only. Handicapped and regular parking spaces are marked on the east side of the school.

The exit gate opens automatically during business hours and then must be activated with an ID card or by security gate after hours.

Vehicles may only be left overnight with consent of the security office. Due to space limitations, parking is not allowed for any students.



Lockers

Most upper school students will be assigned lockers.

Students are responsible for providing their own locks, which may be removed at the school's discretion. The lockset must be maximum 5 mm wide and can be removed by the school for safety purposes.

The school reserves the right to inspect student lockers and student bags at any time.

School is not responsible for lost or stolen items.

Students may not permanently decorate or deface lockers in any way.

Tutoring

Teachers may provide extra help in their subject area during the school day, before or after the school day by appointment and consultancy block. Paid tutoring by teachers and assistants employed by AISZ must be approved by the administration. Paid tutoring is not permitted for students enrolled in the tutor's class. Students working with external tutors are responsible for managing communications with the tutor. It is not the classroom teacher's responsibility to communicate directly with the external tutor unless this is expressly agreed upon with the learning support team and/or the administration.

External tutoring is the responsibility of the family. If a student is diagnosed with a learning need that requires extra support, the learning support services may be able to assist with tutoring referrals on a case by case basis although a list is not retained by the school. External tutors may not be permitted on campus without authorization of the administration and proper background checks.

Gifts to Staff

No staff member is permitted to accept a gift, of any kind, that could potentially be tied to an expectation of special service or consideration. Maximum value of any gift is 50 Euro.



Cafeteria and Food Ordering

Food Service management is organized by an external company, independent from AISZ. Parents are free to contact them directly at aisz@catering-kvatric.hr or cafeteria@aisz.hr.

Cafeteria is offering lunch cards to every child from Grade 3 to 12 combined with their AISZ ID cards.

To order lunch please use Catering Kvatrić ordering application CKorderMe, at web.ckorder.me. Login credentials have been emailed to parents, for any issues please contact cafeteria@aisz.hr.

Lunch should be ordered in advance online until Friday evening for the following week.

If the student is not attending school due illness or any other reason and lunch has been ordered for that day, please cancel the lunch through the application by 8 a.m. to avoid unnecessary charges.

At the end of the month, families will receive an invoice by email with full consumption during the month.

Upper School students may only access the cafeteria during the following times:

- Approved FLEX periods.
- Designated lunch times
- Before 8am on a school day
- Mid morning break
- Note: No upper school students are allowed in the cafeteria serving area during the lower school lunches. This is a violation of the code of conduct.

Food Ordering:

- Only teachers may order deliveries for classes during the day with prior approval from the Principal.
- Grade 6-10 may not order food delivery to school at any time.
- FLEX: Students in Grade 11, 12 with FLEX privileges may not order food outside of the designated lunch times. They must meet the food delivery at the front gate as Glovo/Wolt drivers are not allowed on campus for safety reasons. Disruptions caused by food ordering such as not being present during the delivery or disruption to class related to food ordering may result in revocation of FLEX privileges as a consequence. The school is not responsible for any delivery issues.



Library

The libraries are open daily from 7:45 a.m. to 3:45 p.m. (3:30 p.m. on Fridays). Students may access the library during lunch period but it is only reserved for catching up on school work or reading, not as a lounge area that will disrupt other students.

Students have many opportunities to visit the library through a combination of fixed and flexible schedules.

Students may use the library after school, but may not check out books if the desk is not staffed at the time. The library is not open during school vacations or the summer break.



Attendance Policy and Expectations

AISZ students are expected to be in attendance each school day from 8:00 am to 3:15 pm and to arrive at school on time. Research tells us that students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Participating in school allows students to learn with peers, maintain pace with curricular expectations, and participate in assessments, while being away from school creates gaps in students' skills, knowledge, and understanding. Attendance is expected for virtual as well as in-person learning.

Chronic absenteeism is commonly defined as missing 10 percent or more of a school year. Based on a 180-day school year, that equals approximately 18 days per year or 2 to 3 days per month. Research tells us that student learning can be significantly and negatively affected if a student misses more than 10% of school days for any reason during a school year.

Absences

- All days absent from class or school will count as absences.
- Anticipated absences should be communicated via email to both attendance@aisz.hr and the homeroom teacher.
- Students who have been absent more than three days for medical reasons should bring a doctor's certificate with a certified physician's stamp on the first day of returning to school. The certificate should be turned in to the AISZ office.
- Absences due to illness, hospitalization, death in the family and/or family emergencies will be considered as part of the attendance expectation.
- Absences due to non-medical reasons or without prior school approval (i.e. sports competitions) and without medical certification will be counted against the student's academic attendance record.

Excessive absence procedure (three or more days in a row or exceeding the 10% threshold) may result in the following:

Upper School

- If absences accumulate to 10% of the expected attendance, the homeroom teacher will contact parents to alert them and discuss ways to increase attendance.
- If absences continue, the homeroom teacher will refer to the counselor and/or Support Services Team for further support to increase attendance.
- If these two efforts to improve attendance are not successful, referral to the Upper School Principal for action that may include academic probation.

In Grades 6-9, excessive absenteeism (15% or greater of the total number of semester days in any class) may result in referral to Student of Concerns (SST) and result in interventions ranging from behavioral and academic contracts to family meeting to referral to social services to disenrollment from school if the above interventions are deemed not effective.

In Grades 9-12, excessive absenteeism in any semester (15% or greater of the total number of semester days) may result in loss of semester subject course credit towards graduation. The Academic Counselor monitors attendance violations and communicates consequences on a quarterly basis.



If credit is lost or the student is put on a probationary period, the credit can be restored through the process of written appeal to the Director and Principal and action toward making up the credit lost. The school will review each case and any extenuating circumstances. All costs related to credit recovery will be the responsibility of the family of the student.

Upon returning to school (even if the student does not have that class on the day they return), arrangements to make up tests and other in-class work must be made with the class teacher.

- Students will have one class day for each day absent to complete the make-up class work. This does not include assessments (see below).
- Any assessments or assignments that were due on a day the student was absent, should be sat or turned in to the teacher the day the student returns to school.
- It is teacher discretion to provide an assessment to the student on the day of return for any unexcused absence.

Off Campus Privileges for Grades 11 and 12

Off campus privileges are for lunch/recess only and for FLEX blocks only after the IB Coordinator and Principal has declared eligibility if the students are in good standing and it's the first or last block for Grade 12 (application process in August). For Grade 11, this privilege is by application only in the Spring after April break.

Students must sign out and back in with the main office for off campus privileges.

Truancy

If a student is in school but skips a class, the makeup/absentee policy is void and this is considered a serious offense of the academic integrity policy. Students may be issued a disciplinary consequence, put on academic probation, and sanctioned with loss of credit for the assignment or class. If a student has an absence on the day of a summative assessment, the above consequence may also be enacted on a case by case basis, especially if the absences are a pattern on the day of assessments.

The teacher shall do the following in such cases:

- A) Speak to the student and contact the home.
- B) Sanction the student as a Level One discipline offense with appropriate consequence.
- C) Log the incident in Schools/ManageBac and refer to students of concern if the behavior is a repeated pattern.

Tardiness (school/class)

Tardy to school is defined as anyone arriving after 8:00 a.m. or being late to a class after it has begun.



Promoting Punctuality: We aim to instill the value of punctuality in students, as being on time is an important life skill. Punctuality is a sign of respect for others' time and a key aspect of being responsible at AISZ.

Establishing Routine: Schools often have set schedules and routines that are designed to maximize learning opportunities. Tardiness can disrupt these routines and make it harder for students to fully engage with their education.

Minimizing Disruption: Tardiness can disrupt the flow of a lesson or activity, causing distractions for both the late student and their classmates. It can be disruptive for the teacher as well, as they may need to pause the lesson to accommodate the late student.

Safety and Security: In some cases, tardiness can impact safety and security protocols. For example, late students may miss important announcements or instructions related to emergency procedures.

Legal Requirements: Schools are required by law to keep accurate attendance records. Enforcing rules around tardiness helps us to comply with these legal requirements.

Examples of Tardiness:

Schoolwide Tardiness: Students are expected to be in their classrooms and ready to learn by 8:00 a.m. If a student arrives after 8:00 a.m., they are expected to report to the main reception to check-in. Tardy students require a tardy note in order to attend classes. Failure to do so may result in disciplinary action as the student will be otherwise marked absent and missing classes. If students have arrived late and not checked into school, the home may be contacted which can be a safeguarding issue.

Class: Repeated tardiness to class without a valid reason or note is considered a Stage One offense and can result in Stage One consequences. The teacher will refer such offenses to the Grade Level lead for action.

Code of Conduct

The mission of the American International School of Zagreb is to develop skills and character for futures rich with promise.

Introduction

As an international community, the American International School of Zagreb recognizes and celebrates that there is a diversity of beliefs, customs and traditions. Every member of the AISZ community is expected to be treated and treat others with respect and in accordance with the school's Mission and Guiding Statements. At the core of our code of conduct is the importance of strong relationships in the school between and amongst staff, students and parents. The code of conduct is designed as a balance between community expectations and rights as well as



responsibilities. Consequences for not adhering to school expectations are part of the learning continuum and not simply compliance tools.

Students have the right to know what is expected of them with regards to behavior. The below expectations are designed to support student growth and learning. Teachers and administration have a duty of care in the classroom, on school grounds and during trips, and as such, exercise a particular responsibility with regards to ensuring that students are safe, respectful, responsible, and striving for excellence in all that they do.

Note that this code of conduct applies to all situations when a teacher or student are representing the school community either on or off campus.

As with any school, there are times when inappropriate student behavior will require intervention by those responsible for the classroom or the school in general.

Consequences for specific student behaviors are outlined below.

AISZ identifies three stages of disciplinary action. Please see below for these stages and the consequences for them. No consequence is meant to demean or degrade a student, nor are they meant to be cruel or unjust. The consequences are meant to guide students to appropriate behaviors and to make better behavioral choices in the future. In addition, students have the right to due process. This is also outlined below.

Student Rights

Within the learning community of the American International School of Zagreb, students have the right to:

- Enjoy the rights and privileges offered by the educational program (including extra-curricular, cultural and recreational programs) of AISZ, and be able to access its policies and guidelines, as stated in the Community Handbook.
- Be treated with dignity and respect by the entire educational community (e.g. the standards described in the DEIJ charter).
- Know their academic and behavioral standing.
- Communicate concerns in a respectful manner, and in accordance with the guidelines of the Conduct Policy.
- Be heard and present further clarification and evidence when faced with disciplinary action by the school.
- Receive academic and socio-emotional guidance within the School, depending on a student's needs and what the School is able to offer.
- Form committees and clubs for educational purposes for their personal and academic life that are in line with the School's Mission, and ethos, policies and guidelines Any committee or club requires a teacher/advisor.
- Choose, be elected to, and participate in student governance.
- Represent the school in various events, provided they have met the School's requirements and expectations.



Student Responsibilities

In order for the effective discharge of its duties of AISZ as an educational institution, students are expected to:

- Adhere to the mission and the vision of the school, including its character traits.
- Know and adhere to the policies and guidelines, as stated in the Community Handbook and school related procedures, including but not limited to the acceptable use policy for technology and the DEIJ charter of the school.
- Conduct themselves in a respectful, responsible way within the entire educational community as outlined in the above documents and other relevant school policies and procedures.
- Demonstrate loyalty to the School and respect its name and reputation.
- Attend school and be punctual in arriving at school and classes.
- Uphold standards of academic integrity.
- Communicate with teachers in cases of absences or work missed.
- Obey the cell phone policy and not participate in cyber bullying.
- Comply with the curricular and extracurricular obligations planned by the School.
- Preserve, care for and keep the goods, equipment of the School in good condition, taking responsibility for damages and losses when they occur.
- Respect, and not to take or use without consent, the property and belongings of others.
- Comply with established behavioral expectations of the School.
- Inform an adult about any activity of their knowledge that affects their normal progress and their own well-being and/or the educational community.
- Respect the national symbols, both Croatian and those of any other country or culture.
- Communicate any concerns of you or others to the appropriate person within the School community.
- Represent the School with dignity in any public or private activity.

Upper School Stages of Disciplinary Action (Updated in June 2024)

ManageBac Codes: ManageBac is the database for behavioral records and academic progress. Any behavioral issues that require interventions will be recorded and visible to students and families.

Detention: This is arranged by the teacher/Grade Level Lead and can take place during lunch recess, mid-morning break, or after school. It cannot exceed one hour. The student needs to be supervised by the teacher or homeroom lead.

Parent meeting: This can be arranged with the principal assistant. It can be virtual or in person. For challenging issues, it's preferable to meet in person with the Associate Principal/Upper School Principal or Grade Level Lead. These meetings can be arranged by the Principal Assistant during school hours.



Phone call: Teachers may use a landline in the counselor's office for such calls. This is usually the most preferred method of communication second to an in person meeting.

Referred to Associate/Upper School Principal: This referral can only be a follow up to an in person consultation and should be after other procedures have been implemented.

Out of School/In building suspension: Only assigned by Associate Principal or Principal for Stage 2 or 3 offenses.

Criteria for determining the seriousness of incidents

To determine the degree of seriousness of incidents, the following may be taken into account:

- What were the intentions of the student?
- Is the action repeated?
- What effect does the behavior have on the educational/school community?

Criteria for determining the consequences of incidents

To determine the consequences for specific incidents, the following may be taken into account:

- A student's age and psychological/emotional development and their personal, family and social circumstances;
- A student's reaction to the process and his/her readiness to take responsibility for actions;
- A student's behavioral history;
- A student's role in the incident as an active participant, instigator, or follower.

Selection of Stages:

Stage 2 or 3 offenses are designated by the Associate Principal or Principal and/or grade level lead in consultation only. Teachers may not select a Stage 2 or 3 incident without consultation.

Any significant discipline offense that requires immediate attention should not simply be logged onto ManageBac without informing anyone as this is not monitored in real time for emergencies. The teacher must seek immediate assistance from an administrator, grade level lead, or counselor.

Examples are an imminent physical danger to the safety of others, a person wielding a weapon, a fight, a threat of suicide or self harm.

For academic issues refer to the community handbook for IB and for other academic issues to the Academic Registrar, Mr. Bogliaccini.



