

Middle School

Handbook 2018/19



Learn, Care, Challenge, Lead

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ZIS Mission and Philosophy

We are a learning community of students, faculty, staff, and parents.
At ZIS, educational excellence commits us to Learn, Care, Challenge, Lead.

Learn

- We learn by creating meaning, developing habits of mind, and acting on values.
- We teach to multiple learning styles.
- We learn to understand and to become imaginative thinkers.
- We believe that effective teaching leads to meaningful learning, and that effective teachers continue to be learners.

Care

- We provide a caring environment for the social, emotional, physical, and intellectual development of our students.
- We care for the world around us and our planet.
- We value diversity and plurality of voices.
- We are committed to the United Nations Declaration of Human Rights.

Challenge

- We challenge ourselves to be open to risk, change, and innovation.
- We challenge ourselves to ensure the success of each student.
- We challenge our students and teachers to share the responsibility for learning.
- We challenge our students to exceed their own academic expectations.

Lead

- We enable students, faculty, and staff to become confident and responsible leaders.
- We lead with a clear sense of direction and purpose.
- We lead through best practice and educational innovation.

ZIS Learning Principles

The ZIS community shares the following Learning Principles:

We have a shared understanding of learning.

All students can and do learn. Learning is a purposeful process of extending conceptual understanding, mastering competencies, and developing character traits.

Everyone can learn how to learn.

When students learn how to learn, they become confident and independent, able to own, and direct their learning. Lifelong learning is a valuable skill.

Authentic contexts make learning meaningful.

Learning is more meaningful, engaging and enduring when students inquire into real world issues, dilemmas, and perspectives.

The quality of learning is more important than the quantity of content.

Content coverage alone does not equal learning. Extension of conceptual understanding, mastery of competencies, and development of character traits requires selective use of illustrative content.

Learning is personal.

Individuals have different starting points, different interests, and will follow different learning pathways. We personalize learning by providing appropriate challenge, choice, constructive feedback, and opportunities to act on that feedback.

Learning is social.

We learn from one another in safe environments when we are connected through positive, caring relationships. Interaction and collaboration form an important part of learning.

Everyone learns.

Our principles of learning apply to all members of the ZIS community.

ZIS Character Standards

The following character standards describe the dispositions and values we strive to promote and nurture among our community of learners.

Character Standards

Character Learning is happening when students are:

- considering the potential impact of applying dispositions and values in specific authentic contexts
- acting as a result of these considerations
- reflecting on the effects of these actions

Dispositions

Learners are OPEN-MINDED

They:

- initially withhold judgement, recognizing how past experiences influence reactions
- are receptive to information and ideas which may challenge their beliefs
- identify and investigate alternative perspectives
- attempt new ways of doing things

Learners are RESILIENT

They:

- recognize and manage distractions
- identify and use strategies for overcoming obstacles to achieve goals
- persevere through difficulties when it is productive to do so
- learn from failure or mistakes by reflecting and altering strategies for success
- formulate goals and work to attain them over sustained periods

Learners are PLAYFUL

They:

- take risks when approaching new situations and learning experiences
- creatively engage with ideas and materials, experimenting with them in novel and possibly counter-intuitive ways
- avoid drawing conclusions too soon
- explore imaginative alternatives and possibilities by wondering 'what if?'

Learners are REFLECTIVE

They:

- think before acting, considering options for achieving a goal based on analysis of that goal
- monitor progress, make adjustments and adapt strategies appropriately whilst engaged in learning situations
- increase self-knowledge of strengths, weaknesses and areas for growth through considered reflection on particular strategies or actions used in learning situations

Values

Learners value INTEGRITY

They:

- identify and refine what they believe is right in light of our school's mission and values
- do what is right even when no-one is watching
- articulate how their beliefs influence their actions
- translate their beliefs into local and/or global actions
- recognize when their actions contradict their beliefs and reflect on why that discrepancy occurred

Learners value FAIRNESS

They:

- consider the impact of a decision or action on others
- recognize that fair does not always mean equal rather fairness depends on the circumstances and who is involved
- can make and justify a decision based on how fair it is for all concerned

Learners value COMPASSION

They:

- are able to sense other people's emotions and able to empathize
- actively attempt to understand why people hold certain perspectives, are in certain circumstances, and/or feel particular emotions
- feel motivated to relieve another person's suffering
- work to understand the needs of others in order to achieve desirable outcomes for all
- consider actions that will have a positive impact on others

Letter from the Principal and Assistant Principals

Dear Middle School Students and Parents

It is our great pleasure to extend a very warm welcome to the 2018/19 school year! Whether you are returning or are new to ZIS, we are excited to have you in our school and look forward to our work together.

Middle school years are transitional developmental years that bring many changes, challenges, and opportunities, and we aim to meet the developmental and learning needs of all students. We are absolutely committed to caring for our students, listening to them, respecting and addressing their concerns, challenging them, and engaging them in carefully planned and meaningful learning experiences. This happens through our curriculum, advisory program, student support activities, extracurricular activities, field trips, and through our day-to-day interactions and relationships.

As our students grow and mature, their needs, routines, and lifestyle change. Parental roles also change, however the need for students to have supportive, involved, loving and proud parents does not. We invite all parents to be actively and positively involved in school life and events. We welcome the involvement and support of parents and recognize that we have to work together to fulfil the ZIS mission.

We are a learning community of students, faculty, staff, and parents. For all of us to be successful contributors to the ZIS community, and to get the most out of being a part of this community, we need clear expectations and guidelines about how we carry out our daily business of teaching and learning. By choosing to be a part of ZIS, we all have responsibilities to ensure that the choices we make reflect our commitment to learn, care, challenge and lead. This handbook contains information about our school's

guidelines and procedures on a variety of issues, and it outlines our expectations related to student life. These guidelines and expectations are in place to ensure that teaching and learning can take place freely in a safe and purposeful environment, and it is important that parents and students are aware of these.

If you have any questions or feedback, please contact us. We wish you a happy, successful and rewarding school year.



