



# Secondary Campus Handbook 2023/24



Zurich  
International  
School

**zis.ch**

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## 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.

# School Year Calendar 2023/24

## July 2023

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 2024

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	29			

## 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

### 2023

August 1:	Swiss National Holiday
August 2–3:	Campus Admin Teams
August 2–4:	New Faculty Orientation
August 7:	Middle Level Leaders (MLL) return
August 8–14:	Faculty Orientation
August 9:	All-Employee Assembly
August 11:	MS & US New Student Orientation
August 14:	LS (incl. LP21) New Student Orientation
August 15:	<b>First Day of Classes for all campuses</b>

October 9–13:	Fall Break
October 16–17:	No School, Professional Development Days (1 & 2)

<b>December 15:</b>	<b>Last Day of Classes</b>
December 18–29:	Winter Break I

### 2024

January 1–5:	Winter Break I
January 8:	<b>2nd Semester begins</b>
February 12–16:	Winter Break II
February 19–20:	No School, Professional Development Days (3 & 4)
March 25–29:	Spring Break
March 31:	Easter Sunday
April 1–5:	Spring Break
May 1:	May Day, Swiss Labor Day
May 9–10:	No School, Ascension
May 20:	No School, Pentecost (Whit Monday)
June 1:	Upper School Graduation
June 13:	<b>Last Day of Classes</b>
June 14:	Faculty work day

### 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
■	Upper School Graduation

### Abbreviations:

LS	= Lower School
MS	= Middle School
US	= Upper School
MLL	= Middle Level Leader

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.

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 Middle and Upper School Principals

## Dear Students and Parents,

On behalf of the Middle and Upper School faculty and staff, we would like to welcome you to the 2023/24 academic year and to our Secondary Campus. It is with great excitement that we jointly welcome you to explore all that ZIS has to offer for the last seven years of your educational journey.

The joint Middle School and Upper School campus, allows us to take advantage of the benefits that come from shared space while preserving what is best and developmentally appropriate for students in each division. This handbook therefore includes crucial 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.

We encourage you to read this handbook carefully and pay particular attention to note those areas where the expectations differ based on the division in which your child is enrolled.

Have a great school year,

David Wood and David Markus  
Middle School and Upper School Principals



**David Wood**  
Middle School Principal  
[dwood@zis.ch](mailto:dwood@zis.ch)



**David Markus**  
Upper School Principal  
[dmarkus@zis.ch](mailto:dmarkus@zis.ch)



**Jonathan Kirkwood**  
Assistant Principal for Curriculum  
(Grades 6–12)  
[jkirkwood@zis.ch](mailto:jkirkwood@zis.ch)



**Suzanne Keys**  
Middle School Assistant Principal  
[skeys@zis.ch](mailto:skeys@zis.ch)



**Alison Callaghan**  
Upper School Assistant Principal  
[acallaghan@zis.ch](mailto:acallaghan@zis.ch)



# Who's Who – Directory

## Positions of Responsibility – ZIS

### Area

Director  
Chief Operating Officer  
Deputy Director  
Director of Community Relations  
Director of Student Life

### Contact Person

Lisa Lyle  
Stefan Muehlemann  
Mark Schulz  
Michaela Seeger  
Nick Bentley

### Email

[llyle@zis.ch](mailto:llyle@zis.ch)  
[smuehlemann@zis.ch](mailto:smuehlemann@zis.ch)  
[mschulz@zis.ch](mailto:mschulz@zis.ch)  
[mseeger@zis.ch](mailto:mseeger@zis.ch)  
[nbentley@zis.ch](mailto:nbentley@zis.ch)

## Positions of Responsibility – Secondary Campus

### Area

Assistant Principal for Curriculum (Grades 6–12)  
Athletic Director (all ATAC)

### Contact Person

Jonathan Kirkwood  
Greg Hart

### Email

[jkirkwood@zis.ch](mailto:jkirkwood@zis.ch)  
[ghart@zis.ch](mailto:ghart@zis.ch)

