

Upper School

Handbook 2020/21



Learn, Care, Challenge, Lead

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ZIS Vision and Mission

Vision

Our vision is for all ZIS students to join and strengthen a global community of citizens, determined to make a difference to the organizations and communities in which they work and live. We're committed to ensuring our students develop the intellect, skills and character to become caring individuals and adaptable and independent thinkers.

Mission

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.
- We aspire to lead by example.

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

Dear Students and Parents,

On behalf of the Upper School faculty and staff, I would like to welcome you to the 2020/21 academic year at Zurich International School (ZIS). I am excited to join the ZIS community as the new Upper School Principal and continue the tradition of excellence that has been established over the last half century. This tradition is built on the four pillars of our mission: Learn, Care, Challenge, and Lead. We look forward to a year full of learning and growth for all.

Our Upper School Handbook contains important information about our Mission and Philosophy, as well as policies and procedures that are an integral part of your agreement with ZIS and will guide your day to day experience at school. I urge you to spend some time reviewing the material in the handbook to ensure you are up-to-date on various aspects of our school operations. The handbook is also available online through the ZIS Community Portal. If you have any questions, please reach out to Mrs. Callaghan or Mr. Kirkwood.

Again, on behalf of the Upper School community, welcome to a new and exciting year at ZIS.

Sincerely,

David Markus
Upper School Principal



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School Year Calendar 2020/21

July (2020)

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		

August

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						

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
	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			

January (2021)

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
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				

April

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		

May

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						

June

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				

July

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	

Comments

2020

- August 1: Swiss National Holiday
- August 4: New faculty report
- August 10: LS, MS, US, HoD and TL report
- August 11: LS, MS, US returning faculty report
- August 14: MS new student orientation
- August 17: LS, US new student orientation
- August 18: **First day of classes for LS, MS, US**

- October 19–23: Fall break
- October 26–27: No school, Professional Development Days (1+2)

- December 18: **Last day of classes**
- December 21–31: Winter break I

2021

- January 1–8: Winter break I
- January 11: **2nd semester begins**

- February 15–19: Winter break II
- February 22–23: No school, Professional Development Days (3+4)

- March 29–April 9: Spring break
- April 4: Easter Sunday
- April 30: No school, May Day weekend

- May 13 & 14: No school, Ascension
- May 24: No school, Pentecost (Whit Monday)

- June 17: **Last day of classes**
- June 18: Faculty work day
- June 19: 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:

- LS = Lower School
- MS = Middle School
- US = Upper School
- HoD = Head of Department
- TL = Team Leader

Academics

ZIS Upper School provides an inquiry-based academic program that facilitates unique academic pathways for each student. The Grade 9 and 10 programs provide a strong base upon which students can choose to take courses leading to a ZIS diploma complemented with either AP and ZIS courses or a full IB Diploma Program. Below is key information about our academic program to support families as they choose their academic pathway.

Graduation Requirements

A Zurich International School (ZIS) High School Diploma confirms the completion of secondary schooling required for application to university. This diploma is accredited by the New England Association of Schools and Colleges (NEASC). Graduation requirements are established by the Upper School Administration in consultation with the faculty, and are subject to approval by the Board of Trustees.

Graduation requirements include a minimum attendance, participation in Service Learning, and earning a minimum of 23 course credits over their four years with a minimum number of credits in the following subjects:

- 4 English/EAL *
- 2 World Language **
- 3 Social Studies
- 3 Mathematics
- 3 Science
- 2 Creative Arts ***
- 2 Physical Education
- 4 Electives (courses beyond required courses)

23 Credits

Each year-long course is worth one credit. Most ZIS Upper School students earn more than the minimum credits. In exceptional circumstances the Principal may graduate a student with fewer than 23 credits.

* Students enrolled in English as an Additional Language (EAL) will receive a grade and English credit for EAL, and will take English 9 or 10 as an elective with the option to receive grades or credit/no credit.

** Students are required to study a language other than English for at least two years across Grades 9-12. Mitigating circumstances may apply when a student is enrolled in an EAL or Learning Support class in Grades 9 and 10 consecutively, and/or when a professional diagnosis indicates interference with language acquisition.

*** Students must complete at least two Creative Arts credits to graduate. Rare exceptions are made if a student is enrolled in an EAL or Learning Support class in Grades 9 and 10 consecutively or if students transfer to ZIS from an institution where such credits were not offered or required.

The Principal and/or an Assistant Principal, in consultation with the faculty, may determine exceptions to, waivers or modifications of the graduation requirements or other appropriate actions if circumstances render a student unable to fulfill the graduation requirements.

A student who does not fulfill graduation requirements and is not eligible to receive the ZIS High School Diploma may be issued a "Certificate of Attendance" after discussions with the Principal and an Assistant Principal.

Earning Academic Credit

- a. Each year-long course earns 1.0 credit and each semester-long course earns 0.5 credit, if a student earns a passing grade;
- b. A student who has accumulated 14 or more unexcused absences may be denied academic credit, promotion to the next grade and/or graduation eligibility;
- c. A student entering the Upper School mid-semester may receive credit if, in the teacher's judgment, he/she has demonstrated satisfactory completion of the course expectations; or, if he/she submits withdrawal grades at a passing level for an equivalent courses at his/her previous school;
- d. A student entering the Upper School any time during the second semester and who has not been enrolled in an academic program of equivalent standing during the same school year, may audit courses approved by an Assistant Principal;
- e. A student leaving school before the final four weeks of the semester may receive academic credit for work completed, and withdrawal grades, if in the teacher's judgment, he/she has satisfactorily completed the course material and expectations;
- f. A student leaving during the final four weeks of a semester may earn credit by passing ZIS final examinations upon return or under the supervision of an approved proctor, and provided all other course requirements have been fulfilled;
- g. If a student repeats a course (or its equivalent) previously taken at ZIS or elsewhere, only the repeated course may earn academic credit; any credit granted or transferred previously for such a course is removed from the transcript.

Transfer Credits

When students transfer to ZIS from another school, the University Counselors will evaluate the transcript from the student's previous school to determine which credits

will be accepted as transfer credits. Such determination will be made in a final and binding manner at the discretion of ZIS. No more than eight units of academic credit may be accepted in transfer for any full school year.

Attendance Requirements

Students must satisfactorily complete four years of schooling beyond Grade 8, and attend the ZIS Upper School for at least the full Grade 12 year. In addition to achieving passing grades, a good attendance record is required in order to earn credit for a course. When students have 14 or more absences in a course in a semester the student may forfeit course credit.

Credit Recovery

Students who need to earn additional credit(s) to meet the minimum graduation requirements, can do so through credit recovery courses. These courses earn credit provided the syllabus is judged equivalent by the Assistant Principal for Academics. Credit will be awarded for such courses when one of the following conditions is met:

- The course is validated by a passing performance on a corresponding ZIS semester examination;
- The course is validated by a satisfactory performance on an appropriate placement test;
- Appropriate course documentation and a record of its successful completion are received and approved by the Assistant Principal.

Academic Pathways Grades 9–12

A full description of the Upper School academic pathways and courses offered is contained in the Program of Studies, which is an integral part of your agreement with ZIS, accessible on the ZIS Community Portal.

Students in Grades 9 and 10 normally enroll in eight courses. Students in Grades 11 and 12 normally enroll in six or seven courses. Grade 9 and 10 courses have been created by ZIS faculty so that students are well prepared to access International Baccalaureate (IB) and Advanced Placement (AP) options in Grades 11 and 12. During the Grade 10 year, students and families will receive information and support to help them in making decisions about the Grade 11 and 12 options.

A typical course load for Grade 9 and 10 students includes:

- English
- Mathematics
- Science
- History
- Physical Education/Health
- German (required in 9) or another language

- Elective 1/EAL/Learning Support
- Elective 2

Students in Grades 11 and 12 can choose between the following two options:

1. Students enrol in the two-year International Baccalaureate (IB) Diploma Programme, or,
2. Students enrol in six courses in Grade 11 and six courses in Grade 12, selecting a combination of courses which may include a mix of:
 - Advanced Placement (AP) courses;
 - ZIS courses designed by Upper School teachers;
 - Individual IB courses (referred to as IB Certificates)

** Note: AP and IB examination fees are not included in tuition.*

We provide further guidance about the pathway options at Student/Parent Information Meetings and in advisory sessions to students. The University Counselors also meet with Grade 10 families individually to advise on pathway and course selection for Grades 11 and 12.

Additional Course Options

Virtual High School Courses

With permission from an Assistant Principal, Upper School students are able to take Virtual High School (VHS) online courses as part of their academic program. VHS courses may not substitute for an existing and/or required course, and the cost of VHS courses is the responsibility of the family unless an unavoidable scheduling conflict arises.

Most VHS courses last one semester and are worth 0.5 credit each. The VHS Coordinator will provide an orientation into the VHS program and will monitor and support the students throughout their course of study. VHS students are expected to log into their course five times a week and use their scheduled block to work on the VHS coursework. For more information about VHS visit: vhslearning.org

Courses Offered by Institutions Other than ZIS

Following approval by an Assistant Principal, a student may enroll in a course offered by an accredited institution other than ZIS under the following conditions:

- The proposed study is not a substitute for an existing and/or required course, unless unavoidable scheduling conflicts arise;
- Unless otherwise approved, students will earn credit but not a grade.

Independent Study

Students may undertake an Independent Study under the following conditions:

- a. The proposed study may not be substituted for an existing and/or required course, unless unavoidable scheduling conflicts arise.
- b. Independent Study proposals must be submitted in writing to the respective Assistant Principal and/or the Principal explaining the rationale, learning goals, methods of learning and demonstrable learning outcomes. The proposal must be detailed, specific, and approved by the Assistant Principal and/or the Principal.
- c. Independent Study is awarded course credit (CR) when the student's supervisor identifies that the student has fulfilled the proposed course of study and intended outcomes.
- d. Grades are not recorded for an Independent Study unless assessment criteria, a rubric and a competent professional to undertake the evaluation are approved along with the proposal.

Course Selection and Changes

In March students are asked to submit their course selections for the next school year. The Program of Studies contains descriptions of the courses offered. In addition, Guides to Course Selection in Grade 9, in Grade 10 and in Grades 11/12 are available on the Community Portal.

Students in Grade 9 are supported in making choices through the Advisory Program and discussions with their teachers. Students in Grade 10 and Grade 11 are supported in making choices through the Advisory Program and discussions with their teachers, and individual meetings with their University & Career Counselor. Information for parent(s)/guardian(s) is offered at Parent Information Meetings advertised through the Weekly News.

While we aim to meet each student's course requests, logistical constraints are such that in a few instances this may not be possible.

Student course requests drive decisions regarding which courses ZIS will be able to offer based on enrollment numbers. The master schedule is built each year on the basis of these student requests. As a result, it may not be possible to make changes after the submission of course requests and students are urged to exercise great care in making course selections. No guarantee can be given that course changes after this time will be possible.