David Wood
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Assistant Principal
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School Year Calendar 2018/19

July/August (2018)

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January (2019)

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Comments

2018

Jul 31	New faculty report
August 1:	Swiss National Holiday
August 6:	ECC, LS, MS, US, HoD and T/L report
August 7:	ECC, LS, MS, US returning faculty report
August 10:	MS new student orientation
August 13:	ECC, LS, US new student orientation
August 14:	First day of classes for ECC, LS, MS, US
October 15–19:	Fall break
October 22–23:	No school, Professional Development Days (1+2)

December 14:	Last day of classes
December 17–31:	Winter break I

2019

January 1–4:	Winter break I
January 7:	2nd semester begins
February 11–15:	Winter break II
February 18–19:	No school, Professional Developments Days (3+4)
April 15–26:	Spring break (April 21 Easter Sunday)
May 1:	May Day, no school
May 30–31:	Ascension, no school
June 10:	Pentecost (Whit) Monday, no school
June 13:	Last day of classes
June 14:	Faculty work day
June 15:	US Graduation

Color key:

■	New and returning faculty report
■	New student orientation
■	Semester begins (first day of classes)
■	Semester ends (last day of classes)
■	No school
■	Faculty work day
■	US Graduation

Abbreviations:

ECC	= Early Childhood Center
LS	= Lower School
MS	= Middle School
US	= Upper School

Middle School Philosophy

At the Middle School Campus we are committed to supporting our students with a learning environment compatible with their need to understand themselves, to define their values, and to prepare them for life's challenges. Young adolescents sometimes experience unsettling but necessary conflicts due to changes in their physical, social, emotional, and intellectual growth. On the one hand they seek to make personal choices and strive for independence from conventions and norms; on the other hand they desire group/peer identification and, at the same time, look for continued family/adult reassurance and direction. During this period of transition in their lives, they are sustained by their emerging sense of idealism, their vivid imagination, natural curiosity, and irresistible spontaneity. The process of negotiating these forces is a defining characteristic of adolescence, and it provides many varied and rich opportunities for learning.

Learning Experiences

- Integrate core areas of knowledge and skills throughout the student's school experience.
- Provide ample opportunity for creative self-expression and imaginative exploration.
- Involve students in rich and significant knowledge about the world and its cultures.
- Acquaint students with the significant issues and problems confronting civilization.
- Introduce ideas that evoke curiosity and, at times, awe and wonder.
- Challenge students to examine their own and others' perceptions critically.
- Allow students to enjoy and successfully participate in a wide range of physical activities.
- Involve students in meaningful service and positive leadership opportunities.

The Curriculum

- Involves students in setting goals, planning, and assessing their own learning.
- Includes continuous, varied, and appropriate assessment of academic progress.
- Encourages students to learn and express themselves in a variety of ways.
- Applies a range of communication skills and technologies in purposeful contexts.
- Engages students in creative and collaborative problem-solving.
- Enables students to differentiate between the significant and the trivial.
- Prepares students for high school.

Learning Environment

- Students and staff are safe, cared for, understood, and respected.
- Every student can experience success.
- Faculty are supported in creating appropriate curriculum and instructional approaches.
- Staff are positive role models.
- The family is a partner in the student's education.
- The learning community extends beyond the school campus.

General School Information

Advisory

The Middle School Advisory Program is centred on the practice of caring for the personal and social well-being of students. It aims to connect students with other students and teachers in order to:

- create a sense of community where students learn, care, lead and are challenged.
- provide each student with a caring and understanding advocate.
- offer an environment which encourages and enables students to develop responsibility, understanding and respect of self and others.

The intent of such a program is to enable all students to be as successful as possible during their middle school years. Through a series of guidance lessons, issues which can affect the lives of students, such as social matters, behaviour management, emotional support and health can be addressed through the advisory program. In addition, advisors can communicate the successes of, and concerns about, students to the Grade Level Leader, school Counselor, Principal, Assistant Principal, teachers, students and parents.

Each student is a member of a small advisory group (approximately 12 students), led by a teacher advisor. This advisor takes on the role of advocate for the students in his/her advisory group and is responsible for delivering the advisory program. The school counselor and grade-level leaders meet to establish the necessary elements of the advisory program curriculum, based on the needs of the students. Grade-level leaders and teacher-advisors meet to discuss relevant issues about advisory classes and make referrals to the Middle School Counselor.

Students meet with their advisor at the beginning of every day. An extended advisory lesson takes place weekly.

Address Changes

Please inform the school promptly if you are moving to a new address or have a new telephone number or e-mail address by emailing addresses@zis.ch or calling the school office.

Agendas

All students will be provided with an agenda to help them stay organized. They include a calendar, study tips, a summary of important expectations, and a place for them to note assignments and learning to be completed outside of school. Students are expected to take their agenda to each class.

Athletics and Activities

We offer a wide range of competitive athletics, non-competitive sporting activities, and other clubs in each of the three seasons that make up the school year, and all students are encouraged to participate. These activities

provide ways for students to pursue their passions and interests, to connect with other students and teachers, participate in leadership or service activities, and to enjoy participating in activities with students from other schools. At the beginning of each season a presentation will be given to students about the options available to them, and all students will be given an opportunity to sign up. While not all students may be able to join competitive teams, we do our best to make sure that recreational options are available in the same activity.

ZIS currently competes in a number of local and international competitions. Please go to the Student Life section of the website to find out more details. Some activities require significant commitment for training, practice or travel. Students should be careful about overcommitting and parents should discuss this with their children before committing. Most athletics and activities events, such as festivals and tournaments, are shown on the school calendar viewable on the school's website.

Attendance and Absences

Regular attendance is expected of all students and is closely monitored. If a student is absent due to illness, please call the school office or send an email to ms_attendance@zis.ch by 09:00 on the day of the absence.

Students who accumulate excessive absences (outside of curriculum related field trips) during a school year may not be able to participate in sports or other activities-related trips. This would occur to minimize further absences from classes. Decisions to restrict student travel for co-curricular activities will be made by the Principal or Assistant Principal.

Absences for personal or family trips are not encouraged, as these do impact learning negatively. If a student is going to be absent, please inform the office and your son or daughter's advisory teacher in advance. The advisor can then assist the student with filling out an absence contract (a document that teachers fill out with assignments and work that will be missed). Students should keep this contract as a reminder of the commitment made to their teachers.

Teachers may be unable to adequately assess the learning of students who are absent for a large number of classes during a reporting period, and may not have enough data to assign an achievement level. This will be noted in the student's achievement report and on their transcript.

If a student knows that he or she will be absent from school, he or she must obtain an absence contract and have all teachers fill it in.

Community Portal

Each week the school publishes information within the Community Portal. The Community Portal is the school's central information resource, and it is important that parents take the time to read the information therein each week. The Community Portal can be accessed at any time using your personal login. Each week a message that updated news is online will be delivered to the email address(es) that you provide to upon your joining ZIS. If your email address changes please change it in your Community Portal profile and email addresses@zis.ch.