Examples of Stage One Process:

1. **Teacher/classroom intervention:** speaks to the student with classroom intervention either during, before or after class. Teacher discretion if it is logged onto ManageBac.
2. **Parents:** Repeated misbehavior is then logged into Managebac and parents are notified through phone or email.
3. **Grade Level Lead/Counselor:** The teacher enacts an appropriate discipline response and engages the grade level lead (or Associate Principal) for support on a repeated behavior intervention. The counselor can also be accessed for behavioral intervention strategies.
4. **Student of Concerns Process:** This process through SST may be initiated if a student exhibits repeated Stage One offenses and requires additional interventions.

Stage 1

Mostly classroom based behaviors, these are minor infractions that are handled directly by the teacher or staff member. See process section for who is involved and when.

Stage 1 incidents include (but are not limited to):

- Disruptive behavior
- Defiance/disobedience (eg. not listening or following instructions of a teacher/staff)
- Inappropriate language
- Not following established procedures for absences or tardies
- Minor violations of the academic honesty policy
- Not adhering to the phone policy or the acceptable use policy for technology (can be considered Stage 2)
- Patterns of tardiness or skipping classes and school events

Stage 1 Consequences (not sequential)

- Parents contacted. Please note the parents/guardians do not have to be present or contacted prior to questioning for an incident unless it is considered a serious Stage 2 or 3 offense.
- After school detention or loss of recess and/or mid morning break.
- Verbal warning
- Written warning
- Loss of privileges which includes any position in clubs, teams, school trips, etc.
- Temporary withdrawal from class (within a class period)
- Letter or statement of apology
- Accumulation of minor incidents could result in Stage 2 consequence
- Restorative justice actions that match the offense (e.g. cleaning the cafeteria for making a mess).
- Other consequences appropriate to the behavior as determined by Grade Level lead and Associate Principal

These consequences may also be accompanied by counseling support as appropriate. All consequences beyond a verbal warning must be documented in MBac.



Examples of Stage Two Process

Note: There are instances (such as physical/bodily harm to self, others or property) that require immediate attention and are not subject to the steps in Stage One. The list below is a progressive list from Stage One interventions.

- 1. Teacher/Grade Level Lead Intervention:** Consultation with Grade Level leads to review the history of issues and agree on behavior management strategies and consequences.
- 2. Referral to Student of Concerns:** The grade level lead and Associate Principal can submit this form for a larger team to consider if the student has pervasive behavior issues for which other strategies have not been successful.
- 3. Behavior Intervention Plan:** This involves counselor, teachers, grade level lead, SST, parent and student. The plan will specify behavior expectations and consequences that can include suspension from school and/or activities and other appropriate consequences.

Teacher intervenes or requests immediately for assistance (call or in person, not email).

Once the situation is safe to do so, an investigation takes place with the assistance of the grade level lead (and/or counselor and/or Principal depending on the situation). Teachers are asked not to conduct independent investigations or to delay reporting information if it is a critical situation. Investigations should be conducted with the Grade Level Lead only, the homeroom teacher, the Associate Principal, or the Principal depending on the severity.

Depending on the results of the investigation, parents may be summoned to the school by the Principal and/or Counselor in conjunction with grade level lead.

Discipline sanctions are recommended after the investigation and in consultation with Principal

Students must be interviewed with two adults for safeguarding reasons.

Depending on the nature of the situation and age of the student in accordance with the laws in Croatia the school may have to invite a parent and/or guardian to the interview.

For example: A situation where there is suspected physical or emotional violence, sexual concerns, abuse, etc. In these cases parents must be contacted immediately. Social services will also need to be contacted depending on the circumstances and input of the safeguarding team.

Stage 2

This stage indicates that a student develops an ongoing pattern of behaviors listed under Stage 1 or engages in actions or behaviors that are either contrary to the rules and fundamental principles of the community or create an unsafe climate for the learning of others. (see below).

All Stage 2 incidents will be documented in Managebac, parents notified, Principal and Grade level leads informed. All Stage 2 incidents involving the immediate health and welfare of the individual



or others must be reported immediately to members of the safeguarding team that includes but is not limited to the school doctor, administrators, counselors, and grade level leads.

Stage 2 incidents include (but are not limited to):

- Physical or verbal assault, threatening behavior, fighting, intimidation or instigation of such actions towards any member of the AISZ community.
- Stealing, damaging, or destroying (or an attempt to do so) the private property of the School or any other person.
- Violation of the DEIJ community standards.
- Possessing, consuming, and/or supplying tobacco, alcoholic beverages, narcotics, illegal substances, misuse of prescribed medication, or other substances in any school-related activity.
- Repeated and/or major breaches of the Academic Integrity Policy.
- Excessive absenteeism from school.
- Behaving inside or outside the School in such a way as to cause harm to or threaten the good name of the School or any member of the School community.
- Accumulation of minor incidents could result in Stage 2 consequences.
- Engaging in the ongoing going and persistent bullying of another student as defined in the School's Bullying Prevention Policy.

Stage 2 Consequences (not sequential)

- Parents contacted.
- Referral to student of concerns for additional interventions/supports.
- Suspension from sports teams or clubs.
- Banning from Unity, CEESA, other school related trips or activities.
- Principal and Grade Level Lead contacted.
- Homeroom teacher team notified.
- In-school suspension (in consultation with grade level lead and principal).
- Out-of-school suspension (in consultation with grade level lead and principal).
- Temporary withdrawal from class (beyond a class period).
- Academic or Behavior Contract (Probation).
- Loss of privileges.
- Accumulation of serious incidents could result in Stage 3 consequences.
- Other consequences as deemed appropriate by the administration.

These consequences may also be accompanied by counseling support as appropriate.

Stage 3

These are very serious incidents or actions that may result in the expulsion of a student from the School. Students who continue Stage 2 violations without improvement after interventions might also be considered for Stage 3 consequences. All Stage 3 incidents will be investigated per the protocol below:



1. Depending on the severity and immediacy of the issue, the student may be removed from class, and/or school immediately, to assure a safe environment and parents of the student(s) in question are informed that an investigation is underway or has been concluded. Social Services and or law enforcement may need to be contacted in accordance with reporting requirements.
2. A full investigation of the incident/issue will take place that may involve questioning students and staff witness to or having information related to the concern. The students in alleged violation of Stage 3 will also be questioned in the presence of two adults. Parents will be contacted in a timely manner and informed. The students may be asked to give a written statement.
3. External authorities such as social service and law enforcement may also be contacted if needed.
4. The process will include expulsion/discipline hearing protocols for a decision regarding the student(s) based on the data collected from the investigation

Hearing Protocols:

1. The parents and student(s) in question will have the opportunity to be present to hear the evidence of the Stage 3 investigation and ask clarifying questions and/or give additional information.
2. Division Principal, Associate Principal grade level lead, and/or counselor will be present.
3. The hearing will describe the potential sanctions (suspension, expulsion, reciprocity with the community, other sanctions).
4. A decision will be communicated in writing no later than 7 calendar days after the hearing.
5. Families may appeal the decision to the director if requested within 7 calendar days of the decision.

Stage 3 incidents include (but are not limited to):

- Any conduct that results in criminal charges.
- Any lawful misconduct as defined by the laws of the country.
- Transporting, possessing, carrying, or using weapons within the School or at any event or activity organized by the institution.
- Significant violation of the DEI community standards.
- Physical, emotional abuse/attacks (including bullying) of other members of the School community or isolated incidents that are deemed serious enough by the School Administration for Stage 3 consequences.
- Any action that causes significant disruption to the learning environment.
- Any action or behavior not specifically mentioned above but similar in scope.
- The accrual of ongoing and egregious discipline offenses.

Stage 3 Consequences

- Expulsion hearing with option to exclude from school on a temporary basis, limited suspension from school, and/or option not to invite back the following school year.
- Immediate expulsion of a student with no option to re-enroll.
- Lengthy out of school suspension.
- Determination of enrollment status for subsequent school year.



Substance Abuse

AISZ Smoking (including Vaping) Policy

The American International School of Zagreb recognizes the dangers created by active and passive smoking. To protect the health of our students and community, AISZ is a smoke-free campus. The prohibition against smoking extends to the buildings and grounds, whether or not school is in session.

High School students are role models for younger students. For these reasons, smoking by students is not permitted in “sight of the school.”

AISZ Substance Policy

AISZ does not permit the use or possession of tobacco and alcohol on school grounds, school events and school trips. AISZ is committed to providing education and guidance for students to prevent the use of alcohol, tobacco, and drugs.

Drugs

The term “drugs,” for the purpose of this policy, refers to any controlled substances or dangerous drugs as defined by either Croatian or International law, including but not limited to:

- Marijuana, any narcotic drug, hallucinogens, stimulants, depressants, amphetamines, or barbiturates;
- Pharmaceutical drugs without knowledge of parents and supervising school officials;
- Glue, aerosol, or other chemical substances for inhalation;
- Intoxicating or mood, mind, or behavior altering drugs.

Self-Referral of Alcohol and Drug Abuse

The teaching and administrative staff, as well as the doctor, counselor and parents, encourage students to communicate their concerns or needs regarding the use/abuse of tobacco, alcohol or drugs. A student who self-reports a problem with tobacco, alcohol or drugs will be offered all means of support from school personnel to assist the child with prevention and recovery.

Discipline in these cases will be managed appropriate to each situation.

In the event that a student reports any behavior that suggests an imminent risk of personal harm or harm to others, the parents and necessary school personnel will be informed.

Consequences for Using Tobacco, Alcohol, or Drugs at AISZ or AISZ Events

Consequences range from conferencing with the student to parent notification. In cases of repeated and/or serious offenses disciplinary measures may be warranted.

Each case will be handled individually, with sensitivity and in the best interest of the health of the student.



Phone Policy

Students are not allowed to use any kind of phone (camera phone or not) during school time, without the express permission and supervision of a teacher or administrator (see further permissions below). Usage of their phone before and after school is permitted, however students are not to take images or recordings of any member of the community.

Clarification on permissions

All students are expected to keep phones switched off and stored away and out of sight during lessons (unless otherwise permitted for an academic purpose by a staff member). Any student needing to use his/her phone during school in order to communicate with parents, for example, may do so with the permission of the Principal or by a person designated by the Principal. Such phone calls will usually take place in one of the front offices or front office areas. Phones may be taken from students by any staff member and turned into the office for retrieval at the end of the day. Frequent phone confiscation issues may result in parents being contacted to come to the school to retrieve the phone and further disciplinary action.

Staff are encouraged to only use their phones out of sight of students as to set a good example. Exemptions are emergencies, duties, field trips, Unity Trips where this may not be practical. Staff must comply with GDPR expectations with the use of phones in school.

Note: In 2024-25, the phone policy is under review and subject to changes that may impact the community. This change will be communicated to students, families and staff at the appropriate time.



Dress Code

Mission of the AISZ Upper School student dress code:

The student dress code should support equitable educational access. The AISZ student dress code and enforcement should not marginalize any group based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity, body type, or culture. The primary responsibility for attire resides with the student themselves and their parents/guardians. AISZ is responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

Values of the AISZ Upper School student dress code:

- Students should be given the most choice possible in how they dress for school.
- All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal distractions and their own personal views on acceptable dress without regulating individual students' clothing and rights to self expression.
- Teachers should focus on teaching without the additional burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent discipline should be minimized whenever possible.

Goals of the AISZ Upper School student dress code:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.



AISZ Upper School Student Dress Code:

Overall Principles:

- Clothing must consist of a top, bottom, and shoes. This combination of clothing must cover the genitals, buttocks, and nipples.
- Clothing must not promote prohibited items or activities, and must not create an unsafe or hostile environment.

Students Must Wear:

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.
- Shirts and dresses must have fabric in the front, back, and on the sides (under the arms).
- Clothing must cover undergarments (waistbands and straps excluded).
- Fabric covering breasts, genitals and buttocks must be opaque.
- Hats and other headwear must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff. Hoodies must allow the face and ears to be visible to school staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms, safety gear, or outdoor education requirements.

Students Must Not Wear:

- Violent language or images.
- Images or language depicting tobacco, drugs, or alcohol (or any prohibited item or activity) or the use thereof.
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment

Enforcement of the AISZ Upper School student dress code:

- Violations are considered Stage I violations unless it is considered an egregious disruption to the school community
- Students should never be removed from a classroom / lose class time solely as a result of a dress code violation.
- Students should never be forced to wear extra school clothing (that isn't their own) when they are in violation of the code. They can be asked to put on their own on-site clothing, if available, to be dressed more to code.
- Students' parents will not be called during the school day to bring alternative clothing for the student to wear for the remainder of the day unless there is an egregious violation of the expectations of the dress code.



- No student should be disproportionately affected by dress code enforcement because of gender, race, religion, body type/size, or body maturity.
- The dress code should be clearly conveyed to students.
- Students will not be shamed or required to display their body in front of others (students, parents, or staff) in school. Violations of the dress code will be addressed privately in a respectful and professional manner.

Basis of the AISZ Upper School student dress code:

The AISZ student dress code is based upon a model code for all schools, which was designed in 2016 by the National Organization for Women, and has been adapted by many school districts. The AISZ student dress code was designed with input from a variety of AISZ stakeholders in the Fall of 2022.

Diversity, Equity, and Inclusion Policy

(updated December 2023)

In accordance with the bilateral agreement between the Croatian and American governments, AISZ operates as a private institution without legal regulations regarding inclusion. However, in fulfilling our mission, AISZ is dedicated to creating systems that value the unique contributions of all students and staff to our school and fully engage all members of our school community in achieving our vision. We commit to explicitly embedding a diversity, equity, and inclusion lens in our organizational and learning culture. To ensure fair access, we self-monitor by reviewing procedures annually and cross referencing with other schools in our region. The Director is responsible for ensuring that our school culture embodies practices honoring and demonstrating diversity (the collective mix of differences and similarities amongst individuals within our community), equity (equitable access to success across our school's programs), and inclusion (an environment in which all individuals feel a sense of belonging) in our diverse community.

Any established breach will be regarded as a breach of our Codes of Conduct and Responsibilities.

These values are encapsulated in the AISZ Diversity Charter and supported by The United Nations Declaration of Human Rights and The United Nations Convention on the Rights of the Child. AISZ also subscribes to tenants of the European Union and Croatian Diversity Charters.

Diversity Charter AISZ

AISZ is committed to and accountable for advancing diversity, equity, and inclusion in all of its forms. As an international school, we embrace Diversity, Equity, Inclusion and Justice.