Course Add/Drop Process

The official Add/Drop Period is the first four weeks of semester 1 (extended to the October Break for full IB

Diploma students). During this time, students may request a course change. Such a change may be denied based on course availability (whether the course is full or fits in their schedule) and the recommendations of teachers, University counselors, and administrators on the appropriateness of the change. Changes after the Add/Drop Period will only be approved in exceptional circumstances.

- Students in Grades 9 and 10 should speak with the Assistant Principal for Academics to initiate a change.
- Students in Grades 11 and 12 should speak with their University Counselor to initiate the change.

If the change is approved during the Add/Drop Period, the dropped course is not recorded on the student's transcript and the added course is. Students are expected to catch up on learning and assessments they have missed in the new class.

If a change is made after the Add/Drop Period, depending on the timing, the dropped course will remain on the transcript indicating withdrawal with passing grades (WP) or withdrawal with failing grades (WF). No credit will be given for the course dropped. The student is expected to make up all major assignments in the new/added course before the end of semester in order to earn credit and grades.

Students may request to drop a year long course within the first week of semester 2 subject to availability and approval of the University Counselor and Assistant Principal. If a student drops a class after a semester, the student's semester 1 grade in the dropped class will be factored into GPA calculations.

Teacher initiated changes in course placement to a more appropriate level or section are considered separately by an Assistant Principal and University & Career Counselor.

Assessment and Homework

Assessment is an integral part of the teaching and learning process. Assessment provides students and parents invaluable feedback on student progress and achievement levels. Assessment is also used to modify curriculum and to inform teaching in order to meet the needs of every student.

Typically, assessments fall into two categories – formative and summative.

- **Formative assessments** are frequent checks for understanding during the course of a class or unit to evaluate student progress. Formative assessments are not always recorded in PowerSchool. These assessments are usually shorter and are not always graded.

- **Summative assessments** evaluate student understanding at the conclusion of a topic or unit and are graded. These assessments include tests, quizzes, papers, and projects. As these are more significant assessments of learning, teachers must provide one week notice of major assessments (tests, papers or projects) that are longer than 30 minutes, while smaller assessments that are less than 30 minutes do not require prior notification.

There is a limit of two major assessments due in one day. If more than two major assessments are planned for the same day, students should speak with their teacher, advisor or Grade Level Leader about rescheduling the assessment.

Assessment in Modified Programs

Students who have a modified academic program will have courses listed as modified by ** on their transcript (example: Coordinated Science **) and will be graded based on the requirements of their individual program. Students enrolled in a modified program can also elect to take a course on a "Credit/No Credit" basis.

Homework

Homework is an essential part of the instructional cycle that promotes student learning. It is both an opportunity for practice and a means of formative assessment. Homework is communicated by the teacher through Google Classroom. Homework must be completed by the due date with exceptions for absences.

Students in Grades 9 and 10 can expect to have approximately 20 minutes of homework assigned per class each day, and students in Grades 11 and 12 can expect to have 30 minutes of homework assigned per class each day. Additional time may be necessary for AP or IB courses.

Homework/Assessment-Free Days

During the Fall Break, Winter Break, February Ski Break, and Spring Break, no homework will be assigned to students in non-AP and non-IB classes. Additionally no assessments will be given to students on the first day the class meets after the holiday.

Late Work Policy and Procedures

Homework and assessments provide feedback to the student and teacher on student progress toward learning goals. In addition, timely completion of homework is often necessary to fully participate in and understand instruction on a daily basis. Finally, on summative assessments such as tests and papers, fairness and academic honesty procedures requires that students complete these assignments during

a similar time frame, except in cases of excused absences or extenuating circumstances.

***Note:** In cases of excused absence for illness or school trips, students will be given an equivalent number of days to complete assignments as they have missed school.*

Therefore, students are expected to complete all homework and assessments on time. If this is not possible, students have the obligation to discuss the situation with their teacher before the due date and agree on an alternative solution. Below is outlined a process to support the completion of late work and academic consequences if work is not completed according to the policy: .

If a student does not turn in homework or complete an assessment on time, the teacher will do the following:

- Have a conversation with the student about the reasons for not completing the assignment (lack of understanding, poor time management, extenuating circumstances)
- Indicate it is missing by using the code "MI" in the Gradebook, and if it is a summative assessment counting toward the final grade, the teacher will change the final grade to INC (incomplete);
- Complete a Late Work form with the student to agree upon a deadline for completing the task. They may require the student to attend an afternoon flex period to complete the assignment with help from the teacher.

If the student fails to meet the agreed upon deadline:

- The Late Work Form is given to the Grade Level Leader who will notify student and parents by email indicating that the work must be completed at a Late Work Session
- Whatever the student completes during the allotted time will be submitted to the teacher for evaluation.
- If the student completes the work after the deadline but before the Late Work Session, they can submit it to the teacher and are excused from the late work session

Students who need to complete work during a Late Work Session must prioritize this mandatory session over outside commitments (including club meetings and athletic practices).

When a pattern of Late Work is identified, further discussions with students and family may be required by the Assistant Principal.

If a student does not turn in work at all despite the procedures in the late work policy, a penalty will be assessed on their final grade.

Academic Grades and Grade Point Average

As a general principle, all summative classroom assessments are graded using an A-F letter scale. Teachers will share with students through Google Classroom at the beginning of the year how different assessments (tests, quizzes, papers, homework, etc.) will be graded and weighted in the calculation of semester grades.

Grades will be updated on a regular basis in Powerschool so that students and parents can better understand student academic progress. At the end of each semester, grades will be calculated by averaging all grades according to the weighting criteria of each course.

End-of-year grades in all year-long courses are calculated as follows:

- Semester 1: 50%
- Semester 2: 50%

Note: Grades for final exams or projects in the second semester will be averaged into the second semester grade.

An Assistant Principal may, with the approval of the Principal, change a student's grade if:

- A computational error is identified;
- An investigation reveals that a serious violation of the principles enumerated in the above paragraph has

occurred. Alternatively, the course and course grade may be deleted from the student's transcript.

ZIS Grading Scale and Grade Point Average

The chart below describes the levels of mastery for the A-F grade scale that ZIS uses. In addition, the school calculates a Grade Point Average (GPA) that is shared on the student transcript and reported to colleges. The GPA is based on a 4-point scale and all courses have equal weights.

The descriptors are based on "Framework for the Use and Design of Grade Descriptors" from the University of Manchester.

IB Diploma Program and Advanced Placement (AP) Grading Scales

The IB Diploma Program and AP Program utilize different grade scales to assess student mastery than ZIS. The IB program uses a 7-point scale and the AP program uses a 5-point scale. ZIS teachers will grade most work in both programs on the A-F scale, but will also assign to certain IB or AP tasks a grade using the appropriate scale.

To help you understand these grading scales, the charts on the following page provide approximate equivalent ZIS grades for each IB or AP level.

Grades	Levels of achievement	Grading descriptors	4-point scale equivalents
A (A-)	Excellent	The work is of exceptional quality, and demonstrates mastery of all learning objectives. It demonstrates very advanced knowledge and sophisticated application of learning. The thinking is clear and original.	4.0 (3.67)
B (B+, B-)	Very Good	The work is of a high quality and demonstrates mastery of most learning objectives. It demonstrates solid knowledge and strong application of key skills and techniques.	3.0 (3.33, 2.67)
C (C+, C-)	Satisfactory	The work is of satisfactory quality and demonstrates mastery of some, but not all learning objectives. It demonstrates good knowledge of certain topics and partial application of key skills and techniques.	2.0 (2.33, 1.67)
D (D+, D, D-)	Poor	The work demonstrates limited mastery of the learning objectives. Multiple topics and skills are underdeveloped or inadequate. Remediation of knowledge and skills are required.	1.0 (1.33, 0.67)
F	Failing	Lack of mastery of learning objectives. Inadequate demonstration of key knowledge, skills, and techniques.	0
NG	No grade	This designation is mainly used for transfer credits and do not affect GPA Calculations	NA
CR/NCR	Credit/ No credit	CR indicates that a student has met the minimum requirements of a course or independent study. No credit (NCR) indicates the student has not met the minimum requirements agreed upon.	NA

IB Marks

IB Mark	Approximate ZIS Equivalent
7	A
6	A-, B+
5	B, B-
4	C+, C
3	C-, D+
2	D-, F
1	F

AP Scores

AP Score	Approximate ZIS Equivalent
5	A, A-
4	B+, B
3	B-, C+, C
2	D+, D, D-
1	F

Transcripts

A transcript is a formal record of courses taken, the level of the courses, and the grades earned. Many universities and employers want to review a transcript before accepting a student. Students and parents can request that a transcript be sent to universities or other academic programs by filling out the transcript request form on the Community Portal.

Alumni over 18 years need to request a transcript themselves due to Swiss data protection and privacy laws. They can either request a copy of an unofficial transcript or request that ZIS send official transcripts directly to institutions requesting them by completing the transcript request form. Please contact the Registrar, Ms. Sue Nettleton, (US_Registrar@zis.ch) if you have any questions.

Academic Integrity Policy

Two of ZIS's core Character Standards are Integrity and Fairness. Therefore we expect students to demonstrate honesty and integrity in all their interactions, but especially in their academic work. Out of respect for the learning process, their teachers and fellow students, we expect students to abide by the following expectations:

Students will not engage in the following:

- Cheating on tests, quizzes, or other assignments
- Plagiarism of another's work without proper citation
- Inappropriate collaboration
- Dishonesty
- Facilitating the academic dishonesty of another student

For further definition of these expectations, please see the section below.

Definitions of Academic Integrity Infractions (based on Tufts University Code of Conduct)

- **Cheating** is giving or receiving unauthorized assistance of any kind on academic work; having available, accessing, or using unauthorized devices or material during exams or other academic work; or failing to follow any instructions related to academic integrity provided by a teacher.
- **Plagiarism** is the use of another's published or unpublished ideas or work without full and clear attribution. Plagiarism applies to published or unpublished work or concepts whether or not in direct quotation or paraphrase. Self-plagiarism, defined as submitting previously completed academic work as though it is an original creation for a particular course or other academic endeavor without teacher permission, is also prohibited.
- **Inappropriate collaboration** occurs when students collaborate on academic work beyond the limits specified by the teacher. This can include sharing data, assignments, or information when directed to work independently. Teachers should be clear on what is appropriate collaboration, but if in doubt, ask the teacher for clarification.
- **Dishonesty** is communicating falsehoods or misrepresentations related to any academic work or any representation made to others about your contributions or work. It can also be a misrepresentation about the actions of others.
- **Facilitating academic dishonesty** is taking any action that a student knows or reasonably should know assists another student in violating the Academic Integrity policy. This includes providing past or current assignments to others, providing information about tests or assignments that are against the instructions of the teacher to provide an advantage to other students.