Eating Area

Eating in the building is confined to the student cafeteria for hot lunches and other rooms adjacent to the student cafeteria for those students who bring their lunch. Weather permitting, eating in the patio outside is also allowed. Food and drinks may not be consumed in any other areas; students may only take water to classes.

Students are expected to keep the Middle School student lounge and grounds clean and litter-free. No open food or drinks may be kept in or above lockers. Teachers may make exceptions during celebrations in advisory or classes.

Exams for entrance into other schools

We are often asked to administer entrance examinations for other schools or institutions. Please be advised that a fee may be charged for the administration and mailing of these exams. Arrangements for all external entrance or placement exams should be made through the office of the counselor.

Emergency Drills/Fire Drills

Periodic fire drills occur to ensure that in the event of an evacuation event everyone knows what they should do. Every fire alarm is to be taken seriously and approached as if the situation were real. Exit routes and procedures are posted in each room, and when the fire alarm sounds everyone must leave the building and report to the assembly area as quickly and quietly as possible. Each teacher will report as described in the Emergency Procedures. Buildings can only be re-entered after an all-clear signal is given by the Principal or the Assistant Principal.

Health Services

The school is staffed with a full time nurse. **It is vital that the nurse is made aware of any health conditions, medication, or health risks affecting students.**

The clinic has a small supply of bandages, lozenges, pins, cough drops, tissues, allergy kits, etc. Parents must obtain accident insurance for their children since ZIS does not provide such insurance. Injury or illness during school hours must be brought to the attention of either the nurse or the

school secretary at once. When a student is genuinely ill or has been injured, please inform the school office promptly and keep him or her home to get well. Please note that a student may be asked to produce a doctor's certificate to verify that you were unable to attend school.

Late Arrivals

If a student arrives late to school, he or she must go directly to the office and sign in. The student should make every effort to see the teachers of classes they have missed as soon as possible. If you know in advance you will be late, please contact the office or advisor.

Library

The ZIS Middle School library has a collection of more than 4,500 volumes and a large collection of digital resources including access to journals, e-books and audio books. It has many periodical subscriptions for research, reading pleasure, and reference. A Parent Interest Section and the Professional Section of the library are also growing. The library is available for student use throughout the day, as well as before and after school. A full-time teacher or librarian is always on hand to assist students, teachers and parents.

Lockers

Lockers are school property and are assigned by the school office at the beginning of the year. Students will be assigned a locker for the year. Students must use only the locker to which they have been assigned; they are expected to treat keep it free from stickers, graffiti, scratches, or other damage. Open food or drinks may not be kept in the locker. All students must use their locker for safekeeping of their tablet computers, school materials, PE clothing, and backpacks. Band and string instruments should be stored in the classroom where the music lesson takes place.

Lost and Found

"Lost and found" items are stored for students to reclaim them, but periodically unclaimed items will be donated to a local collection agency. Students should avoid bringing valuables or large amounts of money to school as the school cannot accept responsibility for loss or theft. If a student must carry a large sum of money for a specific purpose, it should be deposited in the school office for safe-keeping until the student leaves school. Found items of value, including keys, will be kept at the school Reception.

Lunch

While hot lunches are available from the caterer in the student cafeteria, students may wish to bring their own lunch. In order to benefit from the hot lunch program, you will need to sign up on the school web site in advance. Charges will be billed to your student account. Water is available in the building. Students need to bring their own water bottle to refill as cups are not supplied.

Parent Queries

Parents are encouraged to contact the school whenever a question or concern arises. Please contact the teacher most directly involved or the student's advisor. Call the school and leave a message or send an email, and the teacher will get back to you to set an appointment. If problems remain unresolved you can contact the Principal or Assistant Principal. In our experience most problems are solved (or prevented) by seeing your child's teacher or advisor as early as possible.

Parking Stickers

All parents are asked to affix the ZIS parking sticker to the inside of your car's rear window. This ensures that your car can be identified as belonging to a member of the ZIS community. New parents can collect a ZIS parking sticker from the reception of any school campus.

There are no parking spaces for parents at the Middle School campus. If you are picking up a sick or injured child, you may pull up directly in front of the main office. Parking on the street in front of the Villa or in the tennis club parking lot (except during the tennis club's winter break) may result in a fine from the police. There is public parking near the Kilchberg Kirchgemeindehaus and street parking adjacent to the IBM premises, both of which are within a few minutes walk to the Middle School.

Publications Available On-Line

Many important school documents are conveniently available on the ZIS website. The program of studies and parent/student handbooks are posted there, along with many other useful resources. To access these publications, visit the Community Portal.

Public Transportation

Season tickets that are valid on all public transportation services offered in the greater Zurich area can be purchased at very reasonable cost. You should inquire at the train station nearest to your home for the most economical form of travel available for your particular needs.

To get to school by public transport take Bus #161 (marked "Kilchberg"). Get off at the end of the bus line and walk to school (5 minutes). Bus #165 from the Ruschlikon railway station also passes close by the school. Get off at the Saumerstrasse (near the IBM facility) stop. Please note that these are public buses: we expect students to act properly and courteously which includes offering seats to the elderly and abstaining from loud and disruptive behavior.

To travel from school, take Bus #161 to Zurich, #165 to Rüslikon station, or the school bus back to Thalwil

station. Students who participate in after-school sports may be taken to the train/bus station by the team coach, or the school sponsored transport provider.

Recycling

At ZIS we recycle paper and PET bottles. Please demonstrate that you are conscious of your environment by cleaning up after lunch and by placing trash into the specially marked recycling containers. We are trying to be a green school!

School Hours

School is in session from 08:45 until 15:50 each day apart from Wednesdays when school starts at 09:45 to allow for teacher meetings.

School Office and Hours

The school office is open from 08:30 until 17:00 Monday through Friday. The Administrative Assistants receive calls, make phone calls home when necessary, and are knowledgeable about most school-related matters. The office staff are hard-working, perform a multitude of duties, and may not always be able to respond immediately to every whim or wish; please show patience and consideration!

School Sponsored Bus Service

Parents can sign up their children for this service, which drops off and collects students from the Thalwil and sometimes other train stations. This service will be billed directly to parents. Shuttles run from various train stations and between campuses, depending on demand. All students using this service will have a special ID card. Students that do not respect and use this service properly may be banned from the buses. Seat belts are mandatory. A fee may be charged for guests.