Diversity, Equity, Inclusion and Justice (DEI) speak differently to distinct values we embrace as a school:

- **Diversity:** The representation of different and unique identities, characteristics, experiences and perspectives.



- **Equity:** Giving everyone what they need to succeed by increasing access, resources, and opportunities for all; especially for those who are underrepresented and have been historically disadvantaged.
- **Inclusion:** A welcoming culture in which differences are celebrated and everyone is valued, respected, and able to reach their full potential.
- **Justice:** Justice at AISZ is an active and conscious effort to work against systemic inequity, exclusion, and intolerance within our school and community. All community members are empowered to tackle difficult issues, minimize bias, remove barriers to resources and opportunities, and dismantle injustice wherever found, including within ourselves.

We believe that these bring together different points of view and different experiences. Embracing Diversity, Equity and Inclusion helps to prepare our students and our wider community for life in a global society, broadening perspectives and contributing to academic excellence. DEI helps individuals and communities thrive.

We recognize diversity, equity, inclusion and justice as an asset to our school. Respecting differences and recognizing diversity are core beliefs in our school, symbolized by our emblem. By engaging with multiple perspectives different from one's own, our community of learners build empathy, respect and understanding. It is an ongoing process which strengthens our community and enriches the lives of our students.

Diversity includes, but is not limited to heritage, ethnicity, language, gender, gender identity and expression*, spiritual beliefs, religious beliefs, sexual orientation, identity and expression, age, socio-economic status, learning styles, personal perspectives and abilities.

Student Support Services and Inclusive Education

The Student Support Services Team (SSST) is an essential component of our Multi-Tiered Systems of Support (MTSS) framework, which provides increasing levels of academic, social-emotional, and behavioral support for identified students. Support is provided through a variety of means, and may include the use of 'push-in' and 'pull-out' services when deemed necessary. The team is composed of the classroom teacher/s, Learning Support Teacher, Counselor/s, EAL (English as an Additional Language) Teacher, the SSST Coordinator and the divisional principal.

During the admission process, parents are required to provide complete documentation of academic history, education evaluations, and details of extra academic or specialist support that their child has had in the past, or are receiving at their current school (i.e. evaluation reports, individualized learning/education plans, accommodation plans, documentation of diagnosis etc.).

The SSST will assign a relevant case manager (Learning Support, EAL, or Counseling) to coordinate the development and implementation of strategies outlined in an Individual Learning Plan or Accommodation Plan. These plans are shared with classroom and subject teachers who support students in removing any identified barriers to learning or academic performance. Teachers also provide access to the curriculum for all students through differentiated instruction and assessment.

For students who qualify for IB testing accommodations, the IB lays out a range of possible accommodations in their Access and Inclusion Policy. The IB Coordinator can apply for



accommodations by November 15 for the following May testing session. Accommodations can include, but are not limited to, up to 50% additional time, use of a word processor, and access to scribes or readers. In order to apply, the IB requires a recent (within 3 years) psychoeducational evaluation and an ILP or history of educational evidence of need, as well as the consent of the family to submit these documents. Upon approval, the IB Coordinator communicates with teachers to ensure students are practicing assessments with their approved IB accommodations.

Privacy

All AISZ students have a right to privacy with limitations. Those limitations include if a student or someone else is in danger to themselves or others. Students have the right to maintain privacy of their gender non-conforming status. Information about students' gender identity, legal name, or biological sex at birth are considered confidential.

Personnel of AISZ should not disclose information about a student that would violate their right to confidentiality on these matters to others, including other AISZ community members, unless the student has expressly consented to the sharing of such information. In all deliberations, the psychological and physical well-being of the student will be a major consideration.

Dealing with Breaches

All reported breaches of the Diversity, Equity and Inclusion Policy and Statement will be investigated by the appropriate School Administration and with the involvement of the school counselor and any other appropriate person. Any established breach will be regarded as a breach of the Student Code of Conduct or Faculty Code of Professional Conduct.

**Identity & Gender*

Students at AISZ have the right to inform staff members of their desire to be recognized at school using their preferred name and pronouns, and AISZ shall honor their request respectfully, within the framework of the relevant laws and regulations. AISZ will accept and recognize each student's gender identity and will endeavor to use gender neutral terms and pronouns. It is recognized that some accommodations are contingent upon parental agreement.

AISZ Policy on the Prevention of Bullying and Harassment

All students and employees of AISZ are to be treated with dignity, respect and free from bullying, intimidation, and harassment. At the heart of our mission of extraordinary care is a learning environment that is positive and supportive of all learners.

The American International School of Zagreb works to establish a positive and supportive learning environment in which our students feel safe, secure and have maximum opportunities to learn. Our desire is to empower students to learn about their responsibility in building and maintaining a respectful environment. An important part of AISZ's approach to the management of this is to strengthen and teach by providing opportunities for students to reflect and apply strategies to correct their mistakes.



All AISZ staff, parents, volunteers and students are expected to follow a no-tolerance policy regarding bullying and harassment. It is especially important for adults to model these behaviors in order to provide positive examples of student behavior. Sometimes it is helpful to draw a distinction between behavior that is rude, behavior that is mean, and behavior that is characteristic of bullying. These are different and require different responses.

Is it Rude, Mean or Bullying?

Sometimes it is helpful to draw a distinction between behavior that is rude, behavior that is mean, and behavior that is characteristic of bullying.

Rude: Inadvertently saying or doing something that hurts someone else. From kids, rudeness might look more like burping in someone's face, jumping ahead in line, bragging about achieving the highest grade, or even throwing a crushed up pile of leaves in someone's face. On their own, any of these behaviors could appear as elements of bullying, but when looked at in context, incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness, poor manners, or narcissism, but not meant to actually hurt someone.

Mean: Purposefully saying or doing something to hurt someone once (or maybe twice.) The main distinction between "rude" and "mean" behavior has to do with intention; while rudeness is often unintentional, mean behavior very much aims to hurt or depreciate someone. Kids are mean to each other when they criticize clothing, appearance, intelligence, coolness, or just about anything else they can find to denigrate. Meanness also sounds like words spoken in anger—impulsive cruelty that is often regretted in short order. Very often, mean behavior in kids is motivated by angry feelings and/or the misguided goal of propping themselves up in comparison to the person they are putting down. Commonly, meanness in kids might sound like:

- "Are you seriously wearing that sweater? Didn't you just wear it last week?"
- "You are so fat/ugly/stupid."
- "I hate you!"
- "Get a life."

Make no mistake; mean behaviors can wound deeply and adults can make a huge difference in the lives of young people when they hold kids accountable for being mean. Yet, meanness is different from bullying in important ways that should be understood and differentiated when it comes to intervention.

Bullying: Intentionally aggressive behavior, repeated over time, that involves an imbalance of power. Experts agree that bullying entails three key elements: intent to harm, a power imbalance, and repeated acts or threats of aggressive behavior. Kids who bully say or do something intentionally hurtful to others and they keep doing it, even when targets of bullying show or express their hurt or tell the aggressors to stop.

It is important to distinguish between rude, mean, and bullying so that teachers, school administrators, parents, and kids all know what to pay attention to and when to intervene.

Adapted from an article that appeared in Psychology Today: Signe Whitson, LSW

Non-negotiable Behaviors



In order to promote and maintain a positive learning environment, we have established some non-negotiable behaviors which will not be tolerated. A "zero tolerance" view of these behaviors protects our students and our school's values:

- Bullying in all forms (physical, verbal, social and cyberbullying)
- Harassment (creating an unpleasant or hostile situation – verbal or physical)
- Violence
- Insolence (severe disrespect towards another individual or the school)
- Vandalism
- Unsafe behavior
- Use of profanity
- Defiance

We are aware that two situations are rarely the same in every aspect, and that it is important to maintain flexibility and to take into account individual circumstances. Factors to be considered include, but are not limited to the following: Seriousness of the event, student's age, the frequency of the misconduct, and the effect or potential effect of the behavior on the school environment. Depending on the situation, logical consequences may have to be administered such as fixing the behavior through some type of reflection and restitution, missing some time during recess or lunch; in school or out of school suspension; or expulsion. Our focus is on building a strong partnership between home and school to reinforce our school's values and beliefs. As a result, communication with parents is an important intervention strategy.

While parents may not be notified every time their child commits a minor infraction of this policy, a staff member will promptly notify the parent when a serious infraction or disruption occurs. All students and employees of AISZ are to be treated with dignity, respect and free from bullying, intimidation and harassment. We appreciate your support in maintaining a learning environment that is positive and supportive of all learners. For more information, you may refer to the Child Safeguarding Policy on the school website at: www.aisz.hr and www.aisz.hr/school-life/bullying-and-harassment.

In the rubric below it is not necessary to repeat an offense for it to become a major offense. Major offenses can also be first offenses of a very serious nature.

Examples of bullying behaviors and consequences

Bullying Behaviors	Consequences for reported behaviors	Consequences for major offenses
Physical Pushing Slapping Grabbing	Investigation by admin and counselor re: extent/severity of offense.	Immediate suspension out of school and loss of privileges. Student placed on



Hitting	Parent communication via email or meeting depending on the offense	probationary or conditional status
Pinching		
Tripping		
Use of implement as a threat or weapon	Determination as Stage 1,2, or 3 incident with pertinent consequences. (see behavior consequences flow chart)	Expulsion hearing with Principal. Decision to be rendered within 5 working days of hearing.
Damaging Property		
Any other physical behavior that intentionally injures others	Probationary status with possible behavior plan	AISZ adheres to local Croatian laws.
Verbal	Student required action/letter to make amends	
Abusive teasing		
Name calling		
Insults		
Ridiculing		
Racial/sexual slurs		
Egging someone on		
Intimidating or threatening words		
Taunting		
Gossiping		
Social/Emotional		
Exclusion		
Gossip		
Sneering		
Intimidating stares		
Humiliating		
Threatening		



<p>Spreading or starting rumors</p> <p>Teasing</p> <p>Cyberbullying</p> <p>Includes, but not limited to, the misuse of technology</p> <p>Harassing, teasing, intimidating, threatening or terrorizing by sending or posting hurtful messages through emails, instant messaging, text messages, digital pictures or images, website blogs, social sites like Facebook, etc.</p>		
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Definitions and procedures for the application of behavioral consequences

- Verbal warning: A member of the faculty and staff may issue a verbal warning to a student in order to correct behavior that is deemed inappropriate.
- Written warning: A member of the faculty and staff may issue a written warning to a student in order to correct behavior that is deemed inappropriate. Parents are usually included in such communication, as is the Associate Principal and/or Principal as deemed necessary.
- Assignment of special activities: A member of the faculty and staff may organize an activity for a student in order to correct behavior that is deemed inappropriate (in consultation with the Principal). Examples of such activities may be lunch/recess volunteer work or after-school volunteer work.
- Loss of privileges: A student may lose privileges as part of a behavioral consequence. This loss of privileges may be imposed by a member of the faculty or staff or Principal (depending on severity). Loss of privileges may include such things as: losing the right to choose a seat in a classroom; not being allowed on extra-curricular trips, among others.
- Temporary withdrawal from class: A student may be temporarily withdrawn from class as part of a behavioral consequence. In minor incidents, such withdrawals take place within class periods, with the student usually returning to class before the end of the lesson to resume the activity underway. In some cases, a student may be asked to remain outside of class until the end of the period. In serious incidents, withdrawals from class may be longer (usually not longer than two class periods, however).

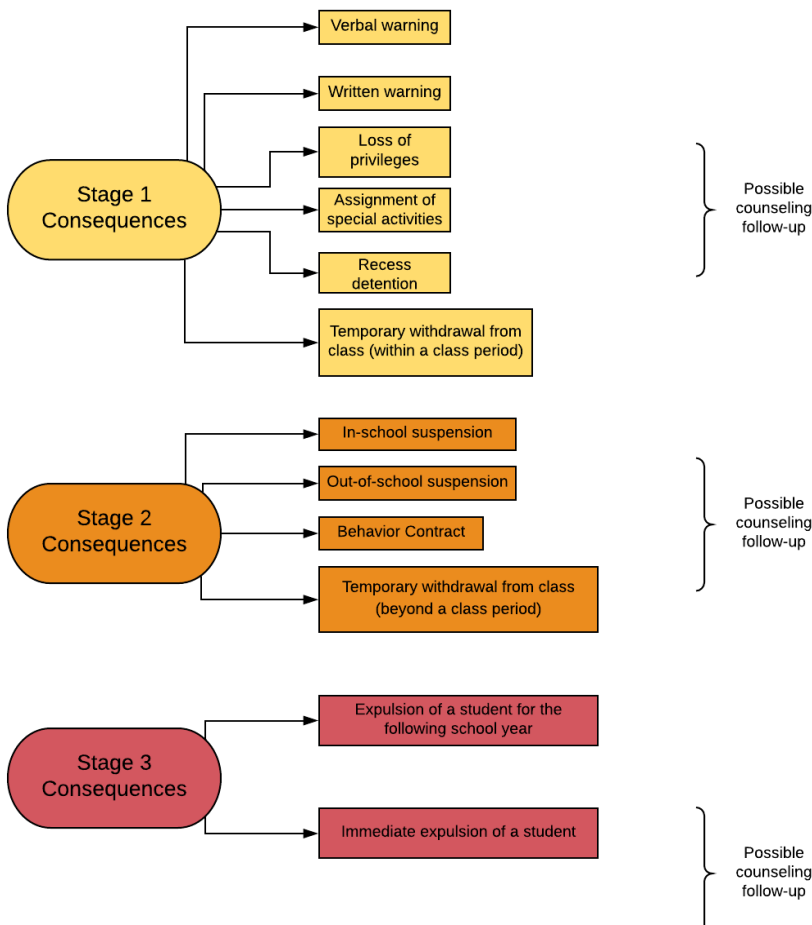


- Recess detention/refocus: A student may be assigned a recess detention/refocus as part of a behavioral consequence. Detentions may involve a student completing an assignment, a reflection, and/or simply spending time away from the normal school day.
- Behavior contract: A behavior contract is a written agreement made with the student where s/he commits to improving her/his behavior through specific goals, action steps, and a timeline in mind. Such contracts will be added to a student's academic file. Behavior contracts are typically drafted by a Teacher, Principal often with input from a student and possibly parents. Counseling staff and other teachers may assist in the support of a student on such a contract.
- A meeting with parents and the student will be organized in which the behavior contract is signed by all parties. A review date will be included in the contract, at which time a student's progress will be evaluated against the goals and action steps by the Teacher/Counselor/Principal/Student Support Team.
- Failure to meet the goals of the behavioral contract will result in a student being considered for further consequences.
- Suspensions: Suspensions imply a student not attending classes and activities for a day or more. This is a consequence for serious incidents or very serious incidents or an accumulation of minor incidents. During suspensions, students will not be able to participate in classes, after-school activities, or other school events such as sports tournaments. Suspended students will be responsible for their academic obligations while absent. Generally, out-of-school suspensions are considered a more serious consequence than in-school suspensions. However, other factors may be considered when deciding up in or out-of-school suspension. In all cases, it is the decision of the Principal as to the appropriate consequence, although this could involve input from Teachers and other Staff involved.
- Procedure for suspensions: In all cases of suspension, the Principal will meet with the affected student and parents in order to understand the student's perspective of a given situation/behavior. All suspensions will be documented and will also be included into a student's permanent record. Suspensions will last from 1-3 days. Any suspension longer than three days must be approved by the school director.
- In cases where the students/parents do not agree to suspensions, they may follow the School's Grievance Procedure.
- Expulsion of a student for the following school year: Students with serious and/or very serious incidents (Stage 2 and Stage 3) may be asked not to renew their enrollment for the following academic year. Such consequences take place usually as a last resort when all other avenues of corrective measure have been taken or when an action merits such consequence, such as those actions defined as Stage 3 incidents.
- Immediate expulsion of a student: Students with serious and/or very serious incidents may be immediately expelled from school. Such consequences take place usually as a last resort when all other avenues of corrective measure have been taken or when an action merits such consequence, such as those actions defined as "very serious".