The rules on Academic Honesty apply to all forms of work assigned to students including but not limited to class work, homework, quizzes, tests, papers, and assignments whether these are to be graded or not.

All violations of the academic honesty policy are reported to the Assistant Principal for Student Life who will investigate to determine if an infraction occurred. Every attempt is made to understand if and why the student resorted to dishonesty and to provide supportive interventions as well as appropriate consequences. If an infraction did occur, the Assistant Principal will assign a consequence, inform parents/guardians and log it in to PowerSchool.

The Consequences will vary based on the severity of the infraction, the student's intent and whether it is a student's first or a repeat offense. Below are a list of possible consequences and interventions:

- The student will redo the work for full, reduced or no credit.
- Students will be assigned to meet with the librarian to better understand citation and academic integrity expectations.
- Students will apologize to the teacher for the betrayal of trust.
- Further disciplinary procedures will be taken as listed under School Rules and Consequences for more serious or repeated infractions of the policy.

Academic Reporting

To support students' academic growth and parents' knowledge of their child's growth, the Upper has multiple ways to communicate academic progress.

Powerschool

PowerSchool Gradebooks in each class are open for student and Parent/Guardian viewing throughout the year. Teachers update gradebooks after assessment tasks are completed and returned. In most cases, this is within a 2 week time frame. It is important that parent(s)/guardian(s) understand how to log in and view their child's performance on assessments. If you have any questions, please contact the US Registrar at US_Registrar@zis.ch.

Family Conferences

Family Conferences take place in the first semester and the second semester. Parents/Guardians and students will sign-up for a three hour time slot and will meet with teachers in the gymnasium. This is an important opportunity to review a student's progress, identify a student's strengths and specific strategies they can employ to improve. Information regarding family conference dates and how to schedule appointments is provided through the Weekly News.

Written Comments

Written comments are provided for IB students in June at the end of Grade 11 and include an indication of the student's overall performance on the IB 1-7 grading scale.

Academic Monitoring and Support

Teachers continuously monitor student progress and communicate concerns to Grade Level Leaders, Counselors or Administration as appropriate in order to provide supporting interventions. Students who are encountering significant academic struggles may be placed on Academic Assistance.

Academic Assistance

Students who regularly struggle to hand in assignments or who earn grades of D or F, in one or more classes, will be asked to meet with his/her Grade Level Leader to develop a plan to support the student with specific goals in a targeted time frame. This plan of action will be communicated to the Assistant Principal and Parent/Guardians in writing. Interventions may include but are not limited to:

- A review of the student's schedule
- Recommendation for educational testing and/or enrollment in a Learning Support class, if necessary
- Additional support from individual teachers
- An evaluation of extracurricular involvement
- Attendance at supervised study
- Recommendation for additional tutorial support by NHS students or a private tutor

If a student does not improve in the allotted time despite Academic Assistance interventions, a family meeting will be required. The student will be referred to the Student Support Team for further targeted interventions.

Awards and Recognition

ZIS Upper School values and celebrates excellence in Academics, Character, Community Involvement and Service in line with our mission to Learn, Care, Challenge and Lead. Throughout the year and at the end of the year, students who embody these values are honored. Below is a sample of some of the ways we recognize student achievement:

Academic Honor Roll

Students are placed on the academic Honor Roll at the end of the 1st semester and the end of the year, if they meet the following criteria:

- They must be enrolled in at least six classes
- They earn a "B" (3.0 GPA) with no grade lower than a "C"
- They must have no incomplete grades
- They must not have committed infractions of the Academic Honesty Policy.

Honors Diploma

A student who completes the ZIS High School Diploma requirements, including three Advanced Placement (AP) or International Baccalaureate (IB) Higher Level courses (in at least two subject areas), achieves a combined average of "B" (3.0 GPA) during his/her final two years of high school, does not have a grade lower than a "C" in his/her final year, and has performed with academic integrity, will be awarded a ZIS High School Diploma with Honors.

Mission Awards

At various times of the year, we honor students at student assemblies who have gone above and beyond to fulfill at least one aspect of our Mission Statement – Learn, Care, Challenge and Lead. The faculty and staff nominate students for these awards based on their experience of their work in class, in co-curricular activities and in other interactions at school.

International Chapter of the National Honor Society (NHS)

Students in Grades 10 and 11 who have demonstrated excellence in the four core values of the National Honor Society (Scholarship, Service, Leadership, and Character) will be invited to join this international organization. The key criteria include:

- **Scholarship:** Students who have a cumulative GPA of 3.5 or higher
- **Service:** Students who have made voluntary contributions to the betterment of the school or community with a positive, courteous and enthusiastic spirit
- **Leadership:** Students who have demonstrated leadership in school or community activities. These students are resourceful, community builders and good problem solvers.
- **Character:** Students who conduct themselves with honesty in all their interactions. They are cooperative and show concern and respect for others. They generally maintain a good and clean lifestyle.

End of Year Awards Assembly and Graduation Awards

Each year, in June, the school community gathers together to recognize outstanding student achievement, leadership and service. As part of an assembly or at graduation, students who have demonstrated excellence in all areas of school life and academic study throughout the year are honored.

Student Safety, Health and Support

Our goal to nurture and meet the individual learning needs of each child requires an environment in which the child's health, safety and security needs are ensured, and in which structures are in place to support student well-being and learning needs. The following section shares some of the support structures and procedures that help us protect the health and safety of all ZIS US Students.

Attendance Procedures

In addition to the legal duty to attend school, regular attendance is a requirement for earning course credit. Regular attendance and participation is necessary to adequately learn course content and take full part in the ZIS community. As a result, we believe a commitment to regular and punctual school attendance is an essential component of effective learning. Students and parents are expected to do everything possible to ensure a student's regular attendance.

In addition, we have a legal responsibility to know which students are in attendance at all times during the school day. Therefore, ZIS takes attendance daily and asks that parents/guardians keep the school informed of any sudden or anticipated absences.

At ZIS there are two categories of Absences - Excused and Unexcused Absences which are described below. If a student accrues more than 14 unexcused absences from any given course in a semester, the student risks losing credit for that course.

Unexcused Absences

If a student is absent from school or a class without notification from a parent or guardian or for a reason that does not meet the criteria of an Excused Absence (see below), they will be assigned an unexcused absence. For reasons of safety and security, parents/guardians will be contacted at the available phone numbers or email addresses to clarify the reasons for the absence.

While teachers may reschedule assignments or assessments, teachers are under no obligation to provide additional out of class instructional time and support when the absence is Unexcused.

Frequent unexcused absences may require a meeting with students and/or parents to discuss the impact on the student's learning and to create a plan for better school attendance.

Excused Absences

In the case of illness or unexpected absences, please notify the Upper School Main Office: us_attendance@zis.ch by

email or by phone on the absence line 058 750 2402 as soon as possible. These absences will be recorded as "excused" or "unexcused" (see below) depending on the reason for the absence.

As far as possible we ask families to avoid taking students out of school as this creates additional pressure for students and teachers. However, we understand that there are times when this is unavoidable. A parent/guardian should contact the Principal or an Assistant Principal as early as possible in advance to seek permission for the absence. Depending on the reason, the absence may be designated excused or unexcused (see below).

When permission is requested for the following reasons, absences will be regarded as Excused Absence (EA):

- Illness
- Physician appointment
- School related activity (SRA)
- Religious holiday
- Hazardous weather conditions
- College/University visitation
- Swiss Driver's License testing
- Military Service requirements
- Passport renewal
- Visa/immigration appointments
- Death in the family
- Educational testing
- When permission has been given to arrive late or leave early on a regular basis for an activity outside of school

Faculty will assist students in catching up missed work and assessments. Excused absences are calculated into a student's total absences. The student's academic standing will determine whether or not absence totals are a cause for concern requiring further action.

Absence Related to Illness

In the case of illness, parents/guardians must notify the Upper School Main Office us_attendance@zis.ch by email or by phone as soon as possible. After three consecutive days of illness and in cases of chronic or extended absences for an illness, parents/guardians must send a note or medical certificate explaining the nature of the illness. ZIS reserves the right to request a medical certificate.

Illness During the School Day

Students who feel ill during the school day must see the School Nurse. The student may rest in the Nurse's Office for a period of time or if the Nurse determines that they should return home, she will contact the student's parents. Based on the recommendation of the School Nurse in conjunction with permission from a parent or guardian, the student can be released. If parents cannot be reached or are working abroad the alternate emergency contact will be contacted to

provide the necessary care. Students may not leave school without permission.

School Related Absences

Absences due to school sponsored activities (field trips, sport competitions) are excused absences. Students who have incomplete work or whose academic performance raises concern may be denied further participation in activities that require absence from classes.

Absence and Participation in Extracurricular Activities

Students who wish to participate in an extracurricular activity must be in school for the entire day and attend all of their classes unless:

- the student has received prior approval from an Assistant Principal or Principal.
- an emergency occurs and the parents email an Assistant Principal or the Principal that morning and/or the parent has called the school before 09:00.
- the Assistant Principal or Principal has decided that an extraordinary circumstance exists and has granted an exception.

All students involved in extracurricular activities are expected to be in school the day after an event. Unless extenuating circumstances exist, absences on this day will be marked as Unexcused.

Absence During Final Examinations

To gain full credit for a course students must complete all requirements including the final exam. Absence during final examinations should be avoided. Parents must contact the Principal in advance to seek approval for an absence during final examinations. Students absent from an exam due to illness or emergency will be required to take exams on a designated make-up day.

Punctuality

Arriving on time for classes is important to the learning process and is a sign of respect for the teacher and the other students. Lateness to class disrupts the flow for both the teacher and the students. Students are expected to be in their seats and ready to begin work at the start of class so that teachers may begin the class promptly. Lateness to class will be recorded and addressed by the teacher involved and will be reported to the Assistant Principal if it becomes a pattern of concern.

Late to School

Students who arrive late to school must sign in at the Upper School Main Office when they arrive and explain the circumstances that impacted their arrival on time. When parents inform the school by email or phone call, providing a valid reason the tardy will be marked as Excused Tardy.

Accidental oversleeping is not considered a valid reason. All other tardies are marked Unexcused Tardy.

Disciplinary Consequences of Repeated Tardiness

Students who accrue 5 or more unexcused tardies will incur a detention and parents will be notified. Should tardiness continue an Assistant Principal may contact the student and parents and request to meet.

Students are responsible for making up all class work and missed assignments when they are absent or late to class.

- Teachers will help students make up work when the absence is marked Excused. However, there is no such obligation when the absence is Unexcused.
- If a student is absent on the day an assignment is due, the student is expected to submit the assignment when he/she returns to class.
- If a student is absent on the day of a quiz or test, the student will be expected to complete the quiz or test on the day of return.
- Teachers will follow the general guideline of allowing one class period extension per class period missed for work to be completed (i.e. a student who missed 2 class periods of a particular subject will be expected to have missed work completed after the next two classes upon return)
- In the case of extended absence when there is much work to complete, students are encouraged to speak to the Grade Level Leader who can assist him/her to establish a schedule to catch up work. Students may be required to do so at a supervised study hall.