School Trips and Excursions

Numerous learning activities take place outside of the classroom, and are a core part of our curriculum. These include visits to local sites of interest, day excursions into Zurich or surrounding areas, and more extensive travel within and outside of Switzerland. Those trips that occur during scheduled school days are considered mandatory for all students and the costs of these trips is covered by ZIS. Prior to all school trips, parents and students will be notified about the trip location and itinerary, its purpose, travel arrangements including drop-off and pick-up times and locations, chaperone names and contact details, and emergency contact details. All parents are asked to ensure that their contact details and child's health records are up to date to ensure student safety and the school's ability to contact parents at any time.

Throughout the year there are also optional trips that students may choose to attend related to service learning,

recreation, or historical interest. It will be clear to parents and students which trips are considered mandatory and which are optional. Costs associated with optional trips are not covered by ZIS.

Participating in athletics or other activities, such as co-curricular music or Model United Nations, often requires travel to festivals, meetings, tournaments, and various events at other international schools. Details about required travel for athletics and activities will be made available to students and parents before students commit to these activities. Costs associated with travel related to athletic or other co-curricular activities are not covered by ZIS.

All trips must adhere to the ZIS Field Trip Risk Management Guidelines which can be found in the Community Portal.

As Swiss law requires parents to carry accident and health insurance for all children the school does not provide any. Therefore the school assumes parents have fulfilled this obligation and that, in the event of an accident, the costs will be covered by families.

Staying in touch with what's happening at school

It is the responsibility of parents to keep up to date with news and information about school events, and current topics by using the school calendar, reading news from the campus, and checking the school website which has a calendar of events and other important information. The school will email parents directly only when information is urgent.

Each day the Middle School has morning announcements called the 'Zehn Minuten'. Although these primarily are for internal use at the Middle School for teachers and students, parents are welcome to read these. Both the Weekly News and Zehn Minuten can be found by accessing the Community Portal.

Transportation for Activities

For activities away from school, we provide transportation to and from the location. At the end of these activities, students may be taken back to the school, picked up by parents at the location of the activity or taken to the train/bus station by the team coach. The Thalwil shuttle service also operates for these after school activities and will transport students to the Thalwil train station.

Parents are responsible for picking up students who are on campus for after school activities. The shuttle bus service also operates for these after school activities and will transport students to the Thalwil train station. Students may also take one of the public transport systems after an activity is completed.

Visitors at School

Any visitor during the school day must obtain permission to be at school from the Principal or Assistant Principal. Only visitors who are former students, those applying to attend ZIS, or students accepted to ZIS are permitted to visit during the school day. Former students are not be able to attend classes. All other visitors are permitted to visit at lunchtime only. We try not to interrupt the regular learning environment during school time.

Questions?

The school office, as well as the ZIS Parents' Association, is happy to answer any questions parents or students might have with regard to living in Switzerland. There is also useful information in the PA section of the Community Portal.

Information Technology Policy and Guidelines

Responsible Use Agreement

Principle

Internet access is available to all students and teachers at ZIS. While the Internet offers a great deal of useful information and resources, it is also a diverse public medium. As such, it is important that pupils and faculty conduct themselves in a way which is compatible with the academic aims and the spirit of ZIS. Our goal in providing access to the Internet is to promote educational excellence by facilitating resource sharing, innovation, and communication. With access to the Internet also comes the potential availability of educationally questionable, politically controversial, and morally inappropriate material.

Although we strive to supervise Internet use, it is impossible to guarantee that users will not be exposed to, or able to obtain such materials. ZIS therefore relies heavily on mature and responsible use by students and faculty and believes that Internet usage is a chance to teach students about responsible, ethical behavior. These guidelines have been established to inform the ZIS community of the responsibilities which all users of the school's Internet facilities must carry.

Access to the Internet is provided for the express purpose of furthering studies at school, engaging in collaborative work with others, and obtaining information which is consistent with the educational objectives of ZIS. Faculty, staff, or students may not transmit or seek access to materials which violate laws, infringe on copyrights, or have threatening, obscene, or racist content unless in the context of investigative research.

Members of the ZIS community who post, discuss on the Internet, or distribute through e-mail slanderous or deliberately hurtful comments which damage the integrity of and cause personal distress to ZIS parents, faculty, staff, administrators, Board members, or students, are considered in violation of the school's mission and values, in breach of professional ethics, and/or out of sympathy with the school's Code of Conduct.

Responsible Use Policy

- I understand that my device, email account, and all other ZIS IT services and resources are to be used for educational purposes;
- I understand that streaming video or music, social networking sites, instant messaging and chat, video games are not allowed during class time unless used for completion of classroom activities or permitted by a teacher;
- I understand that creating, accessing, displaying, producing, storing, circulating or transmitting pornographic or offensive material in any form or

medium is against school rules and in some cases against the law. This include sending, posting or displaying offensive images, language or any other type of offensive content including the bullying, harassment or intimidation of others;

- I will not intentionally disrupt school network traffic with high bandwidth use for personal entertainment such as downloading music, videos, or online gaming;
- I will not give out my password to anyone nor use someone else's password or log-in identity and I understand the dangers of giving out personal information;
- I will not deliberately introduce any harmful or nuisance program or file including executable files from untrustworthy websites, or deliberately circumvent any precautions taken by the school to prevent this from happening;
- I agree to comply with trademark, copyright laws, data protection laws and computer misuse laws, and to give credit to all sources used. I also agree not to jailbreak or otherwise hack the device in any way for any reason;
- I understand that electronic communication and computer use may be monitored at anytime, including a physical search of the device loaned to me;
- I understand that ZIS may limit, suspend or revoke access to the school's technology systems, services, or network upon violation of this Responsible Use Policy

Internet Publishing Principles and Guidelines

Publishing via the Internet is encouraged at ZIS. It is viewed as an effective way for students and faculty to publish their work and ideas to the broader world because it:

- includes broad representation from all students/groups within the ZIS school community
- reflects the academic and social values of the ZIS Mission and Philosophy
- encourages students to produce their best work for publishing through a process of revision and to accurately reflect their developing levels of skills
- creates an opportunity for students to discover how to be positive, respectful, contributing members of an open community
- serves as a springboard for peer review, reflection, and collaboration with a global community of learners
- encourages the conscious development of a positive online presence or "digital footprint" for every child

The US Children's Online Privacy Protection Act, while not binding on the school, has informed ZIS guidelines with respect to Internet publishing and privacy. The US Children's Online Privacy Protection Act defines a child this way: "We recognize that the ZIS needs to provide a safe, guided approach to managing online presences or "digital footprints." We have relied upon the International

Society for Technology in Education's "NETS Standards for Students" for guidance. The following expectations apply for all members of the ZIS community when preparing material for Internet publishing on ZIS web platforms or on external websites for school-related purposes, like blogging, posting media, or collaborating with others.