### Heads of Department

Creative Arts  
English  
Learning Coach – Secondary  
Learning Support  
Mathematics  
Physical Education  
Science  
Social Studies  
World Languages

### Contact Person

Bill Gilfry  
Leigh Williams  
Nathan Taylor  
Ainsley Taylor  
Joel Lobland  
James Ramsey  
Mary Sue Southon  
Alysha Heller  
Claudia Monnet-Schlueter

### Email

[bgilfry@zis.ch](mailto:bgilfry@zis.ch)  
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[aheller@zis.ch](mailto:aheller@zis.ch)  
[cmonnetschlueter@zis.ch](mailto:cmonnetschlueter@zis.ch)

### Administrative Area

Admissions/withdrawals  
Attendance  
Building Services Secondary Campus  
Events and Facilities Booking (Service)  
  
Room Booking (Assistance with platform)  
Secondary Campus Office  
IT Support  
Lost and Found  
Nurses  
  
Transcripts

### Contact Person

Admissions Team  
Front Office Team  
Lukas Zollinger  
Maira Hoffmann  
Carol Nears  
Secondary Campus Office  
  
IT Technicians  
Secondary Campus Office  
Helma van Vlient, Linyan Ji,  
Jeannette Richard  
Susan Nettleton

### Email

[admissions@zis.ch](mailto:admissions@zis.ch)  
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[lzollinger@zis.ch](mailto:lzollinger@zis.ch)  
[mhoffmann@zis.ch](mailto:mhoffmann@zis.ch)  
[cnears@zis.ch](mailto:cnears@zis.ch)  
[sec\\_office@zis.ch](mailto:sec_office@zis.ch)  
[sec\\_office@zis.ch](mailto:sec_office@zis.ch)  
[it\\_helpdesk@zis.ch](mailto:it_helpdesk@zis.ch)  
[sec\\_office@zis.ch](mailto:sec_office@zis.ch)  
  
[sec\\_nurses@zis.ch](mailto:sec_nurses@zis.ch)  
[registrar@zis.ch](mailto:registrar@zis.ch)

## Positions of Responsibility – Middle School

Area	Contact Person	Email
Principal	David Wood	<a href="mailto:dwood@zis.ch">dwood@zis.ch</a>
Assistant Principal	Suzanne Keys	<a href="mailto:skeys@zis.ch">skeys@zis.ch</a>
Building Services	Dragan Nidzovic	<a href="mailto:dnidzovic@zis.ch">dnidzovic@zis.ch</a>
	Aleksander (Sasha) Stosic	<a href="mailto:astosic@zis.ch">astosic@zis.ch</a>
Guidance Counselors	Lisa Karlsson	<a href="mailto:lkarlsson@zis.ch">lkarlsson@zis.ch</a>
	Karin Shipley	<a href="mailto:kshipley@zis.ch">kshipley@zis.ch</a>
Head of Grade 6	Zoe Johnson	<a href="mailto:zjohnson@zis.ch">zjohnson@zis.ch</a>
Head of Grade 7	Dan Allen	<a href="mailto:dallen@zis.ch">dallen@zis.ch</a>
Head of Grade 8	Megan Aleven	<a href="mailto:maleven@zis.ch">maleven@zis.ch</a>
Head of Grade 8 (Semester 1)	Sarah Hanner	<a href="mailto:shanner@zis.ch">shanner@zis.ch</a>
Learning Coach	Kim Bentley	<a href="mailto:ksmithbentley@zis.ch">ksmithbentley@zis.ch</a>
Library Media Center	Linda Maley	<a href="mailto:lmaley@zis.ch">lmaley@zis.ch</a>
Office Manager	Carol Nears	<a href="mailto:cnears@zis.ch">cnears@zis.ch</a>
Purchasing	Abigail Duggan or Carol Nears	<a href="mailto:purchasing@zis.ch">purchasing@zis.ch</a>