If a student establishes a pattern of absence on assessment days, the school is obliged to investigate to resolve the pattern of absence. Stiffer academic consequences may result should the pattern continue and students may receive No Grade for the assessment. Several No Grades may lead to losing credit when assessment evidence is lacking or insufficient.

Parent/Guardian Absence

In order to support a child's health, safety and security, the "Parent/Guardian and ZIS Partnership" document, an integral part of your agreement with ZIS, describes the collaborative partnership between the school and parent(s)/guardian(s), and the expectations of both with regard to rights and responsibilities. This document is published on the ZIS Community Portal.

A section of this document refers specifically to the need for parent(s)/guardian(s) to appoint a temporary guardian should they be away for 24 hours or more.

Mandatory Guardianship Requirements

Students may not enroll in ZIS unless one parent or an officially appointed guardian is in full time residence with the student at all times.

Parents/Guardians are required to submit the Temporary Guardianship Form to school, giving details of who is caring for their child/ren (under 18 years old), in these circumstances. This form can be found in the ZIS Community Portal.

Student Vehicles

If a student wishes to drive to school (car or motorbike) he/she must first talk to the Principal. Students are not permitted to drive other students without written permission from the driver's parents and the passenger's parents. There are limited parking spaces for student drivers.

School Visitors

All visitors during the school day are required to report to the School Office and receive a Visitor's Pass. Former students or alumni are welcome to visit during the lunch hour. If they would like to shadow a peer for a longer period of time, they should contact an Assistant Principal at least three days prior to their planned visit. A designated visitation time will be determined after discussion with an Assistant Principal.

Safeguarding and Child Protection Policy

Safeguarding is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes – Keeping Children Safe in Education (KCSIE) 2016.

Child Protection refers to the action required to protect a child from a situation that is causing significant harm, or that is likely to do so.

The ZIS Safeguarding and Child Protection Policy applies to all ZIS Employees, including teaching faculty, non-teaching faculty and staff, support staff, peripatetic, contract staff and ancillary staff, volunteers/Parent/Guardian volunteers, and any other adults working at the school. This Safeguarding and Child Protection Policy and the Code of Conduct applies to all children and adults in the school, including when being educated off-site and undertaking educational visits. It also applies to students who are on an exchange and being hosted by the school. This includes

all visiting students hosted by ZIS when involved in events organised through the Athletics and Activities (ATAC) office.

The full text of the ZIS Safeguarding and Child Protection Policy can be accessed through the Community Portal under the School Services/Links tab.

Bullying, Harassment and Violence

Bullying, harassment, intimidation or violence toward another community member is not acceptable and will not be tolerated at ZIS. Students who feel that they have been the target of such actions, as well as students or community members who have witnessed such actions are required to report this immediately to an Assistant Principal. The Upper School Administration is committed to investigating all reports in order to take appropriate action against perpetrators, supporters, and bystanders, and to support victims.

Bullying, harassment, intimidation and violence are deliberate actions:

- by an individual or a group misusing their power, over one or more persons
- intended to cause physical, social and/or psychological harm
- targeting characteristics including, but not limited to, race, sex, religion, sexual orientation, physical strength, size, features, friendship groups, age, culture, (dis)ability, financial status, clothing, or classroom performance
- Implicitly or explicitly expressed non-verbally or verbally in person, or in written, graphic or audio-visual form, online via digital platforms

Actions that indicate bullying, harassment, intimidation and violence may include, but are not limited to:

- **Verbal** – Name calling, jokes, sarcasm, teasing, rumors, epithets, slurs, threats, derogatory comments, innuendos, negative stereotyping, mocking, ridiculing, requests for sexual favors, questions regarding sexual experience or activities, talking or boasting about sexual prowess
- **Behavioral** – Mimicking characteristics of another person, leering, staring, whistling, unwelcome, non-consensual physical contact or touching, non-consensual sexual advances, acts of aggression or assault including pushing, kicking, hitting, punching
- **Written/Graphic/Audio-visual** – Notes, texts, graffiti, distribution of private photographs, audio or video material, shared with others in person, via electronic means or posts on digital platforms

Students may not bring firearms, knives or any form

of weaponry to school or to a school related activity. Students may not refer to, present or brandish weapons in interactions with students outside of school when this is intended to coerce or intimidate.

Incidents of bullying, harassment, intimidation and violence are serious violations:

- initiating, perpetrating, condoning, or supporting incidents described above as bullying, harassment, intimidation and violence may result in suspension, withdrawal or expulsion
- Witnessing incidents described above as bullying, harassment, intimidation and violence without reporting them may result in disciplinary action including detention, community service, or suspension depending on the circumstances

Emergency Procedures

In accordance with Swiss law, periodically, and without warning to faculty, staff or students, the school will undertake fire drills. Every drill must be taken seriously and approached as if the situation were real. When the alarm sounds everyone must leave the building and report to the designated area as quickly and quietly as possible. Students and faculty will be able to re-enter the building only after an "all-clear" signal is given by the Administration.

The school has also developed lockdown procedures. A lockdown occurs when there is a situation that requires students to be secured inside the school building. School teachers and staff have been informed of procedures to take during a lockdown. Based on advice from the Cantonal authorities, lockdown procedures are not "drilled" by the student body.

Essential Medical, Contact and Emergency Contact Information

School Medical Health Form

ZIS requires that a complete online medical health form is submitted prior to a student's attendance in classes and activities at ZIS. The School Nurse manages the health of students based on the information given on this form: therefore it is important that the form be filled out completely, including emergency contact information, emergency treatment authorization, immunization records, and the authorization to administer medication. ZIS follows the Swiss immunization plan www.euvac.net/graphics/euvac/vaccination/switzerland.html.

Please make sure that student health and medical information on PowerSchool is up to date. Send an email to us_nurses@zis.ch with the updated information.

Medical Insurance

According to Swiss law, parents must obtain health and accident insurance and the name of your child's insurance provider, policy number and AVHN13 - Social Security Number must be added to the health file of your child at the beginning of the school year.

Update Contact and Emergency Contact Information

Parents/Guardians must inform the school promptly of a new address, telephone number and/or e-mail address. Notification can be given via email: addresses@zis.ch.

At the beginning of the school year, families will be asked to provide a local emergency contact information (other than parents) for their children. Should this information change during the course of the school year, notification can be given via email: addresses@zis.ch.

Health Services

The school is staffed with a full time nurse. The Nurse's Office is located behind the School Office on the ground floor. A student may make their own appointment or just drop in during opening times e.g. lunch time, before or after school.

It is vital that the nurse is made aware of any health conditions, medication, or health risks affecting students. In cases of a chronic illness or health condition that could result in a life threatening medical situation (diabetes, anaphylaxis, heart condition, seizure disorder, etc.) a meeting will be organized with the School Nurse and the parent(s)/guardian(s) do develop an Emergency Care Plan. This plan will be distributed to all teachers/staff involved with the student.

When a student is ill or has been injured, please inform the school nurse (us_nurse@zis.ch) and office (us_attendance@zis.ch) promptly and keep him or her home to get well. Medical conditions requiring students to stay home include, but are not limited to the following:

- Temperature – greater than 38°C or 100°F
- Uncontrolled cough or difficulty breathing
- Vomiting twice within 24 hours or persistent diarrhea
- Red eyes with dark or "crusty" discharge, discolored nasal discharge
- Other conditions as decided by the nurse

Emergency Medical Care

If a student is involved in a minor accident or injury that may require medical assistance during school hours, the School Nurse will try to contact the parent(s)/guardian(s) or "Local Swiss Emergency Contact" in order to seek assistance in obtaining medical help. Injuries are treated as the condition warrants.

If a group of students arrive at the same time, priority will be given to the most serious injury. The School Nurse will attend to the injured student until their Parent/Guardians arrive. If no contact can be made, the School Nurse will decide to the best of his/her knowledge what would be in the best interest of the student. In the case of a life-threatening situation, or other serious condition, the student will be transported by ambulance to an appropriate hospital. In that case, parents/guardians will be notified to meet the child at the hospital instead of at the school. Accidents and injuries at school are recorded in PowerSchool.

Physical Education Excuse Policy

If a student is unable to participate in PE, parent(s)/guardian(s) must email the PE teacher. The School Nurse may only excuse a student from participating in PE when clear, presenting symptoms require it. For PE absences more than 2 classes, a physician note must be submitted to the Nurse or/and PE teacher.

Medication During School Hours

The Nurse's Office routinely stocks basic over the counter medications. Parents/Guardians must sign the consent for treatment found on the ZIS health form which grants permission to administer medications during the school day as needed. In the Upper School students are advised to inform the School Nurse regarding self-administered medications.

If a student needs to take prescription medication during the school day this medication needs to be brought to the Nurse's Office in the original container, and whenever possible, with a copy of the prescription from the doctor/physician.

Students that have been tested for and diagnosed with severe allergies, asthma, seizures, diabetes, or any other medical condition requiring medication during school hours, must provide a supply of all their appropriate medication needs to the Nurse's Office.

Monitoring Student Well-Being and Academic Progress

Grade Level Leaders (GLL) coordinate the grade level Advisory Team. The GLL works closely with teachers to

monitor academic progress, health and social-emotional well-being of students.

If concerns arise the GLL will communicate as appropriate with a School Counselor or Assistant Principal and refer the concern to the Student Support Team.

The Upper School recognizes that at times a student may need additional help with his/her academic studies. As a starting point, students and Parent/Guardians should always approach the classroom teacher first for additional assistance. We strongly encourage students to use teacher office hours in available Flex Blocks, the support resources at the Study Center and only engage a private tutor when this is recommended.

Flex Block

On Monday, Tuesday, Thursday and Friday, a Flex Block has been scheduled into the afternoon. This time was set aside to provide opportunities for students to do independent work, seek academic and social-emotional support, or engage in various school-related activities

The choice of activity during this time is flexible and can be self-directed by the student. Some possible uses include:

- Scheduling appointments with available teachers for additional support
- Completing missing or late work
- Working in a Learning Lounge with both quiet individual and group work space
- Visiting the Study Center
- Using the library
- Taking part in physical activities in the gym, weight room or cardio room
- Meeting with a club or activity
- Grade Level Meeting
- Meet with College or School Counselors

Students are expected to make good use of this self-directed time. A supervised study area will also be available and possibly assigned for individuals who are experiencing academic difficulties or who are found to be disruptive or abusing the privilege of this available time.

Study Center

The National Honor Society (NHS) provides free peer tutoring to students during the day and after school. Students are able to access NHS tutors through the Study Center in the library. In addition, teacher-supervised support in English/History and in Math/Science is available each Tuesday and Thursday after school 16:00–17:30.