- Students publish material online with the understanding that their published content should adhere to academic and/or professional norms and appropriately reflect the ZIS Mission and Philosophy.
- Students are expected to advocate and practice safe, legal, and responsible use of information and technology, exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity, demonstrate personal responsibility for lifelong learning, and exhibit leadership for digital citizenship.
- No current, specific demographic or contact information will be published which will identify a student, faculty, or staff member (i.e. home address, telephone no., etc.).
- Personal information regarding faculty or staff members will not be published without prior permission.
- Online publishing is a public activity, and every effort is made at ZIS by teachers and administrators to teach and model appropriate public behavior in an academic context.
- Students involved in specific academic activities which use Internet publishing as an integral part of their academic experience (i.e. student newspaper or literary magazine) should understand that their names and/or pictures may be published in relation to work undertaken as part of these activities.

Student Publishing Statement

Content published by students is not intended to be official ZIS communication and does not necessarily reflect the viewpoint of the school. ZIS is responsible only for official content published through official channels.

School Liability

ZIS cannot accept any liability for the loss of data resulting from delays, non-deliveries, mis-deliveries, errors, or service interruptions. ZIS also does not vouch for the accuracy or quality of information obtained through Internet use, and the school is not liable if users succeed in gaining access to controversial or inappropriate materials.

Academics

Academic Program

A full description of ZIS' academic program is contained in the Program of Studies. Please see the *Program of Studies* on the website for courses offered and the curriculum.

Course Changes

Our goal is that all students are placed in the right courses. Course changes may occur during the school year. All course changes require the approval of the Middle School Assistant Principal.

Course Descriptions

Teachers will make available an outline of each course at the beginning of the semester. These will be available for parents at the "Back to School" event at the beginning of the school year. The course outline will include an outline of learning outcomes and assessment criteria.

EAL: English as an Additional Language

Zurich International School's English as an Additional Language program is designed to provide academic and social support for non-native speakers of English. The primary purpose of the program is to ensure that all students become proficient in English and achieve academic success. Please see the Program of Studies on the website for all courses offered.

Elective Course Selections

Students will be able to choose elective courses each year. These choices are made in April for the next school year. Some electives are year-long courses (band and strings), and others are only for one semester. It may not be possible to give all students their first choice due to scheduling conflicts. If students enter the Middle School part way through the year there is no guarantee of the choice of electives.

French and Spanish – Foreign Language Option

Students are able to begin Spanish and French as a total beginner in Grade 6, where a one-semester introductory course will be offered. In Grades 7 and 8 both languages are full year courses. Students who anticipate wanting to take French or Spanish in high school are strongly encouraged to begin in Grade 6. These courses take the place of an elective. Students with a background in French or Spanish should speak to the World Languages Curriculum Leader for advice on course selection. Students who are in Beginning EAL will not be permitted to take French or Spanish.

German

All students (with the exception of Beginning EAL and some students with a documented learning disability) must study German. This is a requirement of the Canton of Zurich. Placement tests will be used to determine levels and advancement. We offer multiple levels of German in each grade.

Assessment and Achievement Levels

Learning and self-management will be assessed against academic and self-management rubrics in each subject area (a rubric is a scoring tool that teachers use to assess learning against defined standards). Academic rubrics show learning achievement in subject areas, and the self-management rubric assesses students' organization, respect, effort and responsibility. Achievement levels are assigned for subject categories on a quarterly basis.

The following achievement levels are used to describe student learning in all subjects:

- does not meet expectations
- approaches expectations
- meets expectations
- exceeds expectations

No Achievement Level (NA)

This indicates that student achievement cannot be measured against course expectations. If the teacher cannot assign a level that accurately reflects the student's learning performance during the quarter, they would provide a comment and assign No Achievement Level.

Home Learning

We believe:

- students learn in different ways and at different rates
- learning occurs beyond the classroom and school day
- students need to practice and reflect to develop mastery
- in the importance of work-life balance

Home Learning Philosophy

Meaningful learning experiences should be the goal of both students and teachers. Lessons provide opportunities for extension beyond the classroom that keep the learner and their individual needs, such as ability, maturity and motivation, in mind.

Teachers strive to create learning opportunities that inspire, challenge, and reassure the learner, in and out of the classroom. Equally important are the authenticity (ie. intended learning has relevance outside the classroom) of the activities and for teachers to provide meaningful feedback.

The responsibility for mastery of learning may require individual practice, reflection or project completion outside the classroom.

Home learning will not be assigned on school holidays, however we strongly encourage all students to read and will recommend reading over the summer.

What This Means

- Teachers may assign tasks to be completed outside the classroom that reflect our beliefs and philosophy
- Teachers will provide feedback to students about any assigned work completed outside the classroom
- Student should be able to complete assigned tasks without assistance from others
- Assigned tasks should be simple and understandable to the student
- All assigned home learning tasks will be published on the Middle School's online learning platform

Late Work or work not completed

Students are expected to complete all work assigned. If this expectation is not met, teachers can require a student to complete work outside of class time, such as during a break or after school. This will be noted in the Self-Management part of the achievement report.

Teachers will inform parents if a pattern emerges whereby a student is not completing assigned work. If this

is due to excessive absences from school, teachers may be unable to assign achievement levels, as they cannot know that students are achieving learning outcomes.

Academic Honesty

All students are expected to present their learning honestly, defined as:

- Not presenting the ideas of another as one's own
- Not copying someone else's work or allowing someone to copy a student's work or assessment responses
- Not copying sections from the internet, textbooks, or any other printed and published materials without acknowledging the source
- Not cheating on tests/exams

All incidents of confirmed academic dishonesty are reported to the Assistant Principal or Principal. At the teacher's discretion (in consultation with the Principals), and depending on the severity of the offense, the following will occur:

First violation

Teacher explanation of offense to student, resubmission without penalty, note of explanation to parent. First violations should be treated as a learning opportunity.

Second violation

Refer to the Grade Level Leader, Assistant Principal or Principal for discussion with student, student must resubmit, and parents will be informed.