## Positions of Responsibility – Upper School

Area	Contact Person	Email
Principal	David Markus	<a href="mailto:dmarkus@zis.ch">dmarkus@zis.ch</a>
Assistant Principal (Student Life)	Alison Callaghan	<a href="mailto:acallaghan@zis.ch">acallaghan@zis.ch</a>
Assistant Principal (Curriculum and Academics)	Jonathan Kirkwood	<a href="mailto:jkirkwood@zis.ch">jkirkwood@zis.ch</a>
Advanced Placement (AP)	Jonathan Kirkwood	<a href="mailto:jkirkwood@zis.ch">jkirkwood@zis.ch</a>
AP Exams	Lilibeth Kunz	<a href="mailto:lkunz@zis.ch">lkunz@zis.ch</a>
Building Services	William Adjei	<a href="mailto:wadjei@zis.ch">wadjei@zis.ch</a>
	Tobias Brunner	<a href="mailto:tobrunner@zis.ch">tobrunner@zis.ch</a>
CAS	Ann Fritzen	<a href="mailto:afritzen@zis.ch">afritzen@zis.ch</a>
Course Selection (Grades 9–12)	Assigned University Counselor	
Discipline	Alison Callaghan	<a href="mailto:acallaghan@zis.ch">acallaghan@zis.ch</a>
EAL	Esther de Vries	<a href="mailto:edevries@zis.ch">edevries@zis.ch</a>
Extended Essay	Joanna Rossi	<a href="mailto:jrossi@zis.ch">jrossi@zis.ch</a>
Exams (Internal Final Exams)	Lilibeth Kunz	<a href="mailto:lkunz@zis.ch">lkunz@zis.ch</a>
Grading and Reporting	Jonathan Kirkwood	<a href="mailto:jkirkwood@zis.ch">jkirkwood@zis.ch</a>
Graduation (administration)	Maira Hoffmann	<a href="mailto:mhoffmann@zis.ch">mhoffmann@zis.ch</a>
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Head of Grade 10	Richard Fitzpatrick	<a href="mailto:rfitzpatrick@zis.ch">rfitzpatrick@zis.ch</a>
Head of Grade 11	Fay Eddy	<a href="mailto:feddy@zis.ch">feddy@zis.ch</a>
Head of Grade 12	Andrea Cole	<a href="mailto:acole@zis.ch">acole@zis.ch</a>
International Baccalaureate (IB)	Sean Maley	<a href="mailto:smaley@zis.ch">smaley@zis.ch</a>
Internship Program	Dale Braunschweig	<a href="mailto:dbraunschweig@zis.ch">dbraunschweig@zis.ch</a>
Job Center	Liz Kalmin	<a href="mailto:jobcenter@zis.ch">jobcenter@zis.ch</a>
Learning Coach	Anka Vonic	<a href="mailto:avonic@zis.ch">avonic@zis.ch</a>
Library Media Center	Peter Jacobson	<a href="mailto:pjacobson@zis.ch">pjacobson@zis.ch</a>
Office Manager	Maira Hoffmann	<a href="mailto:mhoffmann@zis.ch">mhoffmann@zis.ch</a>
Purchasing	Gisela Haering	<a href="mailto:purchasing@zis.ch">purchasing@zis.ch</a>
SAT Exams	Lilibeth Kunz	<a href="mailto:lkunz@zis.ch">lkunz@zis.ch</a>
School Counselors	Catherine Richardson	<a href="mailto:crichardson@zis.ch">crichardson@zis.ch</a>
	Patricia Henderson	<a href="mailto:phenderson@zis.ch">phenderson@zis.ch</a>
Service Learning Coordinator	Ann Fritzen	<a href="mailto:afritzen@zis.ch">afritzen@zis.ch</a>
Student Council	Alison Callaghan	<a href="mailto:acallaghan@zis.ch">acallaghan@zis.ch</a>
University & Career Counseling	Bryn Will	<a href="mailto:bwill@zis.ch">bwill@zis.ch</a>
	Marisa Jackson	<a href="mailto:mjackson@zis.ch">mjackson@zis.ch</a>
	Lindsay Tosun	<a href="mailto:ltosun@zis.ch">ltosun@zis.ch</a>
Virtual High School Learning Coordinator	Anka Vonic	<a href="mailto:avonic@zis.ch">avonic@zis.ch</a>