- Procedure for expulsions: All cases of expulsion will be processed on an individual basis, following procedures that take into account enrollment agreements and the local laws and regulations. In cases where the students/parents do not agree to a decision by the school, they may follow the School's Grievance Procedure.
- Counseling follow-up: Often, students will meet with the Counselor as part of reconciling the student with the educational community and to provide support of the student in understanding his/her actions and in meeting the expectations of the School and more broadly to safeguard their well-being.
- Review of enrollment procedure
 - Students involved in serious disciplinary problems may be subject to enrollment review, as noted under Stage 2 and Stage 3 incidents and consequences above.
 - In such cases, Parents and Students will be notified and will meet with the Principal and other relevant persons involved to go over the process of Review of Enrollment and reasons/evidence for such a step and the procedure that will be followed in the process. When appropriate, a deadline will be established, by which time the Director, Principal and other persons involved will decide upon a student's future or continued enrollment. This decision will be communicated to parents who, should they disagree with the decision, may seek a meeting with the Director and Principal.

Behavior consequences flow-chart





(Handbook acknowledgments to the International School of Krakow)



Academic Procedures and Practices

Academic Integrity

AISZ students are people of integrity. This means taking responsibility for one's own work and being a good community member. Being an honest student means that you will learn:

- Basic, formal skills in saying where you got materials that you use in your work.
- Using direct quotation and acknowledging sources.
- The honest presentation of work that is the creation of a group of people.
- Know when you can and cannot use calculators and dictionaries.
- The guidelines regarding the assessment practices as described in the AISZ Assessment Policy and the AISZ Academic Honesty Policy.

An academically honest student:

- Keeps and maintains his or her own personal notes.
- Presents only his or her work for assessment.
- Acknowledges help or contributions from other people.
- Asks beforehand what kinds of external help are allowed to achieve a task.
- Clearly acknowledges sources when using information taken from books, magazines, the internet, or other media and sources.
- Becomes familiar with this handbook and school policies and complies with them fully.

What is cheating?

- Copying or using the work of another student.
- Giving another student work to copy and pass off as their own.
- Submitting work done by any other person or taken from a source that you do not acknowledge.
- Using notes or any forbidden materials during tests or exams.
- Misuse of A.I. or other digital application that violates the academic integrity policy.
- The illegal use of calculators or any other device and or storage of illegal information in a device during exams.



Academic Integrity Policy

Developed – June 2015

Reviewed and updated – June 2017, June 2020

Purpose: The purpose of this policy is to support staff, students, and parents in creating a learning community at AISZ where academic honesty is taught, expected, and practiced.

Monitoring and revision of the policy

This policy was first drafted by the Upper School in 2015. Subsequent updates and reviews follow curriculum review cycles with the academic leadership team

This document is linked with the document *IB position paper: Academic Honesty in the IB* (2012). The Diploma Program Guide *Academic Integrity* (2019) is also referenced in this document. Full document [here](#).

When revising the academic integrity policy, the following questions should be considered:

- The IB learner profile is referenced, particularly the attribute *principled*.
- Academic misconduct and its categories are explained, with the official IB definitions considered.
- Examples of what constitutes academic misconduct, intellectual property and authentic authorship are included.
- Citing conventions are stated and/or exemplified.
- Orientation regarding the difference between collaboration and collusion is included.

Definition of Academic Integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work. (*Academic Integrity*, IB. October 2019) Academic Integrity is respecting the work and the ideas of other individuals. When one uses or refers to another's ideas or creations, appropriate credit and proper acknowledgment must be given.

An essential part of academic integrity is developing the skills, knowledge and attitudes to be academically honest. This includes learning the principles of paraphrasing and quotation, citing the work of others according to accepted conventions, and knowing what constitutes intellectual property and what limits are placed on the use of those properties. Understanding and implementing such skills and knowledge allows students, as a matter of practice, to present only work that is authentically their own.

An authentic piece of work is one that is based on [the student's] individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment,



regardless of their format, must wholly and authentically use that [student's] own language, expression, and ideas. Where the ideas or work of another person are represented within a candidate's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged (*Academic Honesty*, IB, July 2011)

IB Learner Profile and AISZ Mission Statement

Any staff member, student or parent who shows the attributes of the IB Learner Profile in their behavior and attitudes will, by definition, be practicing academic honesty. We encourage all learners in the AISZ community to be: inquirers, knowledgeable, thinkers, communicators, principled, open- minded, caring, risk-takers (courageous), balanced, and reflective.

The AISZ Mission statement identifies *socially-responsible citizens* as a trait of our graduates. Our school promotes principled action, including respecting the authorship of others through the practice of academic honesty.

IB definition of Student academic misconduct (*Academic Integrity*, IB, October 2019)

The IB defines student academic misconduct as deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happen before, during or after the completion of the assessment or examination, paper-based or on-screen.

Definitions of Malpractice

(*Academic Integrity*, IB, October 2019):

- Plagiarism - the representation of the ideas or work of another person as the student's own.
- Collusion - supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.
- Duplication of work - the presentation of the same work for different assessment components and/or program requirements.
- Peer plagiarism - copying work from another student, student lending or facilitating their work.
- Any other behavior that gains an unfair advantage for a student or that affects the results of another student.



Submission of Work

When a student submits work, the deadlines and process for submitting must be followed. The current expectation is that graded summatives are submitted to ManageBac which then is screened by TurnItIn.

Virtual Assessments

There are limitations to assessing in a virtual environment. Teachers may need to record oral presentations, ask that students have their video screens on for a written exam, and ensure that all work is submitted in a timely manner and through the appropriate channels. Although students may receive support at home in a virtual environment, it is critical that the product submitted by the student be independent work.

Re-Takes or Redo

Redos or retakes due to violations of academic integrity policies are not allowed unless it is at the direction of the teacher or administration.

Examples of Malpractice

Plagiarism

1. Copying what someone else has written without using quotation marks and appropriate citation. There are particular rules, or conventions, about how to cite someone else's work, and those rules must be followed. Examples of acceptable conventions are: MLA, APA, and Chicago. The minimum information that must be included when acknowledging sources includes: name of author, date of publication, title, and page numbers (FPIP, draft p. 41). It is important to check with the instructor regarding use of the proper format.
2. Using someone else's ideas and putting them in your own words (paraphrasing) without using appropriate citation.
3. Just as with printed materials, all internet sources and conversations must be cited appropriately. Students sometimes think that these media are exempt. They are not.

Collusion

1. Copying someone's work and presenting it as your own.
2. Allowing someone to copy your work and present it as his/her own.

Absence

1. Selectively missing a class or performance during a summative task without a reasonable excuse is considered a violation of the academic integrity policy.
2. Missing school on the day of a summative, performance, etc. requires an acceptable medical excuse or prior approval from the school if the student is traveling, competing in an external event, etc. Upon return, the student is expected to immediately see the teacher and submit work and/or take the summative task.



Students are encouraged to collaborate in some instances; for example, they might work together on creating a data table in science. The data tables will be identical, but all other required parts of the lab must be individual work. Students are expected to follow the guidelines of specific collaborative group assignments in order to accurately reflect the contributions of all members of the group to the assignment. The assessment rubric can assist in identifying the elements that are expected to be a collaborative group effort and those, if any, that are to be individual endeavors.

Duplication of Work:

1. Submitting of the same work to satisfy different IB program requirements.
2. As part of an interdisciplinary unit, students may occasionally submit the same assignment to more than one teacher to satisfy varying requirements in different subjects. If this is the case, it will be stated explicitly in the rubric.

Intellectual Property:

1. “The concept of intellectual property is potentially a difficult one for [students] to understand because there are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. [Students] must at least be aware that forms of intellectual and creative expression [for example, works of literature, art or music] must be respected and are normally protected by law.” (Academic Honesty, IB, July 2011)
2. Doctrine of Fair Use for Copyrighted Materials allows students and/or staff to use excerpts from songs or videos without explicit permission for an educational purpose for a limited time (Section 107, US Copyright Act, 1976). Any works used must be cited appropriately.

The School’s Response to Academic Malpractice

When teachers suspect that a student has committed academic malpractice and can produce evidence through platforms like TurnItIn, or when the student is unable to answer questions about the content and/or source of their submitted work, or when teachers have witnessed a student cheating during a formative or summative assessment e.g. using a mobile phone during a test, teachers must do the following:

- 1) Meet with the student to hear their side of the story and to show evidence of the violation.
- 2) Inform the DP coordinator (if the student is enrolled in IB Courses) and call or email the parent of the violation.
- 3) Discuss the violation with department colleague and consider appropriate discipline options. (These may be discussed with Principal depending on nature of the offense. Minor offenses may be managed by the subject teachers).
- 4) Log the incident under Schools in Academic Concern field and describe the nature of the offense. Inform the Learning Support Team (SST).
- 5) If it is a major offense (e.g. stealing answer key from teacher, plagiarizing summative, etc.) or second offense, from Grade 11, the result is an Academic Behavior Contract. The Upper School Principal needs to be notified as well as the homeroom teacher in addition to parents. The Upper School Principal will also assist on major and subsequent incidents in terms of discipline.



Note: In cases of academic malpractice, students may not be given a mark for the assignment; nor may the assignment be submitted to IB for assessment. Revised assignments (at the discretion of the teacher) may be marked and/or submitted, assuming that all external deadlines are met.

The IB's Response to Academic Malpractice

IB expects that all incidents of internal academic malpractice will be handled at the school site. The school's response is outlined above. In addition to an individual school's policy, candidates' work is also subject to random checks for plagiarism using a web-based plagiarism prevention service. In cases where IB examiners suspect malpractice for externally moderated assessments, the following may and/or will occur:

1. IB will ask the coordinator to investigate the circumstances and report to the IB Examination Department.
2. IB reserves the right to withhold candidate (or group of candidates) results until the investigation is completed.
3. Cases of suspected malpractice are presented to the final award committee, which assesses the evidence and renders a decision.
4. Penalties are imposed according to the nature of the offense, never considering the consequences of imposing a penalty, and may include:
 - a. Not awarding a grade in a subject, thus not awarding a diploma; students may retake the exam in a future session, assuming malpractice is not repeated.
 - b. Preventing a student from registering for future exams (in cases of serious malpractice).
 - c. Withdrawing a certificate or diploma if malpractice is established subsequently.
5. No form of documentation sent to any school, university, college, or admissions center shows that a candidate has been found guilty of malpractice. Universities will see, however, that no grade has been awarded for a subject. (Academic Honesty, IB, July 2011)

Student Responsibilities

The student will:

- Uphold the academic integrity and the quality of scholarship through the submission of work that is authentic.
- Keep rough notes and submit these in a timely manner, if requested by the teacher.
- Actively work on assignments when class time is given for such.
- Submit drafts of written assignments when teachers request to do so.
- Use class time for assessment work under the supervision of teachers so that they can ensure the work submitted is the student's own.
- Fully and correctly acknowledge the work, images and ideas of others in a work cited and/or bibliography. This includes but is not limited to artwork downloaded from the internet.



Parental Responsibilities

The parent will:

- Communicate to the student values of moral and ethical behavior.
- Be aware of a student's need for quiet time and a place to study.
- Support the student's efforts, but not edit, type, or in any other way do the work.
- Encourage wise use of time.

Teacher responsibilities

The teacher will:

- Review at the beginning of the school year the AISZ Academic Integrity Policy along with their course descriptions that spell out clearly the consequences for academic dishonesty in their classes; review the various examples and forms of academic dishonesty that should be avoided.
- Supervise the development of assignments and provide advice to students. This may be done by observing rough notes and plans, and/or submission of a 'draft' prior to due date.
- Be specific as to whether work is to be cooperative or individual, i.e., clarify the definition and expectation of "group work".
- Keep completed assignments and tests secure.

Administrative responsibilities

The curriculum coordinator or administrator designee will:

- Review and update the AISZ Academic Integrity Policy.
- Ensure that teachers and students understand all aspects of the policy, including the oversight, referral, and discipline process.
- Record incident action; inform teachers about the outcome of the referral.
- Facilitate conferences and counsel students in every case of academic dishonesty.
- Communicate with teachers about students who have prior violations.
- Review and resolve appeals.



Academic Probation

I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).

Student's signature

Student's printed name

Middle and High School Students may be placed on academic probation as a result of one or more of the following situations. This probation will be documented and overseen by the academic counselor.

- Student is absent more than 15% of classes in a semester
- Student is not maintaining passing grades (3 or above)
- Repeated academic malpractice such as skipping class, violations of academic integrity.