Third or further offense

Continued violation of expectations shows disrespect toward the teacher and the school, an unwillingness to demonstrate an ethical approach to learning, and will not be allowed to continue. A meeting with parents will be requested and student must resubmit work. Other plans may be put in place to support a change in student behaviour. Consequences may be put in place by the Principal as outlined in the handbook section 'expectations for behavior'.

Inclusion

ZIS welcomes and celebrates diversity among our student population for the mutual benefit of all. We support an inclusive model of education that serves a managed number of students representing a full range of learning profiles including mild, moderate and intensive needs. The goal of our inclusive model is to provide high quality and challenging learning experiences purposefully meeting the needs of all learners. The whole community shares common rights and responsibilities, working collaboratively towards fulfilling the ZIS Mission, Learning Principles, and Character Standards.

Family Conferences

Family conferences are scheduled near the end of the first quarter. Students are expected to attend these conferences with their parents. Conferences may be held at any time during the school year. Please contact your child's teacher directly if you need to arrange an appointment. Whenever there are specific, classroom-related concerns parents should contact the student's teacher.

Placement in Courses

The Middle School Counselor and Assistant Principal will assist students in selecting their courses; members of the faculty will give further guidance and/or placement tests to help determine the correct course/level in which you should be enrolled. We offer various levels of Band, EAL, German, and Math. Students' schedules are arranged before the beginning of the academic year, and thereafter class/course changes are possible but should be minimal.

Placement Tests

New students to ZIS may be evaluated for their level of English. Placement tests may also be conducted for students in Mathematics, French, and German as needed. These may be given to students during the Middle School Orientation Day, selected test days before school starts, or during the first two weeks of classes in August.

Student Reports and Transcripts

We aim to provide accurate, specific and holistic information about our students' progress in a timely way. The feedback we provide in relation to student learning is used to keep students and parents informed, and can be used to set specific learning goals.

The PowerSchool Parent Portal provides access to important information about your child including:

- His/her courses, daily schedule, and teachers (including email links for all teachers)
- His/her attendance data
- His/her academic achievement levels (grades) in all classes

- Information about self-management behaviors
- Historical achievement data
- Campus contact information
- Demographic information (address, email, phone, etc.)
- Important health information

All achievement reporting occurs through the online Parent Portal. The main features of our online reporting system include:

- Continuous chronological reporting of achievement in all subjects.
- Individual assessments (projects, tests, etc.) will be listed and the achievement levels for these will be shown.
- Standards will be shown for each assessment (these are skill areas and include, for example, critical thinking, writing, speaking, and communication. These vary from subject to subject.).
- Academic rubrics showing standards and achievement descriptors for each subject will be viewable (these are very useful for setting specific learning goals).
- Self-management achievement (relating to organization, respect, responsibility, effort) will be viewable. An explanation from the teacher will accompany any report of a student not meeting expectations in these areas.
- Overall achievement levels for standards in all subjects will be finalized at the end of each academic quarter. We do not award an overall subject achievement level, but rather a level for all standard categories in each subject area.
- Teacher comments and a student self-reflection will be published at the end of Q2.

In addition to the information provided here, teachers will contact you personally if they become concerned about your child's progress or well-being. We will also host parent-teacher conferences and student-led conferences during the year.

Parents and students should contact teachers at any time if concerned about academic and self-management progress, or if there are questions about our assessment and reporting procedures.

If an official record of student achievement is required, please contact the Middle School Office and a transcript will be prepared. Updated transcripts are only available at the end of a grading period, i.e. the end of the quarter.

Textbooks

Textbooks are the property of the school and are collected at the end of the school year. Students who lose textbooks must purchase another copy and will have their accounts billed accordingly.

Expectations for Values and Behavior

Guiding philosophy

The Middle School should be a place where teachers and students can work together harmoniously to meet student learning goals, and a place where all members of our community feel safe, respected and valued. We expect students to behave in ways that reflect these goals and the ZIS Mission (Learn, Care, Challenge, Lead) so that we all benefit from a positive environment and community. We also expect students to accept responsibility for their choices and actions.

School life and our school community extends beyond the campus and school day and these expectations remain in place when students are in or out of classes including in the hallways, and during breaks, at co-curricular events such as athletics practices and tournaments, on field trips, when travelling to and from school in public or school transport, and when students are interacting with each other outside of school. We expect all behaviour and communication between students to reflect school values.

Students should not behave or communicate in ways that cause offense, hurt in any way, make fun of or put down, cause fear, or socially isolate others, even if it is intended to be a joke or a form of retaliation or defense. Such actions are morally wrong, prevent people from wanting to come to school, interfere with teaching and learning, and show disrespect toward the ZIS community.

On the Busses

Students should follow all rules, safety requirements, and instructions as requested by bus drivers. Students are expected to wear seat belts at all times and to use booster seats when required. Students who violate the rules required by the school arranged transport provider may lose the privilege of using bus services for a period of time to be determined by the Principal or Assistant Principal.

Being a Bystander

Students are expected to proactively support their community by taking action if they see something happening that violates expectations for behaviour. Doing nothing empowers those who want to cause harm or show disrespect. Students should consider the following options if they are aware of violations:

- Speak up and ask the offender to stop what they are doing
- Walk away from and report a situation that is harmful or a violation of school expectations
- Block or disengage from anyone sending inappropriate digital communications
- Talk to parents and ask for advice about what to do

- Talk to another adult at school, for example the counselor, administrator, advisor or any other trusted adult
- Send an email or message to an adult in the school community that outlines your concerns

Student confidentiality will be ensured whenever possible.

Bullying and Cyberbullying

A student is being bullied or victimized when he or she is exposed repeatedly, and over time, to negative actions on the part of one or more students (Olweus, 1991).

Examples of bullying behaviors include pushing, shoving, hitting, kicking, name calling, teasing, laughing at, making threatening comments, spreading rumours, excluding someone from a group, cyberbullying through social media and other online services, taking possessions without permission, or vandalizing or defacing property that belongs to another person.

Bullying is not the same as a disagreement between two people. It is organized and on-going rather than on and off, done by the powerful over the less powerful rather than between equals, hurtful and distressing to the victim rather than good-natured fun, one way rather than an exchange.

All students are expected to:

- build positive relationships with others
- pledge to not bully others
- talk about the behaviours of bullies, victims, bystanders and defenders
- help students who are being bullied
- include students who are easily left out
- tell an adult at school or at home if they witness bullying
- understand the rules and how they will be enforced
- learn pro-social behaviours
- are responsible for their actions

Students are expected to report bullying. Options include telling a teacher, an administrator, the counselor, a parent, their advisor, or ask another friend to report it for them.