# Secondary School Community Rights and Expectations

## Secondary School Guiding Philosophy

ZIS welcomes and celebrates diversity among our student population for the mutual benefit of all. The Secondary School should be a place where teachers and students can work together harmoniously to meet student learning goals, and a place where all members of our community feel safe, respected and valued. We expect students to behave in ways that reflect these goals and the ZIS Character Standards (specifically *compassion, fairness, and integrity*) so that we all benefit from a positive environment and community. We also expect community members to accept responsibility for their choices and actions. We believe that school life and our school community extends beyond the campus and school day. These expectations remain in place whether students are in or out of classes including, but not limited to the hallways, during breaks, at co-curricular events, on field trips, when traveling to and from school on public or school transport, and when students are interacting with each other outside of school, etc. We expect all behavior and communication amongst community members to reflect community values.

## Community Rights and Expectations

We believe that all persons including students, parents/guardians, staff and faculty, are entitled to the following rights and freedoms, at all times:

- The right to develop and express one's own identity and personality without ridicule, 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 (but not limited to) race, sex, religion, sexual orientation, gender identity, physical traits, culture, (dis)ability, financial status, social status, appearance.
- 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
- The right to have personal and school property respected
- The right to be informed of expectations and rules, and the fair administration of consequences
- The right to be addressed with their preferred name and pronoun

## 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 organized 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.

## Ridicule, Bullying, Harassment and Violence

Ridicule, 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 a trusted adult. The 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 that are an ongoing and deliberate misuse of power, of verbal, physical and/or social behavior intended to cause physical, social and/or psychological harm



- targeting characteristics including, but not limited to, race, sex, religion, sexual orientation, gender identity, 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 audiovisual form, online via digital platforms

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

- **Microaggressions:** Everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership (Derald Wing Sue Ph.D., Columbia University Professor of Psychology and Education)
- **Verbal:** Name calling, jokes, sarcasm, teasing, rumors, epithets, slurs, threats, derogatory comments, comments about an individual's body, 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, nonconsensual sexual advances or gestures, 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

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 as outlined in our Code of Conduct (see page 21).
- 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.

# Academics and Learning

At ZIS we are committed to supporting our students with a learning environment compatible with their need to understand themselves, to define their values, and to prepare them for life's challenges.

## Learning at ZIS...

- Integrates core areas of knowledge and skills throughout the student's school experience.
- Provides ample opportunity for creative self-expression and imaginative exploration.
- Involves students in rich and significant knowledge about the world and its cultures.
- Acquaints students with the significant issues and problems confronting civilization.
- Introduces ideas that evoke curiosity and, at times, awe and wonder.
- Challenges students to examine their own and others' perceptions critically.
- Allows students to enjoy and successfully participate in a wide range of physical activities.
- Involves students in meaningful service and positive leadership opportunities.
- The learning community extends beyond the classroom.
- Provides opportunities for every student to succeed
- Partners with families to support student's learning

## The Curriculum at ZIS...

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

## Academic Pathways at ZIS Secondary School

### Academic Pathways Grades 6–8

Students in Grades 6–8 enroll in eight courses. Six of these are required courses: English, Mathematics, German, Science, Social Studies and PE. The other two blocks are the elective blocks, in which students get to choose some classes ranging from music and the arts, technology or languages. Course descriptions can be found on [zis.ch](https://www.zis.ch).

For some students, an elective class is replaced with either learning support or English as an Additional Language (EAL).

