



# **AISZ Lower School Community Handbook 2024-25**



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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 Bunde 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 the 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)
- [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 analyze 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.

### PRINCIPLED

- 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 in the Lower School

Director:

- Paul Buckley, 01/7999-304; [director@aisz.hr](mailto:director@aisz.hr)

Director's Assistant:

- Ivona Baručić, 01/7999-316; [directorsassistant@aisz.hr](mailto:directorsassistant@aisz.hr)

Principal:

- Lower School, Tamara Black, 01/7999-205; [lsprincipal@aisz.hr](mailto:lsprincipal@aisz.hr)

Administrative Assistant to the LS Principal:

- Vanja Jarni, 01/7999-317; [LSPrincipalAssistant@aisz.hr](mailto:LSPrincipalAssistant@aisz.hr)

Human Resources Manager:

- Hana Sekanović, 01/7999-328; [human.resources@asiz.hr](mailto:human.resources@asiz.hr)

Admissions and Alumni Transition Manager:

- Martina Ožir, 01/7999-306; [admissions@aisz.hr](mailto:admissions@aisz.hr)

Business and Operations Manager:

- Tatjana Turza, 01/7999-314; [finance@aisz.hr](mailto:finance@aisz.hr)

Accountant:

- Katarina Ivasić Župetić, 01/7999-311; [accounting@aisz.hr](mailto:accounting@aisz.hr)

Business Office Assistant and Data Protection Officer:

- Ivana Cvetko, 01/7999-323; [ivana.cvetko@aisz.hr](mailto:ivana.cvetko@aisz.hr); [dpo@aisz.hr](mailto:dpo@aisz.hr)

Learning Support Lead (PreK-12):

- William Coman; [william.coman@aisz.hr](mailto:william.coman@aisz.hr)

Student Academic Support Services:

- Lower School Learning Support, Cassandra Nutini; [cassandra.nutini@aisz.hr](mailto:cassandra.nutini@aisz.hr)
- Lower School EAL, Claudia Iordache; [claudia.iordache@aisz.hr](mailto:claudia.iordache@aisz.hr)
- Lower School Counselor, Lauren Bastion; [lauren.bastion@aisz.hr](mailto:lauren.bastion@aisz.hr)

Athletics and Activities Director:

- Phillippa Colley, [phillippa.colley@aisz.hr](mailto:phillippa.colley@aisz.hr)

Facility Manager:

- Robert Kovač, 01/7999-318; [maintenance@aisz.hr](mailto:maintenance@aisz.hr)

Library:

- Ana Grubač, 01/7999-309; [librarian@aisz.hr](mailto:librarian@aisz.hr)



Medical Officer:

- Dr. Romana Chevrier-Rados, 01/7999-315; [medical@aisz.hr](mailto:medical@aisz.hr)

ICT Manager:

- Neven Sorić, 01/7999-307; [it@aisz.hr](mailto:it@aisz.hr)

ICT Help Desk:

- Darijan Luzar, 01/7999-307; [darijan.luzar@aisz.hr](mailto:darijan.luzar@aisz.hr)



## **School Security & Safety**

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.

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 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.

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. Supervision for lower school students begins at 7:40 a.m. From 7:40-7:45 a.m., students will wait outside at the designated entrances as listed below. Students must use their designated grade level entrance only, even if they have a sibling who enters through a different entrance.

- Grades 2 - 5: Main school entrance at front of school
- Pre K - Grade 1: East pedestrian gate at the entrance to the PreK/K playground around the corner from the front entrance

When the 7:45 a.m. bell rings, students may enter the school building and go to their homerooms. Students arriving after the 8:00 a.m. bell will be considered tardy.

### **Student Dismissal**

Students are dismissed at 3:15 p.m. Lower School staff escort students at 3:15 p.m. to parents, guardians, or buses to ensure a safe dismissal. 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](mailto:attendance@aisz.hr) with at least a 24 hour advance notice of the dismissal. The only exception is if a parent arrives in person to dismiss. Students need to sign out in the main office if they leave the building before dismissal time.