Any observed or reported incidents of bullying will be dealt with immediately. Punitive measures and plans of actions will be implemented as deemed appropriate and in consultation with all parties concerned. ZIS will work with students in developing strategies and resources to help students identify and report bullying. The Principal will view each case individually and apply the appropriate consequences after investigating and analysing all of the relevant information.

Cyberbullying is the use of electronic communication and social networks to bully a person, typically by sending messages of an intimidating or threatening nature. Cyberbullying is harmful to others, disrupts learning, and as such is not acceptable behaviour. Cyberbullying will result in serious consequences for those who are involved. All students who are aware of the cyberbullying of others have a responsibility to take action to make it stop.

Students who feel they are a victim of cyberbullying should consider the following ways of responding.

1. If you are feeling bullied online, you should immediately notify an adult you trust. Save any conversations, messages, etc. and show them to this adult.
2. Block whoever is making you feel uncomfortable - in other words, find out how to shut them out of your social media account. Here are two examples of how to do this:
3. If faced with cyber-bullying, immediately log out of your account and later you can always shut down the account and re-open a new one with a different user name.
4. Don't blame yourself; it is not your fault. If you are uncomfortable or feeling hurt online, you have the right to stop interacting with the bully.
5. Don't write nasty comments back to the cyber-bully, they will likely write much nastier things back and then you are just becoming part of a negative cycle.
6. Limit your time online chatting and chat to friends in person instead. Spend time doing other things you enjoy, rather than being online.
7. Get to know the privacy settings of whatever social media platforms you use – know how to "unfriend" someone and how to keep your photos and information as private as possible.
8. If you find yourself in an inappropriate conversation online, immediately get out of the chat by making it clear that you want no part of it. Say something like, „Guys, this is wrong, I'm not doing this anymore," or „This is so not cool. I'm out!" You may even want to print out the conversation for evidence should you need it later.

(This list was the product of a Lower School Wadenswil Grade 5 PYP Exhibition project completed in April 2014 by Max Davies, Lindsey Haugh, Claire Johnson and Sebastian Terryn).

Chewing Gum

Chewing Gum is not allowed when school is in session at any times, which includes in the Middle School building, at other facilities used by the Middle School, on school buses, or on school trips.

In the Classroom

Students are expected to come to classes on time and prepared, to follow all instructions given by teachers, to show respect to all others involved in the teaching and learning process, and to avoid distracting others.

Dress Code

All students must come to school appropriately dressed for participating in school, and modestly dressed so as not to distract others from learning or teaching:

- Clothing that is tatty, dirty or has inappropriate slogans/advertising (e.g. displaying references to weapons, alcohol, drugs, tobacco, sex, sexist/racist slogans, etc.) is not allowed.
- Students should be suitably covered: no spaghetti straps, off the shoulder tops or cropped tops that show the midriff.
- No underwear should be visible.
- Shorts and skirts should not be too short; they should come to at least half way down between the top of the leg and knee (even when skirts and shorts are worn over tights).
- No leggings, or skin-tight pants/trousers, unless worn under long tops, skirts or dresses.
- No flip-flops
- Hats may not be worn indoors (except for bona fide religious reasons).

The Principal and Assistant Principal will make the final decision about what is appropriate and what is not. These rules apply to all school sponsored activities regardless of place or time (for instance discos, field trips, sports days).

Field Trips

School expectations apply on all field trips also. Students are expected demonstrate appropriate and respectful behaviour during school trips at all times. Students should remember that they represent the school community while on field trips and their conduct should be **respectful, attentive, and safe**.

Students staying overnight with host families, in hotels, or other accommodations should follow all applicable guidelines and rules, and should remember that they are representing their school community. Noise should be kept to a minimum in public and private places including hotels, homes and on transport. Students are required to follow all instructions given by chaperones, teachers, tour guides, coaches, or other trip leaders at all times.

On any overnight field trips boys and girls cannot be in the same room at any time, or leave their room after curfew without the permission of a teacher.

Fighting and Aggression

Using physical aggression or violence is never an acceptable way to resolve problems, in or outside of school, and will not be tolerated. Students should avoid escalating arguments to the point where physical violence becomes more likely to occur, and should instead remove themselves from the situation and seek the support of an adult immediately.

Students who are aware that violent behaviour could occur should do whatever they can to prevent it. This includes asking those involved to stand down and find non-violent ways to resolve differences, or talking to an adult who can intervene. Students are expected not to be bystanders, and to actively discourage aggressive behaviour or seek help.

Food and Drinks

Food and drinks must be consumed in the cafeteria, or in approved eating areas outdoors. Food and drinks, except water, may not be taken into any classrooms. Teachers may make exceptions to this rule during special occasions in their classroom. Students are encouraged to have snacks during their breaks. Food and drinks cannot be taken onto the tennis/basketball court area.

Internet and Laptop Use

Please refer to the Responsible Use Agreement found on pages 13–14.

Language

Students are expected to use appropriate language that reflects school values. Language that causes offense, for example racist language, swearing, making fun of, or putting down others is unacceptable at school or during any school event. Students should not repeat or play any media that contains offensive language at school or during any school event.

Students should remember that words are powerful and they should be used to do good and to build people up, not put them down.

Medication

All medication students need to take during the day should be kept in the nurse's office. Parents are requested to fully inform the Nurse of all medical conditions and medication requirements, and to notify the nurse of any change.

Phones and Other Electronic Devices

Any devices brought into school should be turned off once students enter the campus for the duration of the school day unless a teacher has given permission for one to be used. It is acceptable for students to use mobile devices up until 08:25 in the cafeteria, but should turn them off once students are allowed into the building. Students should keep

personal devices in their locker. Students who need to call parents during the school day can use the office telephone.

Recycling and Litter

All students are expected to help keep the campus clean and free of garbage. Students should use the recycling bins for all PET containers, and recycle all unwanted paper using the waste paper containers in classrooms. All waste from lunch should be disposed of properly.

Students should use the bins around the grounds of the campus for their litter when they are outside the building.

School and Individual Property

Students are expected to demonstrate a respectful and caring attitude toward the school campus, including the building, grounds, transport, furniture, supplies, sport equipment and all other school resources.