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

A typical course load for students in Grades 6–8 includes:

- English (or EAL)
- Mathematics
- Science
- History
- Health and PE
- German
- Elective block 1 / EAL / Learning Support
- Elective block 2

### Academic Pathways Grades 9–12

Students in Grades 9 and 10 enroll in eight courses. Students in Grades 11 and 12 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), Advanced Placement (AP), and ZIS course 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. Course descriptions can be found on the school website: [zis.ch](https://www.zis.ch).

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

- English
- Mathematics
- Science
- History
- Physical Education/Health
- German (required in Grade 9) / Additional Elective (Grade 10)
- Elective 1 / EAL / Learning Support
- Elective 2

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

1. Students enroll in the two-year International Baccalaureate (IB) Diploma Programme\*, or,
2. Students enroll 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.

### Virtual High School Courses

With permission from an Assistant Principal, 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 enrollment in VHS is due to an unavoidable scheduling conflict.

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](http://vhslearning.org)

## 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 Secondary School Administration in consultation with the faculty, and are subject to approval by the Board of Trustees. Graduation requirements include meeting the attendance requirement, participation in Service Learning, and earning a minimum of 23 course credits from Grades 9–12 distributed 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)

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**23 Credits**

Each year-long course is worth one credit. Most students in Grades 9–12 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 (Grades 9–12)

- 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 absences may be denied academic credit, promotion to the next grade and/or graduation eligibility;
- c. A student entering the Secondary School mid-semester may receive credit if, in the teacher’s judgment, the student has demonstrated satisfactory completion of the course expectations; or, if the student submits withdrawal grades at a passing level for an equivalent courses at the student’s previous school;
- d. A student entering the Secondary 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, the student 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 Assistant Principal (Grades 6–8) or the University Counselors (Grades 9–12) 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 for Graduation

Students must satisfactorily complete four years of schooling beyond Grade 8, and attend the ZIS Secondary 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 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. 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.

## Transcripts

A transcript is a formal record of courses taken, the level of the courses, and the grades earned. Many universities, employers or prospective schools 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 note all transcript requests need a minimum of 10 working days to process. Please contact the Registrar, Ms. Sue Nettleton, ([us\\_registrar@zis.ch](mailto:us_registrar@zis.ch)) if you have any questions.

## Course Selection Process

In March students are asked to submit their course selections for the next school year. Descriptions of courses can be found on [zis.ch](https://www.zis.ch) under curriculum. Information for parent(s)/guardian(s) is offered at Parent Information Meetings advertised through the Weekly News.

All students are able to seek guidance from their University Counselor. Students in Grade 10 and Grade 11 will have individual family meetings with their University & Career Counselor. Students are also supported in making choices through the Advisory Program and discussions with their teachers.

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. Students are urged to take great care in making course selections as it may not be possible to make course changes after the master schedule is built.

### Course Changes in Grades 6–8

Our goal is that all students are placed in the courses that align with their learning needs, abilities and interests. Course changes may occur during the



school year. All course changes require the approval of the Assistant Principal and requests may be denied without reason being given.

### Course Changes in Grades 9–12

The official Add/Drop Period is the first four weeks of Semester 1 (extended to the October Break for AP courses and full IB Diploma students). During this time, students may request a course change through their university counselor. 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 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 and Career Counselor.

## Assessment: Grading, Reporting and Feedback

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 and can occur at the conclusion of a topic or unit. These assessments are graded and count toward the final grade or achievement level. These assessments include tests, quizzes, papers, and projects. As these are more significant assessments of learning, teachers must provide one week's notice of major assessments (tests, papers or projects). In Grades 9–12, typically, large assessments are deemed anything over 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 Head of Grade 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.

### Assessment and Achievement Levels in Grades 6–8

In Grades 6–8, learning and self-management will be assessed against academic and self-management rubrics in each subject area (a rubric is a scoring tool that teachers use to assess learning against defined standards). Academic rubrics show learning achievement in subject areas, and the self management rubric assesses students' organization, respect, effort and responsibility. Achievement levels are assigned for subject categories on a quarterly basis.

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

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

### **No Achievement Level (NA)**

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

### **Academic Grades and Grade Point Average for Grades 9–12**

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 calculated 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 on the following page 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.