Tutors

The administrative associate for the Counseling department, Philippa Gray (pgray@zis.ch), maintains a list of qualified and recommended adult tutors who often come to the Upper School during and after the school day to assist students. This is available in the Community Portal.

Families who are interested in employing an outside tutor should first contact the School Counselor, Grade Level Leader, the IB Coordinator or Assistant Principal. ZIS teachers who are fully employed may not tutor students until after 16:00 and may not tutor students enrolled in their classes. Parents/guardians are billed by the school for tutoring by a ZIS faculty member. If a family requests the assistance of a tutor who is not employed by ZIS it is the family's responsibility to pay social security fees in accordance with Swiss law.

Advisory Program

The goal of the Upper School advisory program is to personalize each student's learning environment so that all students are known well by at least one adult as well as to provide a clear line of communication between students, parents/guardians and teachers. The advisory program includes regularly scheduled meetings designed to foster a sense of community, build students' capacity to monitor their academic progress and achievement, assist them to build a postsecondary plan and strengthen social and emotional competencies.

Organization

A theme driven by specific grade level needs, realities and core challenges provides a focal point for the advisory program:

- Grade 9: Transitions
- Grade 10: Pathways
- Grade 11: Foundations
- Grade 12: Horizons

Advisory groups meet three days a week:

- Monday and Friday for Community Conversations
- Wednesday for Advisory Lessons and Consultancy

Community Conversations

These 15 minute sessions serve as a vehicle for school wide conversations and day to day housekeeping. Advisories discuss the daily announcements, preview and recap important school wide events and encourage participation in upcoming extracurricular activities.

Advisory Lessons and Consultancy

This 45 minute session is dedicated to structured discussions and activities, which address topics and events related to the grade level theme, student needs, realities and core challenges.

In addition, Advisory teachers have time to consult individually with students and review academic progress and goals.

University and School Counseling

The Upper School has a counseling department designed to serve and assist the needs of students. While addressing the academic, social, and emotional needs of students, counselors also act as a bridge between teachers and parents, working to create an environment where every student will have the tools they need to live a fulfilling life in line with our school mission. The programs are preventative, collaborative, developmental and remedial in nature.

The School Counselors are student advocates who provide short-term independent, group or class counseling sessions which address personal, academic, social, or behavioral issues. They consult with parents, administrators, teachers, and outside experts regarding social, emotional, and academic needs of specific students. Furthermore, they assist families with referrals to outside agencies if additional support is needed. School Counselors also collaborate with the University and Career Counselors, Grade Level Leaders and teachers to present a proactive, prevention-based guidance curriculum.

Information shared with a School Counselor is considered confidential. School Counselors are obligated to break confidentiality when there is a potential of serious harm to the student or others, or if there is a concern of neglect or abuse.

The University and Career Counselors are student advocates who guide students in their quest to find the pathway that best fits their abilities, interests and needs. The University and Career Counselors advise students on university admissions, external testing, course selection, and career options.

Requests for Recommendations Procedure

As a service to our families who are moving, pursuing boarding/private school applications, or seeking application to a summer enrichment program, the School Counselors may assist in coordinating any recommendations or transcripts needed for the application process.

Please follow these important steps:

- Before any forms are requested, the parents/student must inform the School Counselor that they will be requesting recommendations.
- The student and Counselor will decide on the most appropriate teachers to approach for a recommendation.

- Where a school may require a letter from a particular department for an appraisal of the student’s strengths, the appropriate teacher will fill it in, but students must speak with the School Counselor first.
- Where paper forms need to be filled out by a “Homeroom Teacher” or Principal, these forms should be given to a School Counselor first who will then coordinate the letters. The faculty member will return the completed form back to the Counselor.
- Requests for recommendations need to be submitted to the School Counselor at least three weeks prior to the deadline. If the parent/student gives less than three weeks notice, the understanding is that it will still take 15 working days to complete the letter. If that is not acceptable, then the faculty member may decline to write a letter.
- All letters of recommendation are considered confidential and neither the student nor the Parent/Guardian may request to read them.
- The student must not assume the teacher or counselor will write a letter of recommendation, but rather request that he/she provide the letter. Once the recommendations are complete, the student should follow up with a “thank you” note to the teacher.
- In exceptional circumstances, if a teacher feels he/she cannot give a strong endorsement, the teacher may suggest to the student to seek one from another teacher where possible.

All letters of recommendation needed for university applications by Grade 12 students are coordinated by the University & Career Counselors. Instructions on the process and timing for requesting teacher recommendation letter will be delivered via advisory lessons and/or counseling blocks.

Letters of Recommendation Process

- We cannot send alumni, or independent counselors, our confidential letters of recommendation. ZIS University & Career Counselors will send these directly to the institutions requesting them.
- ZIS needs at least 15 working days’ notice in order to provide a recommendation, or teacher recommendations, to an institution.
- A UCAS application cannot be submitted without a recommendation, so be sure to provide the ZIS counselor with at least 15 working days notice for a recommendation letter.

Students re-taking exams

- ZIS does not provide predicted grades for retake exams, therefore, an application will have to be submitted once the new grades have been released.
- To show that there are retakes, alumni need to enter the original scores on the year of the first attempt and then

show them a second time. To do this in UCAS, students need to enter ZIS again as a separate school but this time show themselves as a part time student attending only for the weeks/month they completed the retake exams.

- If a student retakes IB exams, and wants to send the updated scores to a university, he/she needs to contact the IB directly to pay to have the updated IB Diploma transcript scores sent to each university. Contact the IB Coordinator, Mr. Sean Maley, (smaley@zis.ch) for instructions on how to do this.

Standardized Tests Required by Universities

The ZIS Upper School is a test center hosting the PSAT, SAT and SAT Subject Tests, the BMAT, and Oxbridge testing. The ACT is not hosted at ZIS. Further information explaining what these tests are, which students may need to take them, and how to register and pay can be found on Community Portal under the Upper School tab.

The University Counselors can advise students about procedures and deadlines for registering for standardized tests. However, it remains the student’s responsibility to ensure that registration materials and payments are submitted in a timely manner. For more information on creating a testing timeline as well as content of the tests, contact your University Counselor or the Test Coordinator, Reina Pace (.)

Student Support Services

Learning Support Program and 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.

ZIS provides a range of Student Support Services, including:

- English as an Additional Language (EAL)
- Learning Support
- Learning Support with Intensive Learning Provision (ILP)
- Occupational Therapy
- Speech and Language Therapy

Information about Student Support Services can be accessed through the Community Portal by clicking on the Student Support Services link.

The Upper School Learning Support program provides support for students to reach their goals in their mainstream classes. Students may be supported individually or in small groups. Students are expected to meet curricular objectives, although these may be modified and tailored to suit the students' specific needs and abilities. Learning Support may include:

- In-class support
- Individual or small group instruction
- Support for teachers including differentiated instruction, accommodations and modifications of curricular programs

Emphasis is placed on a whole-school approach, in which teachers are expected to plan for and implement strategies to help all students successfully learn.

The Learning Support team, as part of the Student Support Team (SST), liaises with teachers around student academic progress. If diagnostic testing is considered desirable or necessary, the Learning Support teachers will assist the family in the referral process. Learning Support teachers are also a communication link, in an effort to help parents/guardians and teachers get a full picture of student progress.

Upper School Code of Conduct and Community Rights

Community Rights and Expectations

We believe that all persons, students, parents/guardians, staff and faculty, are entitled to the following rights and freedoms, at all times, as long as it does not interfere with the rights of others and with any Rules and Expectations of ZIS as laid out herein or in any other contractual documents:

- The right to develop and express their own identity and personality without criticism or pressure
- The right to be treated with respect, free from physical, social or emotional coercion or abuse such as name calling, intimidation, or any other form of bullying, harassment, or violence on the basis of race, sex, religion, sexual orientation, physical strength, size, features, friendship groups, age, culture, (dis)ability, financial status, clothing, or classroom performance
- The right to privacy when this does not endanger self or others
- The right to an educational environment which leaves teachers free to teach and students free to learn without being interrupted by inconsiderate or unruly behavior
- The right to have personal and school property respected
- The right to be informed of expectations and rules, and the fair administration of consequences

Upper School Code of Conduct

ZIS depends on everyone's willingness to respect and act in accordance with the Community Rights and Expectations enumerated above and the ZIS Character Standards. These reflect the underlying spirit of the Upper School rules upon which our community of learning, caring and growing rests.

Therefore, during the school day, we ask students to:

- Respect others' rights, and show consideration for their physical and emotional well being in all interactions.
- Do not possess, use or distribute tobacco, alcohol, e-cigarettes, drugs and other prohibited substances at school or school-sponsored activities.
- Do not participate in or be a bystander to any form of bullying, harassment or violence as outlined in section 2;
- Do not possess or threaten the use of any weapon at school or during school-sponsored activities.
- Do not engage in theft, vandalism or littering.
- Follow the Academic Integrity Guidelines outlined above.
- Use technology responsibly in accordance with the AUP (see below).
- Contribute positively to the school community.

As ZIS students represent the school in the community, we also ask that outside of the school day, students:

- Respect the rights of others, and show consideration for their well being.
- Remember that behavior in the local community reflects on yourself and on your school.

- Exercise courtesy, refrain from using obscene language, and demonstrate good manners when on public transportation.

Behavioral Expectations and Consequences

The Community Rights and Expectations and Code of Conduct articulate general principles and obligations for responsible and respectful behavior at school, during school related activities and in public. The school will not tolerate behavior which violates these expectations, threatens the safety of our community members, or which jeopardizes the reputation of ZIS.

School rules and consequences are intended to safeguard the rights of others, provide opportunity to learn from mistakes, encourage the development of the individual's sense of responsible decision making, and to make amends when relationships are affected. Disciplinary procedures seek to understand student behaviors and provide supportive interventions, and appropriate consequences.

Disciplinary incidents are noted in PowerSchool recording the date and brief description of the event. These entries are private records and they are not published in any form. When it is necessary to inform the student's teachers, advisor, and/or counselor that an incident has occurred, the student's right to privacy is respected by limiting the dissemination of information and only disclosing pertinent and necessary information.

Major School Rules and Other Behavioral Expectations

In the Upper School, we have designated the above expectations into two categories - Major School Rules and Other Behavioral Expectations. The major school rules are those that are addressed directly by the school administration due to their seriousness and their impact on individuals and the community. The other behavioral expectations are those that can be addressed by teachers, Grade Level Leaders and/or administrators that impact the learning environment and/or contravene the ZIS Character Standards. Repeated violations of these expectations can result in more serious consequences.