### **Recess breaks**

In the Lower School schedules scheduled recess breaks throughout the day. 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.). Except in circumstances of the most inclement of weather, students are expected to go outdoors during recess. On the very few occasions that weather conditions do not support going outdoors, recess will be held indoors.





## 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.

## **The AISZ Commitment to Equal Treatment, Non-Discrimination**

AISZ is dedicated to fostering an environment that aligns with the principles of equal treatment and non-discrimination as enshrined in EU Non-Discrimination Laws, including the Charter of Fundamental Rights of the European Union (Articles 20-21) and the EU Equal Treatment Directives. We are committed to ensuring that all students and staff are valued for their unique contributions and that all members of our school community can fully participate in achieving our shared vision. This statement reflects AISZ's adherence to EU Non-Discrimination Laws and our unwavering commitment to creating an educational



environment to which all our community belongs and feels welcomed and known. Our commitment also supports The United Nations Declaration of Human Rights and The United Nations Convention on the Rights of the Child.

We uphold the principles set forth in EU law by embedding a framework of equal opportunities, inclusion, and non-discrimination in our organizational and learning culture. The Director is responsible for ensuring that AISZ remains a place where fundamental rights are respected, discrimination is actively countered, and fair access to success is available to all.

### **Our Commitments:**

- **Equal Treatment:** In accordance with EU law, all individuals must be treated fairly and with dignity, ensuring they have the same opportunities to succeed regardless of their background. Differences are recognized, valued, and respected. Every student is known, advocated for and supported.
- **Non-Discrimination:** We actively work to eliminate bias, exclusion, and barriers to participation, ensuring compliance with EU anti-discrimination laws, including protections against discrimination based on gender, racial or ethnic origin, religion or belief, disability, age, and sexual orientation (Directive 2000/43/EC, Directive 2000/78/EC) and the Croatian Diversity Charter (Povelja o Raznolikosti Hrvatska).

By integrating these principles into our policies and practices, AISZ strengthens its community and enhances learning experiences. By respecting differences and promoting equal opportunities, students prepare for life in a global society, broadening perspectives and contributing to academic excellence.

AISZ recognizes that embracing our differences and recognizing our similarities are fundamental strengths within any community, and our school in particular. The principles of equal treatment and non-discrimination, as outlined in EU legal frameworks, guide our approach to fostering a supportive and enriching educational environment. Our commitment to fundamental rights and equality is an ongoing process that empowers our learners and enriches our collective experience. Non-discrimination at AISZ applies to, but is not limited to, differences in heritage, ethnicity, language, gender, gender identity and expression, spiritual and religious beliefs, sexual orientation, socio-economic status, learning styles, personal perspectives, and abilities.

In alignment with EU legal frameworks, AISZ incorporates policies and practices that promote fairness, respect, and equal access to opportunities. The Director is responsible for ensuring that AISZ remains a place where discrimination is actively countered, all individuals have access to success, and every person is treated with dignity and respect.

**Respect for Differences:** AISZ fosters an environment where individual characteristics are acknowledged, valued, and respected, ensuring that every member of the community experiences a sense of belonging.



**Non-Discrimination:** We actively work to eliminate bias, barriers, and exclusion, ensuring compliance with EU laws prohibiting discrimination based on gender, racial or ethnic origin, religion or belief, disability, age, and sexual orientation.

By embedding these principles into our institutional framework, AISZ strengthens its community, enhances learning experiences, and prepares students for engagement in a global society. Ensuring fairness and considering multiple perspectives contribute to academic excellence and social cohesion.

The principles of equal treatment and non-discrimination, as outlined in EU legal frameworks, guide our efforts to create a supportive and enriching learning atmosphere. Our commitment to fundamental rights is an ongoing process that empowers learners and enriches our collective experience.

## **Privacy**

All AISZ students and staff have a right to privacy and to the protection of their personal data. This right may only be limited under specific and lawful circumstances, such as when there is a demonstrable risk of harm to the individual or others, and such limitations must adhere to the principles of necessity and proportionality.

Students and staff have the right to the confidentiality of their personal data, including identifying information such as their legal name. All personal data shall be processed lawfully, fairly, and transparently, and safeguarded in accordance with the requirements of the General Data Protection Regulation (GDPR).