The following steps will be taken as part of the process:

- Communication with student and family
- Goal setting or action plan to resolve the issue
- Inform SST regarding status of student of concern
- The US principal will meet with student and family to inform of the academic probationary status and conditions

Students on academic probation are required, at a minimum, to:

- Have made up all missing work
- Have/Maintain a passing grade of 3 or more- OR showing growth towards passing grade of 3 or above/taking clear steps to follow their action plan
- Have a rate of 95% attendance
- Meet regularly with teachers during Consultancy block and other times (e.g. after school).

Appendix A. Academic Honesty Agreement

Any and all work that I submit to any teacher for consideration and/or assessment will be my own authentic work. This includes homework assignments, formative assessments, summative assessments, and work that is to be submitted to IB.

I will learn the processes for acknowledging someone else's work or ideas and will appropriately



acknowledge all uses of someone else’s work or ideas. I understand that I can ask for help if I am unsure about what constitutes academic honesty in any of my assignments.

Appendix B. Student Academic Honesty Declaration

Teachers may require students to include this declaration on the cover of any and all projects, essays, and other submitted work and/or examinations.

Specific examples from the I.B.

Appendix C. Academic misconduct and outcomes (Academic Integrity, IB, October 2019)

Plagiarism of external sources	
Example	Outcome
<p>Extended Essay (EE)</p> <p>A candidate submitted an extended essay which contained two sections of verbatim copied text from two internet sources, more than 100 words in total; the correct links to the sources were included in the bibliography.</p>	<p>While the correct sources were included in the bibliography, the candidate did not include the appropriate reference at the point of use in the body of the essay. Penalty level 3a was applied and no grade, an “N” was awarded for the EE.</p>
<p>English A literature HL - oral component</p> <p>A candidate presented their oral assessment based exclusively on memorized material from internet sources. No reference was made at any point in the recording to these sources and the candidate stated that they were not aware that memorized materials had to be referenced during an oral presentation.</p>	<p>The candidate received a level 3a penalty for the oral component which resulted in no grade, an “N”, being awarded for English A HL.</p>
<p>Theory of Knowledge (TOK) essay</p> <p>A candidate submitted an essay that was almost entirely plagiarized from an English source which they translated into Spanish.</p>	<p>The candidate first claimed they did not plagiarize but later stated that they were not aware of the need to reference translated sources. The candidate received a level 3a penalty for the essay component which resulted in no grade for the subject concerned.</p>
Peer plagiarism	



<p>Economics HL - Internal assessment</p> <p>Candidate A was under pressure to finish their internal assessment task and asked a peer, candidate B, from the same school for support. Candidate B shared a draft of their work with candidate A so they could gain a better understanding of the structure, but specifically asked them not to use or copy their work. Candidate A submitted the shared work as their own.</p>	<p>Candidate A received a level 3a penalty and no grade, an “N”, was awarded for economics HL. Candidate B received a level 1 penalty warning letter.</p>
<p>Collusion</p>	
<p>Environmental systems and societies SL - Internal assessment</p> <p>Two candidates submitted identical work for assessment despite the subject teacher advising that candidates must collect and record their own data and write their own conclusions.</p>	<p>Both candidates received the level 3a penalty for the component which resulted in no grade, and “N”, for environmental systems and societies SL.</p>



AISZ Definition of a Self-Directed Learner

AISZ Faculty engage in relevant teaching and learning to nurture self-directed students who have the dispositions of:

Reflectiveness: being ready, willing and able to become more strategic about learning.

- Meta-Learning: Being aware, and taking control of one's own learning. Having an awareness and understanding of the phenomenon of learning itself as opposed to subject knowledge.
- Planning: Working out learning in advance and a strong ability to plan effectively.
- Distilling: The ability to distil information in order to extract the essential meaning or most important aspects.
- Revising: The ability to reconsider and alter practice or beliefs in the light of further evidence.

Reciprocity: being ready, willing and able to learn alone and with others.

- Interdependence: The ability and desire to work interdependently with others.
- Collaboration: Potential to develop collaboration skills.
- Empathy: A high degree of empathy and the ability to actively listen.
- Imitation: The ability to recognize and imitate exemplars of practice and pick up others' positive habits and values.

Resourcefulness: being ready, willing and able to learn in different ways.

- Questioning: The ability and desire to inquire and seek answers.
- Making Links: The capacity to recognize connections and make links to previous knowledge, concepts, practice and understandings in order to generate new ways of working.
- Imagining: Being able to imagine a changed state and the multitude of hypotheses that can be generated from which to select a course of action or mentally rehearse something new.
- Reasoning: Thinking rigorously and methodically.
- Capitalizing: The ability to make good use of resources.

Resilience: being ready, willing and able to lock on to learning.

- Absorption: The ability and desire to be rapt in learning; to be absorbed in one's own learning/work and to bring this "flow" to different learning experiences.
- Managing Distractions: A strong capacity to manage distractions and set priorities.
- Noticing: Really sensing what is out there and taking notice of what is possible.
- Perseverance: The ability to persevere as learning happens and recognizing that learning can be hard work.



Homework at AISZ

Homework in the Upper School

Assigning work to be done at home is a way for students to give teachers feedback on their learning in order for teachers to personalize instruction and plan for them. Teachers should provide timely and relevant feedback to assigned work.

Homework should be based on one or more of the following purposes:

- practice and enrichment to strengthen new skills introduced in the classroom.
- completion of unfinished classroom work.
- work on projects of a short-term or long-term nature.
- participation in research activities in locating facts and data.
- extended reading for practice and enjoyment.

Note: There is no specific homework expectation for Grade Six students in semester one.

Standardized Testing

Although individual teachers and learning support faculty assess students in line with the assessment policy of AISZ, outside data and comparative statistics are also a useful part of providing a high quality education to all students. The standardized testing program of AISZ provides educators with data that can be used in concert with other assessment data to inform decision-making and educational planning for students.

Measures of Academic Progress (MAP) for Grades 3-10

MAP is an internationally recognized, adaptive assessment that adjusts questions selection based on student answers to hone in on the individual student's current learning level. At AISZ, MAP assessments are given in the subjects of Mathematics, Reading, and Language Usage in Lower and Upper School to Grade 10. MAP may also be given outside of these formal testing sessions to assess student progress, even for students who are not tested as part of the twice-annual testing program.

WIDA English Language Development Assessment (WIDA)

The WIDA or World-Class Instructional Design and Assessment is a group of states who have developed an assessment of skills for academic language proficiency. WIDA assessment results describe the academic language of students at the Entering, Emerging, Developing, Expanding, and Bridging Levels. AISZ uses WIDA assessment information to place students with appropriate support for English Language development.



SAT Suite of Assessments - OPTIONAL

College Board's SAT Suite of Assessments is a set of assessments aligned to measure student achievement across various knowledge and skill continuums. The SAT Suite of Assessments provide benchmark data and feedback for measuring student progress toward college readiness.

Preliminary SAT

AISZ students in Grades 10 and 11 have the option to take the PSAT to provide them with additional information regarding their achievement. The PSAT is aligned with the SAT and measures student progress in areas that contribute to college and career success.

SAT

AISZ is a testing center for SAT and SAT Subject Tests; however, AISZ students are not required to take these assessments. It is the student's responsibility to research testing requirements for schools and to register on time for any tests needed. Many students choose to take the SAT or SAT Subject Tests for college admissions as:

- Students graduating with only the AISZ High School Diploma, and not the IBDP, should take the SAT or another standardized test. Many colleges and universities outside the United States do not require the SAT, but, in most cases, schools set their own requirements and students are responsible for researching and monitoring requirements of the schools they select.
- Many, as schools in the United States may require the SAT and/or a certain number of SAT Subject Tests.
- Many private universities and institutions in Europe require a standardized test for admission.

Most students take the SAT in Grade 11 or 12. In many cases, students will take the SAT more than once to try to increase their score.

Students are responsible for monitoring these dates and registration deadlines on their own. More information on the specifics of SAT can be found on the College Board [website](#).



Virtual Learning Guide for Students

Since the Covid-19 pandemic, AISZ adopted several virtual learning protocols that remain in place if and when virtual learning is activated. We will all be learning in new and different ways using chats, discussion boards, videos and even live streaming and conferencing with each other. Below are some expectations for this model of learning.

1. Be polite and kind, respect yourself, respect others and respect the online environment.
2. Remember that we are still learning and interacting with our friends from cultures around the world.
3. Dress appropriately, as if you would for any other school day.
4. Sit in a well-lit, common space such as a kitchen or living room and be mindful of what may be in view of the camera.
5. Online lessons might be recorded by the teacher only.
6. Respect everyone's privacy - NO screenshots, NO pictures, NO student recordings of online learning.
7. Students should only have applications and resources open as directed by the teacher.
8. Pause before you respond to make sure your classmate or teacher has finished talking.
9. Being in an online conference is like being in class. Contribute to the learning environment, and don't make distracting noises or movements.
10. All applications (especially video conferencing apps) are to be shut down at the end of the session.
11. If students feel uncomfortable or unsafe at any point they should report by contacting a trusted adult or alternatively, they can contact their school counselor.

Student Guidelines for Posting to Online Discussion Boards

1. Think first. When you're writing, people cannot hear your voice and may misinterpret what you're trying to say.
2. Before posting your question, check to see if anyone has already asked it.
3. Respect the opinions of everyone in the group. It's ok to disagree with *ideas*, but it is not ok to disagree with *people*. Disagree with ideas respectfully. Everyone is entitled to their opinion.
4. Stay on topic. Don't post irrelevant links, comments, thoughts, pictures.
5. Don't type in ALL CAPS! If you do, it looks like you're yelling.
6. Be brief and concise in your posts.

In order to protect your rights as a child and student, as well as those of your teachers, we will record all one to one sessions. For live 1 to 1 sessions:

1. Students in Middle and Upper School, should have an adult in "ear shot" as much as possible



Responding to misuse or cyberbullying as defined in our Responsible Use and Community Handbooks.

- If YOU feel uncomfortable or unsafe at any point, contact a trusted adult or your school counselor for help.

Concern about another person online

- If you have concerns about the way in which anyone is interacting with you online, contact your school counselor right away. Report and don't respond.
- If you have a concern about the well-being of another student or friend, talk to an adult or your school counselor for help.



Report Cards and Transcripts

The purpose of student reports at AISZ is to convey information to parents, and to future schools, about a student's educational progress.

The AISZ academic year is divided into two semesters.

Report cards for students in Grades 1-12 are sent home to parents at the end of each semester.

The school issues electronic report cards. All grading information is available 24/7 through the student and parent Managebac portal and the SchoolIS school management system.

Official high school transcripts are released to receiving institutions or enclosed in an officially sealed envelope. Unofficial transcripts may be requested from the school academic counselor (counselor@aisz.hr) at least 72 hours in advance as needed but are marked as unofficial * *Upon request, the school will generate a report card with comments to meet the needs of a specific national educational system's requirements (e.g., France, Italy).*



Student/Parent/Teacher Conferences

At AISZ, we believe in actively engaging students in the learning process. One way we do this is by empowering students to take the lead during scheduled students/parent/teacher conferences in the fall and spring to help them understand and take ownership of their role as learners. Attendance at conferences is required from all families in support of the AISZ Strategic Student Impact Goals:

1. Every student will become an expert in his or her learning.
2. Every student is known, advocated for and supported.
3. Every student personalizes learning and pursues dreams.

Conference format

During the first semester and second semesters, student/parent/teacher virtual conferences are held at mid-term and include the student, parents and teacher(s).

In 2024-25, specific families may be requested by invitation to make appointments for progress updates and interventions. To prepare for the fall goal-setting conferences, students will work with the guidance of their teachers to identify strengths and areas for growth as they set goals for the school year. During the conferences, students will share their goals with parents and teachers and identify areas they may need more support.

If there are not sufficient appointments for the student and family, an appointment may be arranged outside of the conference dates.

Upper School Assessment Policy

Assessment at AISZ (upper school) is based on the following elements:

- A) Skills based criteria that is shared explicitly with students.
- B) Formative (ongoing) and summative (cumulative) tests, projects, presentations, and other performance tasks designed by the instructor.
- C) Grades 11, 12: The objectives of the IB/DP Programme.
- D) Grades 6-10: Standards based curriculum such as American Education Reaches Out (USA), Next Generation Science Standards (USA), National Core Arts Standards (USA).
- E) Power Standards identified in each subject that each student must master at grade level.

Application of Assessment

The mission of AISZ is for students to develop skills and character for futures rich with promise.

To that end, authentic assessment tasks in Grades 6-10 are generated by teachers and, where appropriate, students. Objectives for each subject are identified for Grades 6-10 and are related to assessment criteria. Criterion-related assessments are measured by rubrics. The rubrics describe



different levels of competency against the objectives. Judgments are made by consulting the rubrics and assigning the level that best describes the quality of work submitted.

Teachers are expected to return student work in accordance with the assessment guidelines and with appropriate feedback. After a series of judgments are made, the rubrics, along with formative assessment data, summative assessment data are used to make a final judgment using the “best-fit” approach. The final grade for Grades 6-10 is based on the total of the four criteria in each subject guide along the grade boundaries for each subject. Please note that the grade boundaries for each subject may vary. (E.G. Grades 6-10 apply 1-8 boundaries and Grades 11 and 12 apply IB/DP subject-based objectives).

Level of achievement	Criteria Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.



7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
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(Source: MYP – From Principles into Practice, 2015)

Upper School Assessments

Semester grades for each course are based on formative and summative assessments. Both summative and formative assessments inform the final grade in any subject.

Upper School Descriptors of Achievement

Grade	Description
7	The student is consistent and thorough in achievement and effort. The work produced is always of a very high quality and all subject requirements are met.
6	The student is consistent and thorough in achievement and effort. Most of the work produced is of a very high quality and all subject requirements are met.
5	The student is generally consistent and thorough in achievement and effort. Most of the work produced is of a high quality and subject requirements are met most of the time.
4	The student meets the basic requirements set by the subject in terms of academic achievement and effort.
3	The student's achievement and effort are limited. Many of the subject requirements are not met.
2	The student's achievement and effort are poor to very poor. Most of the subject requirements are not met.
1	Minimal achievement in terms of objectives.



Upper School: IB Diploma Programme (DP): Grades 11 and 12

In Grades 11 and 12, assessment measures the extent to which students have mastered advanced academic skills in fulfilling the goals of the Programme, for example: analyzing and presenting information, evaluating and constructing arguments and solving problems creatively. As with Grades 6-10, teachers are expected to give clearly articulated assessment instructions with appropriate assessment criteria in advance of deadlines, returning them in a timely manner with written feedback. Where appropriate, teachers apply the assessment criteria as articulated in the current IB Diploma Subject Guides. Final internal judgments are made in accordance with practices and mark-schemes outlined in the IB Diploma Coordinators Handbook.