Major School Rules – Administrative Level Discipline

Violations of the following rules at school or school-sponsored activities will be reported to and addressed by the Assistant Principal for Student Life:

- Use, possession or distribution of alcohol or drugs
- Use, possession or distribution of cigarettes, electronic smoking devices (including vape devices) or chew tobacco
- Bullying or harassment
- Violence or fighting

- Theft or vandalism
- Violations of Academic Integrity Policy
- Use or possession of firearms, knives or other implements used or threatened to be used as a weapon
- Skipping class or leaving campus during the school day without permission
- Repeated violations of other behavioral expectations listed below
- Actions that impact the reputation of ZIS in the community

Other Behavioral Expectations

- Disrespectful and/or disruptive behavior or language in or out of the classroom
- Littering and/or eating or drinking in non-designated areas
- In-appropriate use of technology during class time including use of mobile devices or headphones
- Use of drones on campus
- Dress code violations

Major school rules will result in more serious consequences based on the circumstances and the impact of the infractions on others and the school community. In most cases of bullying, physical violence, theft, possession or use of drugs, cigarettes (including vapes) alcohol or weapons at school or school sponsored events, the minimum consequence will be an in-school suspension and parental notification.

Violations of the Academic Integrity Policy will result in the consequences outlined in the Academic Integrity section.

For other violations of the US Code of Conduct, the student will be assigned consequences from the list below based on the severity and repeated nature of the behavior. In addition all such violations will be noted in PowerSchool.

Searches

ZIS reserves the right to conduct physical searches of students, student bags and lockers when there is reasonable concern that there may be danger to self or others or there is a violation of the Code of Conduct.

Consequences for Violations of the Code of Conduct

The consequences of violations of the ZIS US Code of Conduct may be the following, depending on the severity of the incident and the number of previous infractions or violations:

Warning

A written or oral warning issued by any staff of ZIS that future incidents will incur more serious consequences.

Notification to Parent(s)/Guardian(s)

ZIS will inform parent(s)/guardian(s) about an incident when deemed necessary and in a manner deemed suitable for the specific situation. This may be in writing or any other kind of communication.

Detention

Students may be required to attend detention supervised by a member of Staff. Students may not defer detention for personal reasons or for participation in extracurricular activities. In detention, students will either work on assignments or be assigned a service task appropriate to the infraction.

Disciplinary Probation

Students placed on disciplinary probation will receive a written contract stating the period of probation and its conditions. Violation of the conditions of the probation may result in in-school suspension, out of school suspension, withdrawal or expulsion. Probationary status is not recorded on the student's official transcript.

In-School Suspension

This consequence is reserved for more serious or repeated offenses of the Code of Conduct (see above). Students on in-school suspension report to room 209 at the beginning of the school day and may not attend classes, engage in social interaction with peers or attend extracurricular activities. In-school suspension is logged in PowerSchool but is not recorded on the student's official transcript. Future disciplinary infractions could result in out-of-school suspension or expulsion.

Out-of-School Suspension

This consequence is reserved for more serious or repeated offenses of the Code of Conduct (see above). During an out-of-school suspension, the duration of which will be determined by ZIS, students are not allowed access to the campus or school grounds, may not attend classes or participate in extracurricular activities. Students must submit assignments that are due and must make up missed assessments upon their return. An out-of-school suspension will be reported to universities that ask whether a student has faced disciplinary issues.

Indefinite Suspension

The Principal, in conjunction with the Director, may determine to suspend a student indefinitely. This means that the student may not attend classes for an extended period. Students may be allowed to submit work from home or enroll in distance learning/online courses in order to earn credit toward graduation. An indefinite suspension will be reported to universities that ask whether a student has faced disciplinary issues.

Expulsion or Withdrawal

The Principal, in conjunction with the Director, may determine to expel the student or provide the option for a student to withdraw from ZIS for the most serious or repeated violations of the Code of Conduct. Both will terminate his/her enrollment at ZIS. The student may not attend school or extra-curricular activities nor access the campus or school grounds. Withdrawal and dismissal are noted on the student's transcript.

None of these consequences entitle the student or his/her parent(s)/guardian(s) to reclaim part or all of the tuition paid or not to pay tuition due. Further details are described in the Financial Regulations.

Appeals

Students may appeal decisions which they perceive to be unfair or incorrect. Appeals should be made in writing within one week to the Principal, whose decision is final. Appeals regarding decisions resulting in the suspension, withdrawal or dismissal of a student from school should be made in writing within one week to the ZIS Director, whose decision is final. Any kind of absences or holidays or vacation do not extend this deadline.

Notification of Authorities

ZIS may notify authorities of any information which was observed or suspected. This applies regardless of whether ZIS has the statutory duty to do so or whether it does so at its own discretion in a specific case if it believes that it is in the best interest of any member of the ZIS community or the entire community.

Eating in Designated Areas

For health and sanitation reasons, students should only bring water to class. Students may eat a snack between classes anywhere in the building, or in class, at the discretion of the teacher, with the expectation that they clean up after themselves and do not litter.

Students must eat lunch in the cafeteria or the Lion's Den, except with given permission by a teacher or club sponsor. In all cases, students are responsible for cleaning up after themselves and not littering.

Personal Property Loss or Theft

Students are required to use their lockers with a lock to safely store personal property. When using the gym during the day or after school, students should use the lockers provided to store valuable items such as watches, jewellery and wallets, or should hand these to the teacher at the

beginning of class. ZIS is not responsible for the loss of theft of valuable items brought to school.

Dress Code

Norms involving acceptable and inappropriate clothing differ across cultures and societies, and social contexts. While we wish to support freedom of expression, we must also ensure an atmosphere of respect appropriate to a professional and multicultural environment.

- Clothing is considered inappropriate when it:
- displays references to prohibited substances, inappropriate language, sexual, derogatory or discriminatory references.
 - reveals cleavage, undergarments, exposes the midriff when arms are extended horizontally, including short shorts where the hemline lies in the groin rather than falling on the thigh.
 - Hats, caps and head coverings may not be worn indoors, except for bona fide religious reasons or other reasons approved individually by an Assistant Principal.

Such clothing may not be worn in school or during school activities. Students whose attire does not meet the requirements will be asked to change and incur the consequences as listed under School Rules and Consequences above.

Campus Boundaries and Off-Campus Privileges

Campus Boundaries

The boundaries of the Upper School campus are outlined on the image below. The public park on the south side of the school (shown with a dashed line) is not officially part of the campus. However, during nice weather students are welcome to use this area during free time, providing they treat it respectfully.



Upper School Campus

Grade 9 and 10 students do not have off-campus privileges and must remain within campus boundaries during the school day.

The following privileges are automatically extended to students in Grades 11 and 12 unless parents/guardians withdraw permission by writing to an Assistant Principal, with the understanding that it is not possible for the school to monitor student compliance.

Grade 11 Off-Campus Privilege

Grade 11 students who have the first block free must arrive at school in time for their first class of the day and sign in at the Main Office. Students are expected to attend advisory on Wednesdays. Grade 11 students who have last block free may sign out at the Upper School Main Office and leave early. During semester 2, off campus privileges are extended to Grade 11 students to leave campus during lunch. Students must sign out and sign in upon return.

Grade 12 Off-Campus Privilege

Grade 12 students who have first block free must arrive at school in time for their first class of the day, except on Wednesdays when students must attend advisory. Grade 12 students must sign out/sign in if leaving campus during the

day, and must sign out if they have free blocks at the end of the day. Neglecting to do so may result in privileges being revoked.

Consequences

Students who are tardy, absent or do not sign in/out may incur detention, have their off-campus privileges revoked or face further disciplinary consequences for continued infractions.

Grade 11 and 12 students who have parental permission to smoke at the designated outdoors smoking area may store tobacco, e-cigarette or chew tobacco products on the ground floor coat hooks in their bag or coat. If these products are found on a student at school, it will be treated the same as if the student was using the products on campus, according to School Rules and Consequences above.



Designated smoking area

Information Technology Policy and Guidelines

Appropriate Use of Technology and Devices

The Principles of Responsible Use

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 students 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 the school monitors Internet use through software on our school network, it is impossible to guarantee that users will not be exposed to, or be 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 deliberately access such materials and/ or 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 out of sympathy with the school's mission and values, in breach of professional ethics, and/or in violations of the school's rules and expectations.

Responsible Use Policy

- I understand that any devices loaned to me, my 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 on any device 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 otherwise offensive material in any form or medium through any device is against school rules and in some cases against the law. This includes 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 any devices loaned to me in any way for any reason.
- I agree that electronic communication and computer use may be monitored at anytime, including a physical search of any devices loaned to me and/or personal devices.
- I agree 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 & 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.

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, the following rules apply. All members of the ZIS Upper School community:

- are solely responsible for what they choose to publish online.
- publish material online with the understanding that their published content must adhere to academic and/or professional norms and appropriately reflect the ZIS Mission & Philosophy.
- 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.
- will not publish current, specific demographic or contact information which will identify a student, faculty, or staff member (i.e. home address, telephone no., etc.).
- will not publish personal information regarding parents, students, faculty or staff members without prior permission.
- 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) agree 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.

Upper School Tablet Agreement

All school owned devices, including the tablet, remain the property of Zurich International School and as such must be returned to the school either on demand or at the end of your enrollment at ZIS.

At Zurich International School, we use G Suite for Education, and we provide and manage a G Suite for Education account for students. G Suite for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom. At Zurich International School, students will use their G Suite accounts to complete assignments, communicate with their teachers.

When creating a student account, Zurich International School will provide Google with certain personal information about the student, including, for example, a name, email address, and password. When a student uses Google services, Google also collects information based on the use of those services. A summary of the information Google collects is explained on the G Suite for Education Privacy

Notice at https://gsuite.google.com/terms/education_privacy.html?

The user accepts responsibility for:

- All pre-installed software on all school owned devices. The user agrees not to alter the core configuration of school owned devices without approval by the ZIS IT Department.
- All data contained on school owned devices. This includes any pictures, videos and information downloaded from the Internet. The user is responsible for any infringement of copyright, violation of school use policies, or any applicable statute or regulation. The producing, downloading or accessing material which is incompatible with the goals and values of ZIS will be considered a violation of the Responsible Use Policy.

The physical security of school owned devices

The tablet is insured worldwide under the school's insurance policies. However, this coverage does not extend to instances where the user is deemed negligent such as:

- A tablet left unattended (including if left unattended on school premises)
- In view in a car or unattended in a public place
- Left on a train or plane, etc.

In these cases, the user will be held personally liable for any loss or theft of the tablet. In all cases of other school owned devices, the user will be held personally liable for any loss or theft.

The general care and maintenance of school owned devices

Care at all times should be taken of school owned devices and maintained in good condition. The user is held liable for damages caused by negligence:

- Inappropriate usage, or abuse beyond normal wear and tear
- Stickers, markings or decorations of any kind
- Intentional damaged
- Cosmetic damage to the tablet that is not covered by the Lenovo Accidental Damage Protection

Reporting the damage or loss of school owned devices to the IT department as soon as possible

The tablet has antivirus software pre-installed. This software requires regular updates in order to remain effective. The antivirus update system is an automatic procedure, upon the tablet being connected to the school network. As such, the user agrees to connect the tablet to the network at least once a week when school is in session.