School Hours

Students are expected to be at school, prepared for classes or advisory on time. All students must remain on the school grounds during the academic day, unless they are at a supervised class or field trip. Students who arrive late to school and/or leave early with permission, must sign in/out at the school office. Students who are ill must be picked up from school by a parent or guardian. Students may be permitted to leave campus during the school day only if arrangements are agreed to by the Principal or Assistant Principal after speaking with parents. Students are allowed to be on campus during this time however they need to be supervised by an adult. Students may be on campus after 17.00 or on weekends provided they are supervised by a faculty member or are using outdoor sports facilities.

Smoking, Alcohol and Drugs

It is illegal for students of middle school age to smoke or drink alcoholic beverages in Switzerland. The possession or use of tobacco, alcohol, any controlled substance, or medication not prescribed by a medical doctor is strictly forbidden at school or at any school sponsored event, including tournaments and field trips. The possession and/or use of e-cigarettes or any vaporizer cigarettes is also prohibited at school, and at any school field trip or event.

Social Media and Digital Communications

Students who use social networking to collaborate or communicate with their peers at any time, including outside of school hours, should do so in a way that reflects school values. Students are expected to not use offensive language in such settings, including language that makes fun of others because of their appearance, race or ethnicity, gender, or abilities, even if these are intended as a joke. Students should not spread information or pictures that make fun of others or show disrespect to anyone.

While some teachers and clubs (for example service learning groups) may use social networking platforms to communicate, students are not required to use these. Decisions about students' readiness to use social media rests entirely with parents. Parents should only allow access and use of social media to children who have the knowledge and maturity to use it responsibly.

It is recommended that students keep in mind the following when using social networks:

- If it could cause offense or harm, don't post or send it
- If you don't want everyone to see it, don't post it
- Passwords do not guarantee privacy
- Think carefully about the digital footprint you create through your online words and actions and choose to leave a footprint that is positive and reflects positive values

While social networking can be used positively to discuss schoolwork, homework or assignments; they should never be used to copy work, or to share or send schoolwork for someone to copy.

Student Council Code of Conduct

Our student council promotes the following code of conduct for ZIS Middle School students to follow:

- Think before you speak
- Be tolerant and respectful
- Criticize ideas not people
- Accept differences in people
- Really listen to what others have to say
- Open yourself to new ideas
- Treat others like you would like to be treated
- Give everyone a fair chance
- Friendship should not be conditional

Weapons and Toys

It is strictly prohibited to bring knives, guns, or other weapons, including toy guns and other toy weapons into school at any time. Lasers and lighters are not permitted. Students are not permitted to bring or buy such items on field trips.

Parents/Guardians and ZIS Partnership and the Temporary Guardianship Form

Our goal is to provide a challenging and nurturing environment in order to best meet the individual learning needs of each child. The foundation for this is a successful collaborative partnership between the school and parents/guardians, characterized by effective communication and trust.

It is important that the expectations of both members of this partnership with regard to rights and responsibilities are clear, and these are published in the 'Parents/Guardians and ZIS Partnership' document which can be found in the Community Portal.

A section of this document refers specifically to the need for parents to appoint a temporary guardian should they be away for 24 hours or more. Parents are required to submit the Temporary Guardianship Form to school, giving details of who is caring for their child/ren, in these circumstances. This form can be found in the Community Portal.

Consequences For Not Following Behavior Expectations

Behaviour that violates expectations affects individuals, groups, and the ZIS community in adverse ways. Consequences for violations of student expectations will be given:

- To ensure the physical and emotional health and safety of people
- To ensure the protection and care of individual and school property
- To ensure that teaching and learning can take place freely
- So that students learn that harmful and disrespectful behaviour prevents teaching and learning, and will therefore not be accepted in the school community
- To provide opportunities for students to learn more positive and productive behaviours.

All consequences for violations of expectations are documented and become part of a student's school record.

Consequences may be assigned by teachers, Grade Level Leaders or for more serious violations the Assistant Principal and Principal. Each case will be dealt with separately and all students involved in a problematic situation will be given time and an opportunity to present their perspective and thoughts.

Consequences may include the following:

- conflict resolution or reconciliation meetings
- apologizing in writing or in person
- counseling in or outside of school
- loss of privileges
- loss of the right to participate in certain activities
- loss of the right to attend field trips or special school events
- loss of free time during the school day
- being required to attend school outside of regular hours to complete work, or to learn more productive self-management skills (e.g. after school or on a weekend)
- reimbursement or payment for wilful damage
- suspension within school
- suspension outside of school
- disciplinary probation
- a conditional enrolment contract
- expulsion from ZIS

Repeated violations that show a student is not learning or modifying their behaviour as requested on multiple occasions will attract serious consequences that may include Disciplinary probation, a conditional enrolment contract, or expulsion.

Teacher Discipline

Teachers will deal with most classroom and minor violations. Students may be assigned a variety of consequences including being required to stay in during lunch, break time or even after school to complete assigned work. Parents will be contacted if problems with minor behaviour violations persist.

Grade Level Leader Discipline

Grade Level Leaders support the classroom teachers and will also address minor incidences of discipline. They will follow up with students who need extra support with behaviour management and as well as helping the team develop behavioural strategies for these students. Students may be assigned a variety of consequences including being required to stay in during lunch, break time or even after school to complete assigned work, meet with a counselor, or attend a meeting between student, teacher and parents.

Administrative Level Discipline – Assistant Principal/Principal

Continuous discipline issues at the teacher and grade leader level will result in a student being referred to the Principal or Assistant Principal. Students should only be referred to the administration for minor violations after the teacher or team have implemented their own behaviour management strategies and these have not been successful.

Serious issues such as bullying, offensive acts directed towards other community members at any time, violence, wilful damage, or possession or use of banned substances or items, will be dealt with directly by the school administration. In such circumstances, consequences, continuing enrolment conditions and behavioral expectations will be detailed in writing for student and parents.

Field Trips

Students involved in minor violations on a field trip may be more closely supervised, lose the privilege of free and unsupervised time, or be barred from participating in certain activities. Students may be sent home from a trip following consultation with the Principal if they have violated a school expectation that shows disrespect for the host location or people, puts themselves or others at risk or prevents teachers from doing their job. This includes but is not limited to unsafe behavior, continued disruptive behavior in places of accommodation, stealing, using or being in possession of weapons, lighters and matches, alcohol, tobacco or other drugs, for going to rooms of the opposite gender, for breaking curfew, or for continued uncooperativeness.

Students who are involved in disciplinary incidents on a trip may be barred from future trips.