AISZ personnel shall not disclose confidential personal data of students or staff unless a valid legal basis exists under the GDPR—such as the data subject’s explicit consent, a legal obligation, or to protect vital interests.

In all matters relating to personal data, AISZ prioritizes the psychological and physical well-being of the individual, in line with its educational and safeguarding responsibilities.

## **Dealing with Breaches**

All reported breaches of AISZ's policies on equal treatment and non-discrimination will be investigated by the appropriate School Administration, with the involvement of the school counselor and any other relevant personnel. Any established breach will be regarded as a violation of the Student Code of Conduct or Faculty Code of Professional Conduct.



## **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](mailto:security@aisz.hr).

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

Missing or lost library books will result in an equivalent replacement charge 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 [aisz@aisz.hr](mailto:aisz@aisz.hr) for more information.

### All Other Student Visitors

Student visitors to the Lower School at AISZ (i.e., returning former students) may visit the school after normal school hours (after 15:15) so that the learning day for current students is not disrupted. Families must contact the school 48 hours in advance and they must complete the Visitor Form prior to a visit. Contact the principal's assistant at [LSPrincipalAssistant@aisz.hr](mailto:LSPrincipalAssistant@aisz.hr) for more information and to receive a copy of the Visitor form.

## 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.



## **Lockers**

Lockers or cubbies are provided for student use in the Lower School.

- 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 shall make themselves available during the school day (7:50-8 a.m. and 3:15-4:5 p.m.) for student conferences and extra help outside of the regular class periods for the subjects taught.

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 tutoring may not be permitted on campus without authorization of the administration.

## **Gifts to Staff**

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

## **Cafeteria**

Food service management is organized by an external company, independent from AISZ. Parents are free to contact them directly at [aisz@catering-kvatic.hr](mailto:aisz@catering-kvatic.hr) or [cafeteria@aisz.hr](mailto:cafeteria@aisz.hr).

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

On a daily basis, we are also offering lunch based on a daily schedule to students in PreK to Grade 12.



To order lunch please use Catering Kvatric ordering application CKorderMe, at [web.ckorder.me](http://web.ckorder.me). Login credentials have been emailed to parents, for any issues please contact [cafeteria@aisz.hr](mailto:cafeteria@aisz.hr).

Lunch should be ordered in advance 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, you will receive an invoice by email with full consumption during the month.

Students may only access the cafeteria during the following times:

- Designated lunch times
- Before 8 a.m. on a school day
- After 3:15 p.m. each day

## **Library**

The libraries are open daily from 7:45 a.m. to 3:45 p.m. (3:30 p.m. on Fridays). 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.



## **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 and 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:

- 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 the 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 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.



## **AISZ Lower School Room Parent Guidelines**

### **Room Parent Responsibilities**

A room parent plays a very important role in our school community by providing volunteer services to a teacher's classroom and to the AISZ School Community Organization (SCO). This is no small task, so we encourage you to enlist the help of other parents and delegate as you can. The goal is for every child's family to have the opportunity to be involved in their child's classroom and school. You will work with your teacher to determine what type of assistance is desired and identify specific needs he/she may have.

Typically, room parents help to strengthen the bond between home and school by:

- Recruiting parent volunteers for classroom and/or school functions
- Under the guidance of the homeroom teacher, coordinate class parties and special events
- Recruit and organize field trip volunteers
- Attend SCO meetings when possible
- While a room parent's main responsibility is to the teacher and class, the SCO might ask for help to further communicate with parents throughout the year.
- Encourage a positive and supportive environment among community members, whether in person at school or school-related functions, or within school-related WhatsApp groups. If negative or disrespectful behavior/communications are occurring, the room parent might take the following actions.
  - Parents who raise concerns would be asked to take their concerns directly to the appropriate school personnel.
  - Parents who engage in negative or disrespectful communications would be reminded of the expectations that are found in the "Parent Partnership & Conduct Code" section of the AISZ Lower School Community Handbook.
  - Any ongoing or recurring concerns in the group would be identified and shared with the Lower School Principal so that they can be resolved in a respectful and timely manner.