The user will adhere to the ZIS Responsible Use Policy in this handbook.

In the event of school owned device mistreatment or lack of adherence to the ZIS Responsible Use Policy, disciplinary action will be taken as outlined in this handbook.

Consequences of Inappropriate Use

Depending on the severity the following consequences may apply:

- A meeting with the Educational Technology Coordinator to review the Responsible Use Policy and results in a warning; parents/guardians will be notified.
- The student may be referred to the School Counselor, disciplinary measures as considered appropriate.
- A family meeting, disciplinary probation, restricted access or loss of technology privileges, and other supportive measures deemed necessary.
- The option to withdraw or expulsion.

Co-Curricular Program

The Upper School has an extensive extracurricular program, based around student clubs, athletics, and the performing arts. Some activities take place during the school day and/or after school, while others require participation in a one time event. Sign up for extracurricular activities occurs during lunchtime "Activity Fairs" which occur three times per year. Participation in some activities may incur costs beyond tuition.

Student Council

The Upper School Student Council is comprised of elected student representatives from Grades 9-12 and an Executive Committee elected by the student body in April/May each year. The Student Council operates in accordance with the ZIS Upper School Student Council Constitution and aims to ensure that the school is a pleasant and productive place. It also acts as a forum for student ideas/concerns. The Student Council meets once a week and all interested students are invited to attend open meetings.

Sports

The Upper School athletic program endeavors to accommodate all students who wish to participate in individual and team sports, regardless of their level of expertise or experience. ZIS currently competes in the Swiss Group of International Schools (SGIS), Sports Council of International Schools (SCIS), and the International Schools Sports Tournaments (ISST). Athletic practices are usually held on Monday, Wednesday and Friday afternoons and competitions against other international and local schools are routinely held after school or on weekends.

There are three athletic seasons during the school year:

Fall Season – begins at the start of school and runs until mid-November

- Cross-Country (Running)
- Volleyball (girls)
- Football (Soccer)
- Rugby (boys)

Winter Season – begins mid November and runs until mid-March

- Alpine Skiing
- Cross Country Skiing
- Basketball
- Swimming

Spring Season – begins mid March and runs until the end of May

- Tennis
- Track and Field
- Softball (girls)
- Golf

For more information on Clubs and Sports please visit the Student Life tab on: www.zis.ch

Clubs

There are many extracurricular clubs for Upper School students. Students can initiate a club with the support of one faculty sponsor and approval by the ZIS Cares Committee. A sample list of current clubs includes:

- Amnesty International
- Art Club
- Barefoot Foundation
- Climbing Club
- Debate Club
- The Duke of Edinburgh International Award
- Ghana Club
- History Club
- Just One Africa
- Lion's Jazz Ensemble
- Model United Nations (The Hague, Basel and Paris)
- National Honor Society
- Nepal Club
- Operation Smile
- Project Green
- Student Council
- Yearbook

Visual Arts

The Visual Arts Department offers an Art Club once a week throughout the year. It is an open studio format in which students can come create work for CAS, their own personal projects or have time 1:1 with an art teacher to work on current class work. There is a rotating schedule of the art teacher who is on duty that week. Students may use any material we have in stock.

Music

The Music department offers musicians of all ability levels the opportunity to participate in both curricular (see the Program of Studies) and extracurricular endeavors. The Upper School Music area includes two music rehearsal rooms, two practice rooms, a Mac Music Lab with Ableton Live production software and a recording studio. A variety of performance activities may be provided outside of class time, such as the ZIS Lion Jazz Band, special Vocal Ensembles, and student led jam sessions. Our most experienced musicians participate in the AMIS International Honor Band, Choir, Orchestra, and Jazz Band festivals in locations all over the world. Students may also study instruments and voice privately through our Music Academy. Further information is available on the Community Portal.

Theater

Drama Enthusiasts have the opportunity to flex their talents as actors, dancers, singers, lighting and sound technicians, set builders, make-up artists, props managers, backstage

managers, designers of hair and make-up or crew members. Every other year we have a musical followed by a year of two Drama productions. Recent performances include: *Midsummers Night's Dream*, *Rosencrantz and Guildenstern are Dead*, *Les Miserables*, *Once Upon a Mattress*, the *Complete Works of William Shakespeare (abridged)*, *Anything Goes!*, *And a Child Shall Lead*, *The 39 Steps* and *Grease*.

Classroom Without Walls (CWW)

Participation in CWW offers students the opportunity to learn from a range of experiences outside of the classroom. These experiential learning opportunities support the school mission encouraging student engagement with the Learn, Care, Challenge and Lead pillars. The costs of mandatory CWW experiences are included in tuition.

Service Learning

In Grades 9 and 10 students are required to participate in service learning activities offered by the school. Across Grades 9-12 voluntary participation in service through school clubs and outside of school is strongly encouraged.

School Trip Guidelines

ZIS believes that excursions and school trips represent excellent learning opportunities to compliment the curriculum and offer experiences that fulfill the school's mission. Depending on the requirements of particular courses, field trips may be optional or mandatory.

With the exception of CWW, students with excessive absences, failing grade(s), notable decline in academic performance or recurring behavioral issues, may be excluded from an optional or mandatory trip.

Expectations

- Participants in school related trips are representatives of the school at all times. As a result, all expectations for in-school behavior which can be logically applied to the trip will be in effect.
- Students must be punctual for all departure times and events.;
- Students may not bring audio equipment with external speakers, valuables, or large sums of money on the trip.
- Students must remain with the group except during identified leisure periods. During leisure periods, students are required to travel in groups of three or more, and may be instructed to remain within a specified area and/or inform a chaperone of their planned whereabouts.
- Students must be in their rooms at the announced curfew time and are not permitted to leave their rooms after that time. Boys are only permitted in boys' rooms

- and girls are only permitted in girls' rooms.;
- Possession, purchase and/or drinking of alcoholic beverages and purchase, possession and/or use of drugs, other than those for medicinal purposes previously reported to the nurse, are strictly prohibited.
- Smoking is not permitted on trips except when parents/guardians have contacted the Principal to seek permission for students over 16 years of age. Chaperones will determine when and where students with permission may smoke.

Rooming

- Students are assigned to single-sex rooms with their classmates.
- Whenever possible, boys and girls will be on separate floors in the hotel.
- Whenever possible, chaperone rooms will be interspersed with student rooms.
- Prior to checking in and out of a hotel, chaperones will inspect student rooms.
- Students are responsible for anything that happens in the hotel room. The cost of missing items (keys, towels, etc) and/or damage to rooms or furnishings will be shared equally by those who occupy the room if no responsibility can be clearly established.

Early Departure from Trips

In the event of illness or family emergency which would require a student to be sent home before the termination of the trip, the student will be sent home by the most suitable available means of transportation. If it is not possible to send a chaperone with the student, it is the responsibility of the parents/guardians or their designee to make arrangements for transportation home.

Chaperones

All trips are accompanied by a minimum of two adult chaperones. The number of chaperones will be proportionate to group size to ensure adequate supervision. In addition:

- On a trip, when students are not housed with local families, and the school will endeavour to appoint both a female and male chaperone to accompany the group.
- Chaperones may establish special rules or conditions for a trip. These rules/conditions will be indicated on the trip information letter.

Discipline

Chaperones who suspect that a trip and/or school rule has been broken will ascertain the circumstances and give student(s) an opportunity to explain the situation. In cases of School Rule infractions, the chaperone will contact both the student's parents and the Assistant Principal for Student Life. Students who violate trip and/or school rules may face the following consequences:

Minor Rule Infractions

Students involved in minor violations (e.g. returning late for curfew, being overly rambunctious, incooperative or inconsiderate toward others) may be kept under closer supervision, and/ or be excluded from certain activities, at the discretion of the chaperones. A chaperone or other staff member may notify the parent(s)/guardian(s) and will log the incident in PowerSchool.

Major Rule Infractions

Students may be dismissed from a trip at the parents expense if:

- an incident has occurred involving though not limited to theft, drinking, vandalism, drugs, mixed company.
- a student's consistently uncooperative and/or disengaged behavior negatively impacts others on the trip.

Any infraction of a Major School Rule will be followed up upon return with the Assistant Principal for Student Life and could incur further disciplinary action.

Emergencies

In case of an emergency, chaperones are expected to take all necessary available measures to ensure prompt and appropriate treatment of the student(s) involved to the best of their knowledge. In addition, the parents/guardians of the student(s) and Administration are informed as soon as the situation permits.

Cancellation Policy

Families may withdraw a student from participation in a mandatory school trip without financial liability in the event of a family emergency such as a death in the family or upon providing a doctor's certificate of illness or injury which precludes participation.

In the event that a student is withdrawn for reasons other than above, parents accept financial responsibility for the payment of any non-recoverable funds due to cancellation. Classroom Without Walls (CWW) trips are mandatory school trips. If the student is unable to participate in a CWW trip which travels, the student is required to participate in a local CWW consisting of day trips.

Liability

ZIS excludes any liability, to the extent permissible by law, for any kind of damage caused by any employee, ancillary staff or any other person whose actions may be attributed to ZIS, namely for:

- physical or emotional injuries of any kind that occurred because of, during or at the occasion of school-related activities of any kind (including breaks, free blocks, lunchtime, school trips, extracurricular activities, shuttle bus trips etc.).
- lost, stolen, or damaged personal property of any kind, namely electronic devices, even if temporarily confiscated by the school.
- the loss of data resulting from delays, non-deliveries, mis-deliveries, errors, or interruptions of any IT-related services including internet access as well as in case of deletion of unauthorized software, and for any consequences in case internet users succeed in gaining access to controversial or inappropriate materials.

The parents shall indemnify, defend and hold harmless ZIS and/or its staff from and against any and all claims, damages, liabilities, losses and expenses arising out of or resulting from, directly or indirectly, any act or omission of their children.

Parent/Guardian Information and Support

Communication and Information

Weekly News on Community Portal

Each Thursday the school posts information important to your family on the Community Portal, personalized to you by the grade and campus of your child/ren. My ZIS Weekly News is the primary source of information for parents/guardians from the school, and it is important that you take the time to read it each week. It is posted on the Community Portal, a secure section of the school website (www.zis.ch) which also houses links to other important information.

Each week a message that the current issue of My Weekly News is online is sent to the email address(es) that parents/guardians provide upon joining ZIS. Upper School students also have access to the Community Portal and are sent the email on Thursdays.

Parent/Guardian Information Meetings

Throughout the year parent/guardian information meetings are held to provide necessary information around important decisions. These meetings are on the school portal calendar and are advertised through the weekly news.