External exams in the IBDP

In May of their Grade 12 year, students write a series of academically rigorous exams that are externally marked by IB examiners. This is the culminating experience of the IB Diploma. Predicted grades, submitted by AISZ to the IB in advance of the exams, are adjusted based on the IB examiner's judgment.

Culminating Performance Tasks for DP

In Grades 11 and 12, students who opt to complete the full Diploma must complete the Extended Essay and Creativity/Action/Service components in addition to their coursework.

Participation by community members in culminating performance assessments like the Extended Essay is a necessary and vital element in the student success at the culminating experiences. The Extended Essays in the DP are fully supported by the school community.

Creativity, Action and Service (CAS)

CAS is a graduation requirement for all students. Tasks accrue over a period of 18 months, and students are assessed on 8 different criteria, short and long term projects, and reflections. Progress is recorded on ManageBac and is accessible to the teachers, students and parents.

Other Standardized Assessments

Assessment Guidelines

1. Summative and deadline dates for work to be turned in will always be on ManageBac, regardless of other platforms in use such as Google Classroom and emails. For a planned absence (sporting event, holiday, etc.), the student is responsible for informing the teacher in advance of the absence so that arrangements can be made in advance of the date. An absence deemed invalid by the school (i.e. leaving early for holiday) may invoke an academic and behavioral consequence for missing the summative. If a student is absent from school on the day of a summative assessment (or misses a deadline), the student will



be expected to notify the teacher and submit the assessment immediately upon return as well as a valid reason for absence. If the summative is an in class exam or presentation, a makeup date within 24hrs must be established. If absenteeism or persistent failure to meet deadlines becomes a pattern, the issue will be addressed with the student and his/her family by the teacher and Principal.

2. No less than five school days' notice for a summative test.
3. No more than 2 summative tests on any school day.
4. Formatives may not be changed to summatives without prior explanation or communication to the students.
5. It is strongly advised not to give summatives during MAP testing periods.
6. With exceptions in the IB/DP Programme, a summative assessment may not be given before feedback and/or grade from prior summative or formative tasks that lead to the summative is given.
7. If a student is present at school but misses a class in which an assessment is scheduled, there may be disciplinary consequences that include a behavioral contract and loss of privileges. Students are expected to take the assessment on the next day/time they appear in school.
8. Students absent on summative days without a valid excuse, especially if this is a pattern, will also be subject to discipline consequences.
9. A summative calendar in ManageBac shall be used by teachers to enter summative tests at least 5 days in advance in order to monitor and schedule appropriate placement of summatives. Teachers are advised not to give more than one summative over a two week period. (Exception: Paper 1 and 2 in the IB/DP Programme).
10. Formatives in ManageBac are indicated in bright yellow and summative tests in dark red. A due date for a project or presentation that is being considered a summative must be included on the summative calendar in red.
11. Grades and feedback are to be entered into ManageBac on a consistent basis.

Recording and Reporting Progress and Achievement

Student progress is communicated formally two times a year at the end of each semester. Students and parents can check formative and summative assessment results on Managebac. Google classroom is also an academic platform used by AISZ to assign and post student work. Teachers will contact students and families individually at the mid term of each semester if a student is receiving a 3 or below in the subject. For each division, there will be a notification of mid semester progress.

For Grades 6-10, each of the four criteria in the semester report is based on a 1-8 grading boundary scale that is converted to a 1-7 final mark to provide students, parents and other schools with detailed feedback on the level of achievement attained. Subject-specific levels of achievement are not averaged but reflect the recent and consistent level of achievement against criteria.



Recording and Reporting in Grades 11 and 12

Two reports are issued over each year of the Diploma Programme. The official reports are issued at the end of each semester, January and June respectively. All reports reflect the IB grading scale of 1-7. Teachers are also required to provide written comments, which relate to the student's level of achievement based on the course objectives and the subject group criteria.

Following the first report, the IB Coordinator, counselor and teachers meet to discuss each of the students' achievements to action plan students at risk. Students and parents are able to access the school management software to view their progress and their current achievement in each of their subjects.

In Grade 12, the mock exams and the formative and summative assessments as well as the internal assessments to date provide the final semester grade.

Additionally, Predicted Grades reports for university entrance are collated in Fall of Grade 12 for students to upload for their university applications, and a formal report is given to students in December of the 12th grade year.

Upper School Assessment Practices:

1. Pre-Assessment (Assessment for Learning) – A practice whereby a student's prior knowledge and experience is measured before embarking on new learning experiences.
2. Assessment as learning (Formative Assessment) – On-going and regular assessment will be used during the teaching and learning process to inform teachers and children about how the learning is developing. Formative assessment and teaching are directly linked. A variety of methods will be used for this purpose.
3. Assessment of learning (Summative Assessment) – Summative assessment happens at the end of the teaching and learning process and is planned in advance. The assessment is designed so that students can show their understanding of concepts, knowledge, skills in authentic contexts.
4. Power Standards: The concepts, skills and/or content upon which each course and assessments are designed. Students must demonstrate mastery of the power standards in order to successfully proceed in their learning program at AISZ.
5. Moderation – Teams of educators are expected to standardize assessment tasks. This process involves multiple teachers making autonomous judgments against the same samples and then coming together to establish a consensus grade. This practice is designed to create agreed upon standards between professionals across the school.



6. End of Semester 2 Examinations (DP)—The examinations at the end of each semester will be considered another form of assessment. Exams may be given at the end of each semester for all academic subjects. All exams represent a formal summative assessment. Prior to the Diploma exams all DP courses will have mock exams. Diploma exams are written in May of the second year of the program.
7. Student Support: Program accommodations, extended time, and individual support with a specialist are considered after appropriate assessments are taken and designed by the (SST) Student Support Team. Students may not receive such services unless a learning need has been identified through a formal process.

The assessment philosophy, policy and procedures will be evident when teachers:

- Plan with assessment as the focus of the teaching and learning in their classroom.
- Value and promote assessment as an integral part of the learning process in the classroom with their students.
- Are transparent with sharing the process of how assessments translate into reporting marks.
- Allow their students time to reflect on themselves and their own learning as part of the teaching and learning process.
- Model the habit of reflection with their students.
- Provide students with the skills and tools to evaluate their own learning and provide time and support for this in the classroom.
- Adapt their teaching and the learning environment to cater for all student learning styles.
- Provide students with the learning expectations or assessment criteria prior to a particular task.
- Identify the extent to which the learning expectations or assessment criteria are met by an individual student.
- Select from a wide range of assessment tools, reflecting student needs and skills.
- Provide students with regular opportunities to share the outcomes of their learning experiences with others, including peers, teachers and parents.
- Communicate clearly and openly with students and parents about achievements, on-going progress and future goals.

The assessment philosophy, policy and procedures will be evident when students (as appropriate and applicable):

- Participate meaningfully in assessing and evaluating their own learning.
- Develop the skills to advocate for their needs for support and feedback
- Become aware of their own strengths and weaknesses.
- Become aware of their own learning style.



- Contribute actively to the setting of goals designed to focus on developing their performance in areas of both strength and weakness.
- Share the outcomes of their learning with peers, teachers and parents.
- Know what the expectations are for their work and behavior at school.
- Prepare for and lead their conferences with parents and teachers, describing their own learning and explaining the purpose behind the activities they have been engaged in.

The assessment philosophy, policy and procedures will be evident when parents:

- Are informed about the school-based expectations.
- Work to develop the skills of resiliency, organization, and advocacy with their children.
- Understand the assessment vocabulary used in the school.
- Are involved in setting goals for and with their children.
- Recognize that their child is at the center of the assessment process.
- Value that their child is aware of his/her own strengths, weaknesses, learning styles and preferences.
- Are invited to provide information to the teacher regarding their child's on-going learning.



Course Selection for Grades 11 and 12

At AISZ we offer a broad range of courses with opportunities to challenge students to meet their academic goals, interests and abilities. Currently all AISZ courses in Grade 11 and 12 are International Baccalaureate Diploma Programme Courses (IB DP). Students have the option of taking these courses at Standard (SL) or Higher Level (HL).

Pathways to graduation

There are three pathways to graduation at AISZ:

AISZ American HS Diploma + IB Diploma	AISZ Diploma + IB Course Certificates	AISZ Diploma
6 IB Courses (usually 3 Higher level, 3 Standard level) Extended Essay Theory Of Knowledge (TOK) Creativity Activity Service (CAS) <i>IB Exams in Graduating year</i>	6 IB Courses, including two Literature courses* (3 HL, 3 SL) Extended Essay Theory Of Knowledge (TOK) - Optional Creativity Activity Service (CAS) <i>Students wanting IB Certificates must take IB Exams in Graduating year</i>	6 IB Courses Any mix of SL/HL Extended Essay Theory Of Knowledge (TOK) - Optional Creativity Activity Service (CAS)

The IB courses at AISZ offer a broad and balanced choice of subjects. All students can choose subjects from six groups, building a course of study, which provides them with the opportunity to engage in a variety of disciplines. As well as completing IB courses, all AISZ students who meet our Graduation requirements will leave school with an AISZ High School Diploma.

*The most common way for students at AISZ to achieve an IB Bilingual Diploma is to receive a level 3 or above in two group 1 courses. Alternatively, students may receive a Bilingual Diploma if they gain a 3 or higher in a group 3 or 4 course which is in a different language to their group 1 option.



AISZ High School Diploma

All students who meet AISZ Graduation requirements are eligible to achieve the AISZ American HS Diploma. This is an American High School Diploma, and in order to graduate students must have gained credit for the following courses from Grades 9 - 12. Typically each course per semester is worth 0.5 credits in High School.

Course name	Credits
English	4
Mathematics	3
Sciences	3
Social Sciences	3
World Languages	2
Physical education	2
Art	1
Electives	6
Total credits	24
Grade 11 - 12 Service learning	Pass

Students who are not taking the full IB Diploma, but successfully complete the TOK course earn graduation credits for elective courses. All students who wish to graduate with an AISZ Diploma must complete the Grade 11 - 12 Service learning programme - this is known as CAS.

AISZ Diploma students are expected to complete all internal subject course requirements in order to graduate. Students may opt out of taking the final IB external examinations for their courses, but this will result in no IB certificate being issued by the IBO.

The AISZ High School Diploma is awarded by AISZ to all students successfully completing IB and non-IB programmes.



International Baccalaureate Diploma Programme (IB DP)

The IB Diploma Programme (DP) is a rigorous pre-university preparation programme designed for 16 to 19 year olds. The programme culminates with students sitting external examinations, the results of which may allow students to gain access to universities all over the World. In the 50 years since the Diploma Programme was created, its graduates have been well-prepared for university. For more information follow this [link to the IBO website](#).

The IB Diploma is a two-year programme with an international curriculum designed to give students learning experiences that emphasize *critical thinking, intercultural understanding, open-mindedness, principled action and respect for the diversity and commonality within the human family*. Students take courses from six groups of subjects, *gaining disciplinary strengths with methodology, knowledge, and conceptual understanding*. The Diploma Programme coursework is graded according to a criterion-based system, with well-defined levels of achievement addressing performance of knowledge, mastery, conceptual understanding, and skills pertinent to *both personal learning and subject-specific and disciplinary learning*.

Students completing the IB DP are expected to study six courses, three at standard level (SL) and three at higher level (HL). The courses are selected from the groups as shown below. All courses are scored on 1 - 7 scale:

- SL courses pass with a 3;
- HL courses pass with a 3, and with a total of 12 points;
- In order to pass the IB Diploma, students are expected to score a minimum total of 24 points, including 12 points at HL and 9 points at SL.
- As well as completing the six, academically challenging IB courses, IB DP students are also required to complete the IB Core requirements - [Extended Essay \(EE\)](#), [Theory of Knowledge \(TOK\)](#) and [Creativity, Activity and Service \(CAS\)](#).
- Students wishing to achieve a Bilingual Diploma usually take two Literature courses (*see above*), all other Diploma requirements are the same.

AISZ is an IB World School, fully authorized by the International Baccalaureate Organisation and the certificates are issued by the IBO from Geneva in September following Graduation. IB qualifications, and examination results are recognized and accepted by Universities around the World.



IB Certificates

Students who do not wish to take the full IB Diploma, may choose any combination of IB courses from the six groups. All IB Course Certificates will be issued by the IBO in Geneva. In order to gain certification students:

- Must complete all internal and external IB assessment requirements for their chosen courses.
- Are expected to maintain at least a passing mark of a 3 for all Certificate courses.
- TOK, EE and CAS are not compulsory, however students have the option of earning IB Certificates for these courses if they complete all the requirements.



IB Course Offerings

Group	Subjects	Prerequisite for course
1	Language A Literature : English, Croatian Self-taught: only available to students whose native language is not offered at AISZ	Completion of Grade 10 course in Language A choice
2	Language B Acquisition : English, French, German Some language courses can be taken online (Pamoja)	Completion of Grade 10 course in second Language choice
3	Individuals and Societies : History, Economics, Psychology Pamoja: Business management	Completion of Individuals and Societies 10
4	Sciences : Biology, Chemistry, Physics, Environmental Systems and Societies SL	Completion of Science 10. <i>Teacher recommendation required for HL physics</i>
5	Mathematics : Mathematics Analysis & Approaches HL/SL Mathematics Applications & Interpretations SL (HL online possible with Pamoja)	Course recommendation made by Grade 10 teacher. <i>Teacher recommendation and strong grades required for Math AA HL.</i>
6	The Arts : Music, Visual Arts	It is expected for students to have recent academic experience in the subject they choose. <i>Teacher recommendation for HL Music and Visual Arts</i>

Notes

- Further guidance, including detailed course descriptions are available through this link: <https://ibo.org/programmes/diploma-programme/curriculum/>
- Students may choose a second subject from groups 1-4 instead of Visual Arts or Music. Students who wish to take 2 art courses in Group 6 must take Environmental Systems and Societies as both Group 3 and 4 credit.
- Pamoja classes are independent study; they will be taken online with no direct AISZ teacher supervision. Pamoja courses are a two year commitment and paid for by the family. To see the full list of course offerings on Pamoja, [visit this link](#).