Setting appropriate boundaries as a room parent is important. As such, we want to be clear that it is not the role of the room parent to act as liaison between school (faculty, staff, or administrators) and parents or guardians when concerns arise. In these instances, parents or guardians are expected to go directly to the appropriate school personnel to address any issues that might come up.



## STARTING OFF THE SCHOOL YEAR

### Getting Started Checklist

1. Schedule a time to meet with your teacher one-on-one to talk about their needs and expectations for the school year.
  - a. Find out the preferred method of communication for your teacher. Let him/her know the best way to reach you.
  - b. Get event and party dates and ideas of what will be needed at parties.
  - c. Find out if there are any important allergies to note in the class.
2. Obtain and update, as needed, a class roster. Please remember that this information is confidential and, per GDPR guidelines, not to be shared with other parents at any time.
3. Write a letter introducing yourself to the class for the teacher to post on SeeSaw.
  - a. Provide information about classroom events and activities for the month.
  - b. Get parents involved by asking for feedback.
  - c. Meet the parents! You might want to have coffee after the children get dropped off in the morning. Vivas, located right near campus, is a great place for having coffee. Or you might want to arrange a class get-together in the afternoon at pick-up time at the Bundeck Park playground that's located right across the street from the school. This gives faces to the names and instills a spirit of community right from the start.
4. Be sure to read the weekly AISZ Bear Print email and check the AISZ Facebook page regularly to stay current on important dates that your class needs to know about.
5. Let your parents know how they can get involved with School Community Organization (SCO). Keep them informed of meeting dates, upcoming events, and ways they can volunteer and support the AISZ community.
6. If you have specific questions, reach out to Tamara Black, the AISZ Lower School Principal, at [tamara.black@aisz.hr](mailto:tamara.black@aisz.hr) or the AISZ School Community Organization (SCO) at [sco@aisz.hr](mailto:sco@aisz.hr).

### Sample Introduction Letter to Parents

*Dear Parents/Guardians of <teacher>'s class,*

*I am very excited to introduce myself as the Room Parent for this year! I am <name>, <child's name> parent. I know this year is off to a great start and is going to be a fantastic experience for all our children. My role is to assist <teacher> in coordinating various activities and events throughout the school year. Besides helping <teacher>, I also have some responsibilities to the AISZ School Community Organization (SCO) that are largely focused on keeping you informed of school happenings. I want to make sure you are aware of every opportunity to be involved in your child's classroom and school.*



*My primary way to communicate with you will be either through SeeSaw, via email, or with WhatsApp. To ensure we are GDPR compliant, before sharing your contact information (email address and WhatsApp number) with me, <teacher> will ask for your permission. If you don't wish to be contacted by me, please let <teacher> know that you do not give permission for me to have your email or WhatsApp information.*

*Our first big event is coming up very quickly with our Bring Your Parents to School days during the week of September 2-6. The school and <teacher> will be providing more information, so watch the weekly AISZ Bear Print email that comes out every Friday and the messages that <teacher> will send out as well.*

*I am thrilled that our kids will be learning under the guidance of <teacher> this year, and I am delighted to be working with all of you. Please contact me if you have any questions or comments.*

*Thank you! Your room parent,  
<name>  
<email>*

## **CLASS PARTIES**

Note: Before beginning to plan any class party, check with the homeroom teacher first.

### **Organizing a Class Party**

Before the party

- Ask your teacher:
  - Do any children have food allergies?
  - Are there any decorating restrictions?
  - How long will I have to set up before the party?
  - Are there any food items that aren't allowed?
  - Are classroom supplies available to use for the party?
  - Is there a way to play music in the classroom? (bluetooth speaker, etc)
  - Make a party plan including a schedule of activities.
- Ask other classroom parents to:
  - Donate items such as food and crafts
  - Help in the class on the day of the party.
  - Being mindful that each family's circumstances are unique, offer a range of ways for parents to pitch in. Some parents like to cook and bake while others might appreciate the opportunity to buy paper goods or beverages. Find out who likes arts and crafts, and use their talents when needed.
  - When asking for help, be as specific as possible and let parents know exactly what is needed from them. "Can you be at the party from 1:30 to 2:30?" or "We need two dozen cupcakes for the party."