### **IB Diploma Programme and Advanced Placement (AP) Grading Scales**

The IB Diploma Programme and AP Program utilize different grade scales to assess student mastery than ZIS. The IB Programme 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.

### **Reporting**

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

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

- Courses, daily schedule, and teachers (including email links for all teachers)
- Attendance data
- Academic achievement levels (grades) in all classes
- Information about self-management behaviors in Grades 6–8
- Historical achievement data
- Campus contact information
- Demographic information (address, email, phone, etc.)
- Important health information

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

- Continuous chronological reporting of achievement in all subjects.
- Individual assessments (projects, tests, etc.) will be listed and the achievement levels for these will be shown.
- Areas of assessment will be indicated. These are skill areas and include, for example, reading, writing, speaking, listening, critical thinking, writing, speaking, and communication. These vary from subject to subject.
- In Grades 6–8, academic rubrics showing learning area categories and achievement descriptors for each subject will be viewable.
- In Grades 6–8, self-management achievement (relating to organization, respect, responsibility, effort) will be viewable. An explanation from the teacher will accompany any report of a student not meeting expectations in these areas.
- Overall achievement levels in all subjects will be finalized at the end of each semester, regardless of grade. However, in Grades 6–8, all learning area categories receive an achievement level while in Grades 9–12, an overall achievement level is awarded at the end of the course.

- Teachers will contact parents personally if they become concerned about their child's progress or well-being.
- Parents and students should contact teachers at any time if concerned about academic and self management progress, or if there are questions about our assessment and reporting procedures.

### Family Conferences

Family Conferences take place in the first semester and the second semester. Students are expected to attend these conferences with their parents or guardians. 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 students in Grades 6–8 regarding their self-management at the end of Semester 1. IB students receive written comments 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.

### Standardized Testing

During the course of the year, each student in Grades 6–9 will take a number of standardized tests in reading, writing, and mathematics. The testing platforms we use are the WrAP (writing assessment program) testing twice annually, MAP (Measures of Academic Progress) testing in mathematics and literacy twice annually. We use the results of these tests to monitor student growth and to set learning goals. The results of all testing is sent home.

## ZIS Grading Scale and Grade Point Average

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-)	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

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

### IB Marks

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

### AP Scores

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

### Feedback and Home Learning Philosophy

Meaningful learning experiences should be the goal of both students and teachers. Lessons provide opportunities for extension beyond the classroom that keep the learner and their individual needs, such as ability, maturity and motivation, in mind. Teachers strive to create learning opportunities that inspire, challenge, and reassure the learner, in and out of the classroom. Equally important are the authenticity (i.e. intended learning has relevance outside the classroom) of the activities and for teachers to provide meaningful feedback. The responsibility for mastery of learning may require individual practice, reflection or project completion outside the classroom.

#### What This Means

- Teachers may assign tasks to be completed outside the classroom that reflect our beliefs and philosophy.
- Teachers may provide feedback to students about any assigned work completed outside the classroom.
- Students must complete assigned tasks without assistance from others.
- Assigned tasks should be understandable to the student.
- All assigned home learning tasks will be communicated by the teacher through Google Classroom.

Home Learning must be completed by the due date with exceptions for absences.

Students in Grades 6–7 can expect to have approximately 10–15 minutes of home learning time per subject. Students in Grades 8–10 can expect to have approximately 20–30 minutes of homework assigned per class each day, and students in Grades 11 and 12 can expect to have 30–40 minutes of homework assigned per class each day. Additional time may be necessary for AP or IB courses.

### Home Learning/Assessment-Free Days

During the Fall Break, Winter Break, February Break, and Spring Break, no home learning will be assigned to students except in IB, AP and honors courses. Additionally no assessments will be given to students on the first day the class meets after the holiday. We strongly encourage all students to read and will assign reading over the summer.