Counselors' Corner Sessions

Counselors' Corner meetings take place during a school day on the Upper School campus. Over the year, the Counselors present information and lead discussions on a variety of topics of interest to parent/guardians including: digital citizenship & safety, personal safety, supporting good mental health in students, parenting topics, and the most common university destination and applications procedures for ZIS students. The topics and dates of Counselors' Corner sessions can be accessed on the Community Portal under the Upper School tab, and reminders are published in My ZIS Weekly News on the Community Portal.

Parent/Guardian Rights

Parents/Guardians have the right...

...to a safe and secure learning environment provided for their children, including:

- safe transportation and facilities.
- an environment that is free of intimidation, harassment, and physical, sexual, or verbal abuse in the school environment.
- emergency response policies and procedures.
- drug-free and smoke-free campuses.
- healthy food options.

...to expect timely, relevant, and effective communication, including:

- respect and courtesy from all members of the school faculty and staff.

- access to all school policies and guidelines.
- information regarding school issues and events.
- acknowledgement of inquiries, concerns, complaints or grievances within two school days.
- regular communication between teachers and families information concerning the grading criteria and student progress.
- access to school activities in accordance with school policies and communication protocols.
- family Conferences and other meetings as requested.

...to participate in decision-making at the school through:

- voting in elections or on special amendments put forth by the ZIS Board of Trustees.
- being a candidate for serving or volunteering on school committees (i.e. Parents Association, campus, board sub-committees) and task forces.
- standing for elections to be a member of the ZIS Board of Trustees.

Parent/Guardian Responsibilities

Parents/Guardians have the responsibility to support the mission, values, curriculum, and educational standards of ZIS, and to follow the school's chain of communication, with respect to the following:

To assist the school with creating a safe and healthy environment by:

- sending your child to school well prepared to learn, well-rested, well-nourished, properly groomed, and appropriately dressed (as stipulated in the Student Upper School Handbooks).
- ensuring that your child is properly supervised if and when Parent/Guardians are away from home (the Temporary Guardianship Form, found on the Community Portal in the divisional student handbooks, outlines these responsibilities).
- respecting the health of others by keeping children at home if they are unwell, especially when they have communicable illnesses such as colds, influenza, conjunctivitis, head lice or fever; and disclosing appropriate information regarding illnesses as requested.
- reinforcing with children the need to respect people, property, safety, and the rights of others.
- providing the school with up-to-date contact information, and keeping such information current, in case of emergency.

To assist the school with effective communication, by:

- treating teachers, staff, volunteers and parents/guardians with courtesy and respect.

- maintaining contact with teachers and homeroom Parent/Guardians as necessary: bring problems, concerns, and criticisms directly to the appropriate teacher for clarification or resolution, in the first instance (the campus principal/assistant principal can also be contacted, and ultimately the director).
- attending meetings and workshops related to your child's development and learning.
- informing the campus counselor of any special needs your child may have, or of any circumstances at home that might affect your child's performance at school.
- adhering to ZIS policies (as outlined in each divisional handbook), especially with regard to planned absences, administering medications, parent/guardian-teacher communication, and school/activities balance.
- seeking assistance as needed from other parents/guardians or from counselors and administrators to learn how to fulfill your responsibilities, and requesting assistance if such information needs translation.
- respecting that parent/guardian addresses (including phone numbers and email addresses) in the school directory are for school-related issues only. These cannot be used for promoting businesses or services.
- reading the Weekly News in order to be knowledgeable about school news, activities and events.

To support the school by:

- helping to foster student pride, confidence and a positive attitude in school and teachers.
- providing the time and environment for students to complete expected home learning, while encouraging students to take increasing responsibility for this.
- ensuring that students attend school regularly and without extended vacations; informing the school of any time when the family needs to be away.
- attending Family Conferences or scheduled meetings.
- supporting the ethos and objectives of the ZIS Parents Association.
- volunteering time, skills, and resources when possible.
- seeking the consent of the Director of Community Relations before engaging in any fundraising efforts.
- dedicating time and thought to the continual improvement of ZIS.

Who to contact

Requesting permission for a planned student absence:

- Please contact Assistant Principal, Alison Callaghan: acallaghan@zis.ch.

Informing of student illness/unexpected absence:

- Please email: us_attendance@zis.ch or call 058 750 2400.

Questions or concerns regarding and specific class and/or a student's academic progress:

- Please email the student's teacher.

Information or concerns about your child's health and/or ongoing illness:

- Please contact our school nurses: us_nurses@zis.ch.

Concerns about your child's personal, emotional or social well-being:

- Please contact the student's School Counselor as listed on PowerSchool.

Questions about Upper School policies and procedures:

- Please contact an Assistant Principal.

Please expect an initial reply within two (2) days acknowledging that your email has been received and that a response is forthcoming.

Questions regarding PowerSchool Gradebook access

- Please contact Sue Nettleton: snettleton@zis.ch.

Questions regarding the Community Portal

- Please contact Community Relations: ecom@zis.ch.

Upper School Timetable

The Upper School Timetable is based on a two-week cycle of classes during which most classes will meet three (3) times per week. In addition, every day but Wednesday, there is a 20 minute flex block during which students can seek extra help from teachers, counselors or peers, work on group projects, or use it in numerous other ways enumerated earlier in the handbook. The timetable also creates longer blocks of Community time on Wednesdays for advisories or Assemblies.

The schedule was created with input from teachers, students and various constituencies to achieve the following goals:

1. Match the length of classes to the needs of different age students (Grade 9 vs. Grade 12) and different courses (IB Standard Level and ZIS courses vs. IB Higher Level and AP courses).
2. Provide adequate teaching hours to meet the requirements of our International Baccalaureate (IB) 5-year review for both IB Higher Level (HL) and Theory of Knowledge (TOK) courses.
3. Create flexibility in the schedule for students to seek extra help, run clubs, meet for group work or grade level meetings, and meet with both college and social emotional counselors without missing class time.

4. Schedule regular community meeting times that do not take away from class time.
5. Create a course schedule that allows the vast majority of students to get their first choice of courses and does not require students to take online courses due to schedule conflicts.
6. Create a schedule that promotes strong collaboration with the Middle School when we are on the same campus.

The schedule shared below achieves all of these goals.

Bell Schedule

Monday & Friday		Tuesday & Thursday		Wednesday	
08:25–08:45	IB and AP extended block	08:25–08:45	IB and AP extended block		
08:45–09:50	Period 1	08:45–09:50	Period 1	08:45–9:50	Period 1
09:50–10:00	Passing time	09:50–10:00	Passing time	09:50–9:55	Passing time
10:00–11:05	Period 2	10:00–11:05	Period 2	9:55–10:35	Advisory / Assembly
11:05–11:10	Passing time	11:05–11:10	Passing time	10:35–10:40	Passing time
11:10–11:25	Advisory	11:10–12:15	Period 3	10:40–11:45	Period 2
11:25–11:30	Passing time	12:15–13:15	Lunch	11:45–12:25	Lunch
11:30–12:35	Period 3	13:15–14:20	Period 4	12:25–13:30	Period 3
12:35–13:15	Lunch	14:20–14:25	Passing time	13:30–13:35	Passing time
13:15–14:20	Period 4	14:25–14:45	Flex Block	13:35–14:40	Period 4
14:20–14:25	Passing time	14:45–15:50	Period 5	14:50–16:30	PLC Time
14:25–14:45	Flex Block				
14:45–15:50	Period 5				

Directory

Area

Absences/Attendance
Admissions/Withdrawals
Advanced Placement (AP)
Athletic Director
Building Services

Clubs
Creative Arts
CAS
Course Selection: Grades 9 and 10
Course Selection: Grades 11 and 12,
Assigned University Counselor Curriculum Coordinator
(whole school)

Discipline
EAL
Learning and Technology Coach
English
Extended Essay
Extracurricular Activities (whole school)
Facilities Booking
Grade 9 Leader
Grade 10 Leader
Grade 11 Leader
Grade 12 Leader
Grading and Reporting
Graduation (administration)
IT Support (Upper School)
Individualized Education Program
International Baccalaureate
Internship Program
Job Center
Learning Support
Library Media Center
Lost and Found
Mathematics
Mission 10 Project (Grade 10)
Music
Nurse (Monday to Thursday)
Nurse (Friday)
Physical Education
School Counselor
School Counselor
Science
Service Learning Coordinator
Social Studies
Student Council
Theory of Knowledge Coordinator
Transcripts
University & Career Counseling

Virtual High School Learning Coordinator
World Languages

Contact Person

Upper School Office
Admissions Team
Jonathan Kirkwood
Greg Hart
William Adjei
Tobias Brunner
Greg Hart
Keri Jolley
Ann Fritzen
Jonathan Kirkwood

Ji Han
Alison Callaghan
Esther de Vries
Anka Vonic
Rob Friesen
Peter Jacobson
Nick Bentley
Maira Hoffmann
Claudia Glass
Andrea Cole
Ann Fritzen
Martin Samuelsson
Jonathan Kirkwood
Stefi Bottoni
Ondrej Zaris
Samuel Ducharme
Sean Maley
Dale Braunschweig
Liz Kalmin
Ainsley Taylor
Peter Jacobson
Upper School Office
Joel Lobland
Andrea Cole
Tracy Sons
Helma Van Vliet
Maria Persson
Michael Johnston
Catherine Richardson
Ann Infante
Diya Kanoria
Ann Fritzen
Dan Bixon
Helma van Vliet
Martin Samuelsson
Susan Nettleton
Kathleen Schulz
Rich Modica
Ann Infante
Anka Vonic
Christine Jordan

Contact Email

usattendance@zis.ch
admissions@zis.ch
jkirkwood@zis.ch
ghart@zis.ch
wadjei@zis.ch
tobrunner@zis.ch
ghart@zis.ch
kjolley@zis.ch
afritzen@zis.ch
jkirkwood@zis.ch

jhan@zis.ch
acallaghan@zis.ch
edevries@zis.ch
avonic@zis.ch
rfriesen@zis.ch
pjacobson@zis.ch
nbentley@zis.ch
mhoffmann@zis.ch
cglass@zis.ch
acole@zis.ch
afritzen@zis.ch
msamuelsson@zis.ch
jkirkwood@zis.ch
sbottoni@zis.ch
ozarus@zis.ch
sducharme@zis.ch
smaley@zis.ch
dbraunschweig@zis.ch
jobcenter@zis.ch
ataylor@zis.ch
pjacobson@zis.ch
us_office@zis.ch
jlobland@zis.ch
acole@zis.ch
tsons@zis.ch
hevanvliet@zis.ch
mpersson@zis.ch
mjohnston@zis.ch
crichardson@zis.ch
ainfante@zis.ch
dkanoria@zis.ch
afritzen@zis.ch
dbixon@zis.ch
hvanvliet@zis.ch
msamuelsson@zis.ch
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kschulz@zis.ch
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ainfante@zis.ch
avonic@zis.ch
cjordan@zis.ch