- To ensure that volunteers remember what they signed up for, contact them with a friendly reminder, preferably a week or so before the event.
- Prepare all supplies that are needed. If you are doing a craft, pre-cut and sort the supplies into baggies for each child, and put a basket with supplies into the middle of each table.
- Setting up the party:
  - Coordinate with the teacher the best time to set up for the party. Most teachers will be able to identify a time when they can take their students out of the room to allow for party set up.
  - Arrive at school earlier than planned.
  - Ask your additional parent helpers to be there early to help you set up.
- During the party:
  - Ask the teacher to take pictures to catch those memories. The teachers can then share on SeeSaw and perhaps even in the yearbook. (We ask that only teachers take photos to ensure GDPR compliance.)
  - Try to find appropriate music to go with the party. It really helps set the mood and the kids love it. You can also use the music as a quick back-up game if needed (musical chairs, dance/freeze, etc.)
  - Use stations to organize crafts, handouts, games, and food. Assign a volunteer to host each station. Rotate subgroups of children to each station.
  - If there are discipline problems, you are expected to refer the student(s) to the teacher and let her/him take care of the problem.
  - Party getting too loud or out of hand? Bring a book along that relates to the holiday or season and read it aloud to the class.
  - Watch that clock! Make sure that you are finishing up on time. Most class parties take place during the end of the school day, so you will need to wrap up the party on time to allow students to get their backpacks ready and lined up for dismissal.
- After the party:
  - Make sure the children have any goody bags and/or take home projects as they leave to go home.
  - The teacher will appreciate it if you put the classroom back the way it was before you got there. This would include:
    - Use extra trash bags to pick up all the trash and leftover food.
    - Wipe down desks and tables, and move furniture back to its original location.
    - Clean up the floor.
    - Take down any decorations you brought.
  - Be sure to thank the parents who helped during the party. When parents know they have made a difference, they'll be more willing to help in the future.



## Sample Party Letter to Parents

*Dear Parents/Guardians of <teacher>'s class,*

*We need your help with the upcoming party.*

*Date:*

*Time:*

*Items Needed:*

*We also need helpers during the party, so please let me know if you can lend a hand.*

*Thank you,*

*<name>*

*<phone>, <email>*

## SUPPORTING SCHOOL WIDE SCO EVENTS

The AISZ School Community Organization (SCO) organizes several events throughout the school year to build community and strengthen relationships among community members. As room parent, your support for these events would be critical. Some of the areas that would benefit from your help are recruiting volunteers, communicating with parents, and helping during the actual event. SCO events planned for this year include:

- Halloween celebration on October 30
- AISZ International Day in March
- Teacher Appreciation Day on May 4
- Providing desserts for students on the Wednesday before Thanksgiving at AISZ on November 24
- Other family-oriented events with more information coming soon!

## TEACHER RECOGNITION

While this is not a required aspect of being a room parent, sometimes room parents help coordinate group gifts for a teacher(s) during the holiday and/or end of the year. If you are interested in doing this, many parents appreciate the opportunity to donate to a group gift but it is certainly not required.

We encourage families to express their appreciation in whatever manner they choose. Personal cards or special words from the children are often the most appreciated gifts that teachers receive! Therefore, any communication to parents about a teacher gift must state that participation is completely optional. Also, never send a parent a reminder that they





have not donated yet or share information regarding those who have or have not donated. And finally, please remember to document all money collection and spending.