Self Taught Courses

- Self taught Literature will require students to find a tutor/supervisor. We can help to find a suitable tutor, but cannot guarantee we will find someone for you depending on the language you wish to study. Self study courses are a two year commitment and paid for by the family.

IB Course Selection Process

During Semester 1 of Grade 10, students will meet with the IB Coordinator and School Counselor to learn about the graduation pathways available for them and Grade 10 teachers will start to discuss the options for their subjects. Students are expected to be proactive in speaking with their teachers about their choices for Grades 11 and 12 as well as the academic demands of each subject. All Grade 10 parents are invited to a special Course Selection Evening at the start of Semester 2, to learn about the options. After the parent meeting, students and parents will have one week to complete the Course Selection Form. During this week, all students are expected to speak with the course teacher again. The teacher will then sign the form, either supporting the students course choice or suggesting alternatives. This is an important step to ensure students have the highest possible chance of success in Grades 11 and 12. Finally, students and parents will meet with the IB DP Coordinator and School Counselor to discuss and agree on recommended course selections. It is also highly recommended for students and parents to research any specific course requirements for university entrance. This is especially true if the student is looking to study in Germany, Switzerland or Austria.

Advice for Students and Parents

Making decisions for course selection in Grade 11 and 12 is a complex, multistage process. Here is some advice:

- Read the course descriptions on the [IBO website](#) before selecting courses
- Students should speak with the course teachers to answer questions and get individual feedback on the suitability of courses
- If possible, research university programme course entry requirements
- See the DP Coordinator for advice if the student wishes to study a language or course not offered, which may be available through Self Study or an Online Pamoja course

Can a student change courses?

Students are able to change courses in semester 1 of Grade 11. It is highly recommended that any significant course changes are made within one month of starting Grade 11; any later than this and the student is at risk of having a significant amount of work to make up. If the student wishes to change the level of a course (HL to SL or SL to HL), there can be more flexibility with the switch. However, it is recommended that all changes are completed by semester 2 of Grade 11. In cases where a student is discontinuing enrolment in the IB Diploma Programme, a student may switch a



course at the end of the first semester in Grade 11, after the second semester in Grade 11 or before the start of the first semester in Grade 12. These will be the only times that students in IB courses will be allowed to change courses. This is to ensure the student is able to earn enough credits for Graduation.

All course changes must be agreed with the IB Coordinator, School Counselor and supported by course teachers and parents.



Post-Secondary Planning/College Application

Although students are encouraged to think about their future throughout their time at AISZ, in Grades 9-12, specific conversations, activities, and events are arranged to facilitate student planning for after graduation. This early preparation is especially important for students because of the key role their International Baccalaureate Diploma Programme course selection might play in college and university admissions.

In Grade 9

- At the start of the year, Grade 9 students are taught about the important role of course choices, credit earning and counting and importance of the high school transcript.
- Students are encouraged to use the results of standardized testing data to set goals for themselves.
- Students are introduced to different careers and personal assessment tools available to help them identify interests, passions and explore career options.
- Students are invited to some college fairs and visits to encourage the exploration part of university research.

In Grade 10

- Students review their transcript and the importance of a strong high school academic record.
- Students are introduced to the BridgeU University planning and application program. <https://bridge-u.com/>
- Students may choose to take the PSAT/NMSQT and to use the results to set goals for themselves and to aid them in IBDP course selection.
- Post-secondary plans are taken into account during IBDP or high school pathway course selections.
- Classes are delivered in the area of personal strengths and career planning.
- Students are invited to all college fairs and visits to encourage the exploration part of university research (the differences between schools and academic programs, locations, exploring the details of academic programs, costs, availability of financial aid).
- Students are encouraged to seek out summer programs that enhance their application profile and/or curriculum vitae.
- Families are encouraged to visit colleges and universities of interest as well as to attend University Fairs during the year and over the summer.

In Grade 11

- Students beginning the IBDP; and course selection changes are made with post-secondary plans in mind.
- Students are encouraged to use the PSAT/NMSQT results as part of their post-secondary planning.
- Long term planning for post secondary applications is made, including testing requirements and options such as sitting the SAT and ACT.



- Students are invited to all college fairs and visits to encourage the exploration part of university research (the differences between schools and academic programs, locations, exploring the details of academic programs, costs, availability of financial aid).
- In the spring, students and parents are encouraged to develop a preliminary list of schools that match the student's academic profile, family preferences, and financial circumstances.
- Students are encouraged to seek out summer programs that enhance their application profile and/or curriculum vitae.
- Students are encouraged to begin their first draft of their UCAS Personal Statement, Common Application essay (many US schools), or letter of motivation.
- Students and parents meet with the counselor before the end of the year.
- Families are encouraged to visit colleges and universities of interest over the summer.

In Grade 12

- Each student and their parents meet with the school counselor before the end of September.
- In September, all students and parents will be invited to meet with the school counselor to discuss final application plans and options as well as to attend an evening presentation regarding college admissions.
- In September, students and parents will be invited to attend a university information evening.
- Each student's list of schools must include at least two safe and two match schools; one college or university which the counselor agrees comfortably meets all of the admissions requirements and previous admission data.
- The student is responsible for researching the requirements of universities and specific academic programs.
- Although the counselor is a resource and guide in the university application process, managing the admissions process and meeting deadlines is primarily the responsibility of the student.
- Students must request all documents (letters of recommendation, transcripts) at least one month before the application deadline.
- All students through AISZ and online platforms (UCAS for UK schools, Studielink for The Netherlands, Common App for the US) should register before the end of September and link their accounts to AISZ and BridgeU as needed.
- Seniors are invited to all university visits and college fairs and encouraged to ask specific admissions procedure questions in addition to the other questions they might have about the school.



Recommendation Letters for Students

Any letters of recommendation must be sent directly from school to school. The following process will be observed:

1. For university applications, students may request Letters of Recommendation (US) through their BridgeU account and Reference Letters (UK) through the School Counselor. Students must arrange a meeting with each teacher to discuss the letter request, providing a completed information form from Managebac or a completed CV
2. The school does not write open letters of recommendation
3. For school transfers, the recommendation is sent to the Principal Assistant and the Director of Admissions.
4. A copy of the recommendation being sent to the recipient school/institution will be kept in the student's permanent file.
5. Recommendations will only be sent from school to school/institution. The school offers the following options to families:
 - The recommendation is sent electronically from AISZ to the school/institution.
 - The recommendation is mailed using airmail from AISZ to the school/institution.
 - The parent may request that the recommendation be sent by courier. The courier costs must be paid by the parent.
 - A letter of recommendation will not be given to a parent under any circumstances.



High School Credit Recovery

A full-year high school course is made up of two semesters, each worth 0.5 credit. These two semesters are not averaged to create a final grade but rather, each stands alone. Credit is NOT awarded when the final semester grade is below a 3. If missing credit impacts a student's graduation, an equivalent online course must be pre-approved by the school and satisfactorily completed prior to enrollment in the next course.

Online Courses for High School Credit

All online courses must be pre-approved by the AISZ Principal or academic/college counselor in advance to verify that they meet credit requirements. All costs will be paid for by the family. Upon successful completion of the course, the student must provide AISZ with an official transcript directly from the institution.

Although there are many online learning options, AISZ will only accept credits from an accredited institution. We recommend:

Brigham Young
VHS Learning
University of Nebraska HS courses
University of Missouri HS courses



Field Trips and Unity Trips

Unity Trips

An important part of our mission is the opportunity for students to learn outside of the classroom. Unity Trips are an essential part of our academic program and considered an extension of the classroom. The trips are an opportunity to bond as a cohort and to learn skills such as resourcefulness and leadership.

All students are expected to participate in the Outdoor Education program as part of the curriculum without exception. Any medical or other needs prior to these experiences must be disclosed and/or discussed in advance.

Teachers are expected to chaperone both Field Trips and Unity Trips.

Field Trips and Protocols

Field trips are an important part of the curriculum and require attendance. For upper school, here are the protocols:

1. Parents need to be notified at least 5 days in advance via email for trips in Zagreb and using the [Family Field Trip Notification Form](#) for off campus trips. Families need an itinerary for all off campus trips.
2. Transport: In city can use bus and/or tram. IBus not necessary unless it's difficult to reach by public transport. School may cover costs of transport for shorter trips but not all.
3. School may pay for registrations/tickets depending on cost and number of students (if it's beyond 13 EUR per student this needs to be discussed).
4. Risk Assessment: An AISZ standard field trip risk form for all off campus activities. The Athletic Director can assist with the completion of these forms, many of which are already on file. The school doctor and Principal must receive a copy of any risk assessment form once it is completed and approved by the Athletic Director.
5. Standard chaperone ratio for regular activities is one per ten students. For higher risk or outdoor/overnight activities this ratio may be smaller.
6. All field trips, including in Zagreb trips require a first aid kit that is secured from the medical office.
7. Teacher must arrange coverage at least 4 days before the event and complete the sub coverage request form with HR.
8. Teachers chaperoning trips must leave emergency contact details with the principal assistant.



After School Activities and Athletics

The AISZ Co-Curricular Activities program consists of enrichment, competitive athletics, and recreational activities ranging from arts to sports.

The program consists of two sessions. For sports, there are three seasons as well as local and international competitions. For each activity there is a minimum number of students required for participation in order for the activity to be held. If the minimum number of participants is not reached, the activity will be canceled, but could be offered in the next activity session.

An activity or club usually meets once per week during a 12-week session. There are two sessions of co-curricular activities in a year with the first session beginning in mid-September and the second session beginning second semester. Athletics meet at least 2x per week not including competitions, and weekend practices and/or competitions may be scheduled.

After School Activities

Students may participate in numerous on and off campus ASAs. The normal times for ASAs are 3:20 to 4:10 p.m. during the week. There may be additional sessions depending on facility needs. If a student cannot attend an ASA, he or she must inform the person in charge so that attendance may be noted. Parents are responsible for arranging transportation from ASAs.

School-Sponsored Activities are led by AISZ staff. Teachers and staff share an interest with students after school. Activities vary from session to session.

School-Associated Activities are taught by non-AISZ staff members such as parents or instructors from other schools or clubs. AISZ's role is to ensure that the quality of instruction is maintained and to help facilitate enrollment in these activities. These activities normally begin with the 1st session of the school sponsored activities and continue throughout the school year; however, occasionally school-associated activities may operate on their own calendar. Instructors are interviewed for their experience and suitability. They must provide references and submit a current police report background clearance and meet safeguarding standards for AISZ. The instructors will set their own fee and payment will be made directly to them. They also set their own schedule and are required to pay a fee for the use of the facilities.



Technology – Responsible Use Policy & Netbook Agreement

AISZ Information Technology (IT) Responsible Use Policy

Purpose of IT at AISZ - The use of information technology by AISZ students must be to support the mission and educational goals of AISZ. AISZ provides equipment, software and network access to electronic resources and technologies to enhance the teaching and learning environment, and to empower its users through the responsible use of technology.

Please understand that the use of IT and AISZ's network is a privilege that comes with responsibilities, rather than a right. IT services are provided by AISZ to meet the goals of the school and should not be considered confidential. Access may be monitored for inappropriate use at any time to maintain the stability, reliability and security of the system and its users. When in doubt, do not hesitate to consult the IT department.

All student and adult users are expected to use these IT resources responsibly, as outlined in this policy. Technology may be withdrawn from the student if usage is inappropriate or distracting to learning. Responsible use includes (but is not limited to) the following:

DO:

- Use all AISZ facilities, resources and services responsibly and ethically.
- Use the AISZ network and equipment only for educational or school purposes.
- Be sensitive to cultural, religious and political differences when communicating through AISZ services.
- Respect the privacy of all AISZ user data and work spaces.
- Help by reporting suspected viruses, spyware and other malware to the IT department.
- Organize your personal and shared files and “archive or delete” unused emails and files.
- Give credit for the use of intellectual property and respect and adhere to citation and copyright laws.
- Consult the IT department/teachers when in doubt or when you need help.

DO NOT

- Under any circumstances share your AISZ account ID or passwords with anyone.
- Access another user's account or files.
- Share personal information online without carefully evaluating the source of the request.
- Send chain messages, political, religious or any other disturbing or inappropriate messages or attachments (e.g. threatening, obscene, racist, sexist or violent materials).
- Expect your emails and attachments to be “private”.
- Stream non-educational video or audio, play online games, etc. over AISZ facilities or services.
- Deliberately transmit known harmful files and attachments such as viruses, spyware or malware.
- Use or install illegal “pirated” software.
- Post anything online that could be hurtful or disrespectful, or in any way pose a risk to you, others or the school.



Security – User and data protection and security is a high priority. Do not - under any circumstances - give your password online or to another person or allow another individual to use your account. Do not leave your account logged in when you leave the computer. Do not attempt to log into the system as any other user. If you feel you can identify a security problem, notify the IT department immediately.

Data Backups – all users are responsible for backing up their own data and files. Google Drive is useful for this.

Vandalism - Vandalism is defined as any malicious and deliberate attempt to harm or destroy systems, equipment or data on the AISZ network. Vandalism will result in disciplinary action and may also result in financial penalties for any damage caused.

Updating System and Account Information – The AISZ IT department may occasionally need to update system and account settings to maintain the integrity of the system.

Storage – All AISZ users have unlimited storage on Google Drive (therefore, use of the AISZ server to store personal and shared files should be limited). The AISZ IT Department may monitor Google Drive or personal network folders for inappropriate materials.

Printing and Copying – REDUCE PAPER USE (printing and copying) as much as possible. Use AISZ IT to transfer or share files/documents when collaborating with others and to submit work to your teachers.

Note: These guidelines are subject to change along with technological developments and threats that arise, while providing the best facilities and services within a safe and secure environment for all AISZ users.



Medical Office & Medical Contact Information

Health Services

The American International School of Zagreb employs a full-time medical doctor who is present every school day and during school organized events to provide medical care to the students, staff and others in the school premises if needed.

The Medical Officer performs health screenings, keeps track of students' immunizations and illnesses, and informs the AISZ community of possible health threats when necessary, all the while respecting confidentiality.

The Medical Office is equipped with over-the-counter medication and basic utilities for providing first aid.

When additional medical care is needed, parents are informed and further actions are taken in the collaboration between parents and the Medical Officer.

If a child is to be sent home, then the Administrative Assistant is contacted and he/she will manage the communication with parents/guardians and the teacher(s).