### **Sample Teacher Gift Letter**

*Dear Parents/Guardians of <teacher's name>'s class,*

*The end of the year is quickly approaching, and I would like to get a gift from the class for <teacher's name>. If you'd like to contribute to a class gift for <teacher's name>, please email me at <email>, or call or WhatsApp me at <phone> with your child's name and amount to be gifted so that I know to look for the donation. (A suggested donation is 5-10€ per student.)*

*You can send money in a sealed, labeled envelope to the LS Principal Assistant in the front office with the following information on the outside of the envelope:*

*To: <name> <class/grade>*

*Donation from: <child's name>*

*Deadline for donations: <DATE>*

*Please do not feel obligated to donate. We understand that every family's situation is different, and some families might choose to recognize <teacher's name> in their own way. As a matter of fact, teachers often say that a personal note or handmade card is one of the most meaningful forms of recognition that they receive! That being said, the gift for which I'm collecting will be given on behalf of the entire class of students.*

*Thank you for your support in making this year so successful and fun for our class.  
<name>, Room Parent*



## Attendance Policy and Expectations

AISZ students are expected to be in attendance each school day from 8:00 a.m. to 3:15 p.m. 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](mailto: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:**

### Lower 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, a referral will be made to the Lower School Principal. Depending upon the situation, this may include a promotion meeting to determine the appropriate placement of the child in the next academic year.

### Tardiness (School wide)

*Tardy to school is defined as a student arriving after 8:00 a.m.*



Being late to school can cause anxiety in students due to a feeling of being rushed and unprepared for the day of learning that lies before them. This can affect the student's ability to learn and can have a negative impact on classmates due to the disruption of learning that has already begun.

Students are expected to be in their classrooms with supplies put away and ready to learn by 8:00 a.m., and they will be marked tardy if they arrive at their classroom after the bell rings at 8:00 a.m. Therefore, we expect all students to arrive at school with plenty of time to walk to the classroom, put belongings away, and settle in before learning begins.

If an ongoing pattern of tardiness emerges, the same steps will be taken as for chronic absenteeism with contact by the homeroom teacher, then counselor and/or Support Services Team, and then Lower School Principal with the goal of supporting students' on-time arrival to school.



## **AISZ Lower School Student Code of Conduct**

To ensure that the AISZ Lower School is a positive, supportive, and joyful environment for students to learn, all members of the community are expected to consistently exhibit the qualities for successful international citizens including empathy and a strong sense of ethical behavior. If a student makes a choice to exhibit a behavior that is not in line with the expectations for responsible members of the AISZ community, the student will be involved in the problem-solving process and given the opportunity to:

- Accept responsibility for the choice and resulting consequences
- Reflect and learn from the situation
- Make amends to those affected
- Return to the learning environment as a positive, contributing member

### **Consequences**

Learning from mistakes is part of the developmental process for children, and holding them responsible for their actions is an important part of that learning. As a result, we have a defined process for determining consequences when poor choices are made. To support students in making meaningful changes, they will be involved in the problem-solving process. In the AISZ Lower School we use the following guidelines:

- When a student creates a problem for themselves or others by breaking a classroom rule, the teacher will address it within the classroom setting.
- If there is consistent challenging of the rule, or if a pattern of rule-breaking has emerged, the teacher will talk with the student and contact the parents to seek additional help in bringing about needed change.
- If the above steps have not adequately addressed the behavior, subsequent actions will involve the principal.
- Depending upon the nature of concerns when students are sent to the principal, consequences might include:
  - Completing a behavior reflection sheet to be signed by the student, parent, teacher, and principal
  - Phone call by student and principal to parent
  - Conference between administrator, parent, and student
  - In-school suspension
  - Out-of-school suspension

### **Behaviors of Serious Concern**

The following behaviors are of a more serious concern, and students will go directly to the principal to discuss logical consequences when:



- Endangering the safety of others or themselves
- Fighting
- Vandalizing or destroying property
- Stealing
- Refusing to follow requests made by a faculty or staff member
- Showing disrespect or verbally abusing any member of the AISZ community



## **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](http://www.aisz.hr) and [www.aisz.hr/school-life/bullying-and-harassment](http://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	Investigation by admin and counselor re: extent/severity of offense.	Immediate suspension out of school and loss of privileges.
Pushing		
Slapping		
Grabbing	Parent communication via email or meeting depending on the offense	Student placed on probationary or conditional status
Hitting		
Pinching		
Tripping	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.
Use of implement as a threat or weapon		
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		





<p>Egging someone on</p> <p>Intimidating or threatening words</p> <p>Taunting</p> <p>Gossiping</p> <p>Social/Emotional</p> <p>Exclusion</p> <p>Gossip</p> <p>Sneering</p> <p>Intimidating stares</p> <p>Humiliating</p> <p>Threatening</p> <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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## **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
- The illegal use of calculators or any other device and or storage of illegal information in a device during exams



## **Dress Code**

### **Mission of the AISZ 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 student dress code:**

- Students should be given choice 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 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 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



### **Basis of the AISZ 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.



## **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 recognise 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 recognise 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 recognising that learning can be hard work.