In the event of a medical emergency, the Medical Officer will immediately contact the parents/guardian before recommending medical attention or referral to a medical facility.

In a case that a parent/guardian cannot be reached, a severely injured child will be taken to an appropriate hospital, accompanied by a staff member.

Medical Records

It is a requirement upon admission to AISZ that each student has completed the medical history/record of immunizations (Medical Form B) along with a physical examination performed by a pediatrician or family physician (Medical Form C).

The documents may not be older than 6 months from the time of entry into school.

Students may not be able to start classes until the completed medical form is received.

If required, parents will submit an updated medical history and physical exam before students resume school as Grade 6 or Grade 9 students.

Those who have not submitted the required medical updates will not be permitted to practice or participate on sports teams or class excursions until the medical form has been received.

Parents of the students who take or are to receive medication while in school must file a notification with the school doctor for treatment and medication. Parents are required to provide the medication and related equipment in the original labeled container directly to the Medical Officer.



It is the responsibility of the parent/guardian to inform the school of any changes. New medication or new doses will not be given unless a new form is completed.

Parents should pick up any expired medications and deliver new medication, if necessary. Medications that are not picked up by parents will be properly disposed of according to local requirements.

Smoke / Drug-free and Nut Aware Environment

AISZ maintains a smoke and drug-free environment. This means that no one in our community may consume tobacco or e-cigarettes/vaping appliances, alcohol or drugs on our campus during school hours or at school-sponsored activities.

AISZ is a nut-aware environment, which means that food items containing nuts are discouraged from school and will not be offered in the cafeteria.

Immunizations and Infectious Diseases

Infectious Diseases

AISZ guidelines and procedures pertaining to infectious diseases are issued in order to manage infectious diseases and to limit their spread.

1. REPORT TO THE MEDICAL OFFICER

Parents, teachers and other staff members are encouraged to send the student(s) to the Medical Office for a check-up. If the student is diagnosed with an infectious disease by another physician, the parents are obliged to inform the Medical Officer for further actions to be taken in the school.

2. INFORM THE PARENT

In case of appearance or suspicion of an infectious disease, the Medical Officer is to inform the parents about the illness. Depending on the disease and the situation, the Medical Officer decides whether the student may stay in school, should go home or be referred to a specialist.

3. INFORM THE COMMUNITY

The Medical Officer notifies the principal and the teacher about the student's status. If needed, screenings of other students are performed. Other members of the community are to be informed and educated about the disease (prevention, treatment, possible complications, etc.) while respecting confidentiality. Susceptible and endangered members (pregnant women, immunocompromised members, etc.) may be excluded from the school for a certain period of time. Appropriate cleaning and disinfection measures will be taken in accordance with the Business and Operations Manager.

4. FOLLOW-UP

The student may return to school after being sick if he/she is at least 48 hours symptom-free, the temperature is normal for 48 hours without taking fever reducing medication and if the student feels well enough to be in school for the full day. In more severe cases, doctor's approval is required.



The purpose of vaccination is the prevention of dangerous communicable diseases in individuals and groups and ultimately its eradication.

Families within the AISZ community come from many different countries with different policies and perspectives regarding immunization against communicable diseases.

It is important to understand that an isolated case of disease can put other members of the community at risk, especially young children and pregnant women.

In the Republic of Croatia the program of prevention, control and eradication of infectious diseases is managed by the Epidemiology Department of Croatian Institute of Public Health whose guidelines and recommendations inform our policies.

Croatia has a policy of mandatory immunization for a child's acceptance/admission to a kindergarten and/or school.

In accordance with Croatian Health Law and Regulations, the American International School of Zagreb, requires up-to-date childhood immunization for a school admission. There are two categories of vaccination, mandatory and optional.

AISZ guidelines and procedures pertaining to infectious diseases are issued in order to manage infectious diseases and to limit their spread.

Reportable* Communicable Diseases

Parents are required to inform the School Doctor if a child is diagnosed with Measles, Mumps, Rubella, Tuberculosis, Diphtheria, Pertussis, Tetanus, Polio, Strep Throat (Streptococcal Pharyngitis), Scarlet Fever, Hepatitis (all forms), Chicken Pox, Scabies, Head Lice, Sexually Transmitted Disease (STDs) including HIV.

**The List of reportable communicable diseases may vary from country to country.*

Exclusion Procedures

Please note that protocols for COVID-19 have been designed in addition to these expectations.

If a child or staff member has any of the following symptoms, he/she must stay home and follow-up with a family physician as needed:

- *Uncontrolled diarrhea*
- *Vomiting more than once in the previous 24 hours*
- *Mouth sores, unless a health care professional determines it is not from a communicable disease*
- *Rash with fever or behavior change, unless permission is given by health care professional*
- *Pink eye with white or yellow discharge until 24 hours after treatment is started*
- *Scabies, head lice, or other infestation until 24 hours after treatment is started*
- *Impetigo*
- *Chickenpox*
- *Pertussis*
- *Oral herpes (with uncontrolled discharge primarily in very young children)*



- *Strep throat or other streptococcus infections*
- *Hepatitis A*
- *Measles*
- *Rubella (German measles)*
- *Mumps*
- *Shingles*
- *Tuberculosis*

Students with any of the above symptoms and/or a temperature of 37.5 or higher will be sent home from school and should not return to school until they are symptom and FEVER FREE for 48 hours without the use of antipyretic (fever-reducing) medicine (e.g. paracetamol, ibuprofen etc.).

AISZ reserves the right to exclude students who do not have up-to-date immunizations during the outbreak of a vaccine-preventable disease at the school.

The decision to exclude the students will be made by the School Director upon consultation with the School Doctor and, if needed, the Croatian Institute of Public Health.

The length of time out of school will be determined by the disease and the medical professional recommendations.

The policy for returning to school is as follows:

- Fever Free for 48 hours or longer, without meds.
- When the child returns to school, he/she must be fit enough to participate in all activities.

Return to school after a communicable disease must be approved and certified by the Family Doctor/Pediatrician

Activity restrictions (after acute disease) can be for 1 or 2 days, but longer periods of time require the child to remain home until physically able to return.

Exception to the rule: If there is a restriction from some activity (recess or PE) there MUST BE A DOCTOR'S NOTE explaining why and for how long.

Lice Infestation Procedures

Lice infections have become epidemic in schools worldwide. The key to lice control in the classroom is for parents to check their children regularly (twice monthly) for signs of lice or nits.

If persistent itching is noted but no lice can be found, please send the child/children to the school doctor.

If a student is found to have lice, he/she will be sent home with treatment instructions. A student who has nits only will not be sent home but the parents will be notified and expected to initiate treatment.

Treatment instructions will be given to the student and/or sent to the parents.

The student will be permitted to return to the school after being checked by the Medical Officer.



Classes having students with lice and/or nits will be checked again in 10-14 days to ensure a nit/lice free classroom.

Vision, Hearing, and Scoliosis Screening

The Medical Officer will perform a program of health screening that includes vision and hearing checks (mandatory in Grades K-4; Middle and High Schools upon request) and scoliosis checks (Grades 5, 6 and 9, or upon request).

The purpose of the health screening is to identify those students with possible abnormalities and refer those who fail the screening to appropriate resources for follow up and care. Please note that these screenings do not replace regular medical checkups from a doctor.



Appendix (Other Policies)

Parent-School Partnership

The objectives of the AISZ parent-school partnership are:

1. To enrich the educational experience of children.
2. To build a lively and cohesive school community.
3. To facilitate and strengthen communication among all members of the school community.
4. To raise funds in support of student and school community activities or the educational program.
5. To work with the administration to ensure that new families are welcomed.

Generally, there are three kinds of projects:

- Those which are undertaken annually (i.e., the Spring Dance, Passport Day)
- Those which directly benefit AISZ and/or the students
- Those of a humanitarian nature that positively impact some segments of the Croatian community.

Parent Partnership & Conduct Code

At AISZ, we value the relationships within our school and our community. These relationships strengthen our school further and foster a positive and supportive environment for our students and their families. We believe that these relationships must be based on honesty and integrity.

We also value the participation of all parents and guardians in day-to-day life at AISZ and in the many different learning, sports and community activities and events.

This Parent Partnership & Conduct Code supports our intention to provide a welcoming, respectful, open and safe environment for all of our AISZ community members.

Parents are obliged to adhere to all of the School's Internal Regulations, such as this Parent Code of Conduct.

This will be acknowledged through your AISZ Schools account. This agreement obliges all members of the family and its family representatives to comply with its requirements. Any family members and/or their family representatives found in violation of this Code of Conduct are subject to disciplinary action, including possible exclusion of family members from the campus and/or expulsion of their children.



Expected Behavior

AISZ is committed to its Strategic plan which outlines the school's explicit Culture of Extraordinary Care. This culture of care is extended to everyone in our community and we all have a responsibility to uphold, protect and preserve this culture.

In interactions between staff and parents:

We will:

- Demonstrate integrity and honesty at all times, including during the admissions process in terms of documentation submitted and responses supplied to questions online and in person.
- Treat all members of the AISZ community with respect and dignity.
- Participate regularly in academic meetings, including parent-teacher, student-led and three-way conferences.
- Participate in community events.
- Work amicably to resolve any financial issues that may arise as part of enrolment of any student(s) in the school.
- Use courteous written and spoken language when communicating with each other.
- Provide encouraging and constructive feedback (rather than negative criticism).
- Provide the School with all necessary, up-to-date information to support the educational process.
- Meet health and sanitary statutory regulations for students.
- Cooperate fully with the School with regards to student conduct expectations.
- Respect and adhere to child protection / safeguarding expectations.

Unacceptable Behavior

We will not:

- Appear at the school unannounced without an appointment in the context of a discipline issue or concern.
- Behave in a way that disrupts any normal operations or activities anywhere on or in the vicinity of the AISZ campus, or at any kind of school-sponsored event.
- Behave inappropriately on campus or at a school-sponsored event; this includes using loud or offensive language or displaying anger or aggression.
- Threaten a member of faculty, staff, a visitor, parent/carer or child, in any way.
- Deliberately damage or destroy school property.
- Send abusive or threatening emails, SMS messages, or other written communications (including social media) to anyone within the AISZ community.
- Make defamatory, offensive or derogatory comments regarding students, staff, other parents or any AISZ community member.
- Negatively affect the school image or reputation or that of any member of the school community.
- Use any form of media to publicly challenge school policies or decisions or to discuss issues about individual students, faculty, staff or other parents.
- Use physical, verbal or written aggression towards another adult or child, including physical punishment of their own child whilst on the campus or at a school-related event.



- Approach someone else's child in order to discuss or chastise them for their behavior (other than to stop an immediate instance of violence).
- Smoke, take illegal drugs or consume alcohol on school premises (alcohol may only be consumed during authorized events).
- Appear at any school event under the influence of drugs or alcohol.
- Bring weapons onto the campus or to a school event, to include security guards, bodyguards or any other individuals.
- Breach or ignore school security procedures or safety regulations on school facilities, or not follow staff directions regarding security or safety.

These requirements regarding unacceptable behavior apply to parents, guardians, nannies, drivers, siblings who are not AISZ students and any other caregiver who has access to the school premises. It is the responsibility of parents to inform their representatives of the Parent Code of Conduct.

Actions to be taken against Breaches of Parent Partnership Conduct Code

Code of Conduct Violation Process

The School has systems in place to allow for due process for all parents considered in breach of the AISZ Parent Partnership & Conduct Code. The School reserves the right to take legal action when the actions of a community member violate local laws.

Protocol

There are clear, consistent and fairly administered consequences for any parent, or their representatives, involved in a breach of the Parent Code of Conduct. A typical sequence includes the following:

1. A verbal warning
2. A written warning from the director
3. Exclusion of parent and/or representative(s) from campus for a specified period of time
4. Permanent exclusion (expulsion) from AISZ, for the parents (their representatives) and their children

The school leadership reserves the right to move immediately past the warning stage as necessary. Under certain circumstances, school leadership may choose to exclude or move to expel without going through other steps.



Exclusion

The director, a principal, or the security personnel may ask any parents/guardians or their representatives to leave the school campus, with a verbal explanation of the reason for such a requirement.

If it is reasonably concluded that a parent has acted in serious and/or repeated breach of this Code of Conduct, the director may temporarily or permanently ban any parents/guardians or their representatives from the school campus. The director will provide a written and signed notice outlining the reasons for this decision and indicating any required follow up actions.

Expulsion

The School considers expulsion when the behavior of the student(s) and/or their parents and/or their representatives poses a threat to other students or other members of the School community or if the behavior deviates from the accepted standards, as described in the effective rules and regulations of the School, in ways that violate the normal educational environment of the School.

The school director will convene the Code of Conduct Committee to hear the case and notify the parent in writing no less than two working days in advance of the hearing.

The School Code of Conduct Committee shall consist of:

- The director
- The principal/s is responsible for the sections of the school where the parent has a child/children
- The board chair or their designee. Parents and the designated Board member will confirm that there is no conflict of interest.

Parents will have the opportunity to address the committee during the hearing. Based on evidence presented and input from the parents and any staff or administration asked to testify, the Committee makes one of three decisions:

- Allow the family to continue at AISZ. Parents sign a letter of agreement regarding their interactions and those of any representatives with the school
- Allow the family to continue at AISZ for the remainder of the current school year, with the understanding that they will not be enrolled for the following school year
- Expulsion of the student and the family will occur upon the unanimous decision of the Committee and will result in the termination of the educational contract by the School unilaterally, and with a written notice of five working days, in advance of such termination. Students and parents who are expelled are not allowed to return to AISZ at any time, either to re-enrol or to visit the campus.

Parents will be notified in writing within 24 hours of the committee's decision.



*Behaviors considered in serious breach of the Code of Conduct:

- Violation of local and international laws (especially with respect to criminal laws and laws relating to the safety and security of children)
- Being a fugitive from the law of any country, including being listed on the Interpol watchlist
- Financial impropriety involving a member of our community
- Sexual abuse, exploitation or harassment of any person
- Being directly or financially involved with any groups classified as terror or hate groups (including those on the EU terrorist organizations list and the US State Department list).
- Providing the School with false, incorrect, or intentionally limited information during the admissions process or at any other time during their child/children's period of enrolment at AISZ

We are confident that the vast majority of our AISZ community members will adhere to this Code of Conduct and, indeed, be exemplars for AISZ's Mission. We also believe that expectations and parameters are essential for ensuring clarity and to enhance cooperation.