## **Homework at AISZ**

### **Homework in the Lower School**

In the Lower School, students actively engage in rich, purposeful learning throughout the school day. After school, we believe children benefit from spending quality time with their families, participating in unstructured play, and exploring their curiosities and passions. If homework is assigned, we believe that it must support and extend classroom learning, strengthen the home-school relationship, and forge connections between the classroom and the greater world.

We expect all Lower School students to read at home at least 20 minutes every day. Research has shown that reading can have the single greatest impact on student achievement because it expands vocabulary and broadens knowledge across curricular disciplines. We also encourage parents to regularly read with their children. Reading at home supports the development of thinking skills, increases fluency, and develops language skills and confidence.

When classroom learning has natural extensions to home, the teacher may assign homework that is relevant, meaningful and purposeful. In addition, when it benefits an individual student, the teacher may assign homework as part of a plan to address specific learning needs or to reinforce a concept or skill.

### **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. Some of the assessments we administer are listed below. A more comprehensive list of assessments may be found in the LS Program Guide on the AISZ website.

#### **Measures of Academic Progress (MAP) for Grades 2-10**

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.

#### **Diagnostic Reading Assessment (DRA)**

The Developmental Reading Assessment (DRA) is an individually administered assessment of a child's reading capabilities. It is a tool to be used by instructors to identify a student's



reading level, accuracy, fluency, and comprehension. Once levels are identified, an instructor can use this information for instructional planning purposes.

- Grades 1-5
- Up to three times a year

### **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.





## **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.*



## **Phone and Smart Device Policy**

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

All Lower School students are expected to keep phones and smart devices switched off and stored in their backpacks inside of their lockers for the entirety of the school day from 7:45 a.m. to 3:15 p.m. Any student needing to communicate with someone outside of the school (for example, with their parents) should go to the front office and use the school phone with the assistance of the Lower School Principals Assistant.



## **Co-Curricular and After School Activities**

The AISZ Co-Curricular Activities program consists of enrichment and recreational activities ranging from arts to sports. AISZ provides a variety of activities for all grade levels (Pre Kindergarten – Grade 12).

The program consists of two sessions. 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.

### **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 in Grades 4-12 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.

#### **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.



## **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.

Electronic report cards for students in Grades 1-12 are made available to parents at the end of each semester.



## **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.

### **Goal-Setting Conferences**

During the first semester, student goal-setting conferences are held at mid-term and include the student, parents and teacher(s). 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.

### **Student-Led Conferences**

Student-led conferences continue the active engagement of students in the learning process. During these conferences, students facilitate the discussions as they inform their parents about progress toward the goals they set in the fall, what their next steps will be going forward, and their reflections about themselves as learners.

In the spring during the second semester student-led conferences will be held in which students discuss their learning for the year. For younger students, teachers may be present to support the student-led conference. Parents are encouraged to contact individual teachers directly if they wish to have an individual conference.



## **Recommendation Letters for Students**

Any letters of recommendation must be sent directly from school to school according to the following process:

1. The school does not write open letters of recommendation
2. For school transfers, the recommendation is completed by the homeroom teacher and a copy is sent to the Admissions & Alumni Transition Manager.
3. A copy of the recommendation being sent to the recipient school/institution will be kept in the student's AISZ file.
4. 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.





## **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 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 Allergen 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 an allergen-aware environment. Food items containing nuts are discouraged from school and will not be offered in the cafeteria.

## **Immunizations and Infectious Diseases**

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

### **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 the temperature is normal for 48 hours without taking fever-reducing medication and 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 a 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*
- *Chicken pox*
- *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 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.