## Late Work Policy and Procedures

Students are expected to complete all work assigned. Home learning and assessments provide feedback to the student and teacher on student progress toward learning goals. In addition, timely completion of home learning 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 require that students complete these assignments during a similar time frame.

**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 home learning 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.

If a student does not turn in home learning 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 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);
- Inform parents if a pattern emerges whereby a student is not completing assigned work.

In Grades 9–12, the following procedure applies to support the completion of late work and academic consequences if work is not completed according to the policy:

- Register the student for the Late Work Room. The date of registration will act as the new 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. Enough time must be provided to give the student the opportunity to complete the work prior to this session.
- The teacher will notify the student and parents/guardians by email. A student does not need to attend the Late Work Room session if the work is completed and handed in prior to the deadline. If the student fails to hand in the work prior to the Late Work Room session or does not attend the Late Work Room, the Late Work Room supervisor



will alert the teacher and Assistant Principal for follow up. This may result in a grade penalty on the assignment.

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.

## Academic Integrity Policy

Two of ZIS' 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 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.
- Family meeting with student, teacher and Assistant Principal
- Further disciplinary procedures will be taken as listed under School Rules and Consequences for more serious or repeated infractions of the policy.

# Code of Conduct and Behavior Expectations

## Secondary School Code of Conduct

ZIS depends on everyone's willingness to respect and act in accordance with the Community Rights and Expectations and the ZIS Mission and Character Standards. These reflect the underlying spirit of our Secondary 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 below.
- 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 previously.
- Use technology responsibly in accordance with the Authorized Use Policy (AUP).
- 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 Secondary School, we have designated the 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, Head of Grades 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 or Principal:

- 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

- No disrespectful and/or disruptive behavior or language in or out of the classroom

- Only eat and drink in designated areas; do not leave litter.
- No inappropriate use of technology during class time including use of mobile devices or headphones. In the Middle School, mobile devices must be switched off and kept in students' lockers.
- No chewing gum in the Middle School building and library.
- Drones should not be used on campus.
- Dress appropriately for school, in line with the dress code.

### **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.

Violations of 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 Secondary School 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.

### **Consequences for Violations of the Code of Conduct**

All consequences for violations of expectations are documented and become part of a student's school record. Consequences may be assigned by teachers, Head of Grades or for more serious violations the Assistant Principal and/or Principal. Each case will be dealt with separately and all students involved in a problematic situation potentially facing consequences will be given time and an opportunity to present their perspective and thoughts.

The consequences of violations of the 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.

### **Loss of Privileges**

Students may lose their right to attend or participate in certain school activities, such as field trips, sporting events or special events.

### **Conflict Resolution or Reconciliation Meetings**

Students may be required to meet with a teacher, Head of Grade, Counselor or Assistant Principal to resolve an issue. Notification to Parent(s)/Guardian(s) may occur.

### **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 co-curricular activities. In detention, students will either work on assignments or be assigned a service task appropriate to the infraction.

### **Disciplinary or Attendance Contract**

After a family meeting with the Assistant Principal and/or Principal, students placed on disciplinary or attendance contract will receive a letter stating the period of the contract and its conditions. Violation of the conditions may result in further disciplinary measures, withdrawal or disqualify students from re-enrolling at ZIS the following academic year.

### **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 A211 at the beginning of the school day and may not attend classes, engage in social interaction with peers or attend co-curricular 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 co-curricular 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 the student's 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 students or their 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.

## **Division Specific Behavior Guidelines**

### **Middle School**

#### **Dress Code**

All students must come to school dressed appropriately for learning. It is important that we are respectful of others and do not cause offense by the way that we dress.

- Clothing that has inappropriate slogans/advertising is not allowed.
- Students must be suitably covered: no underwear should be visible and cropped tops should be no more than 2.5 cm. (1 inch) above skirts/trousers.
- Shorts, skirts, and dresses should be an appropriate length: shorts should not be too short, and dresses/skirts should be at least mid-thigh length.
- No flip-flops or backless shoes
- Hats, caps, and hoods should not be worn indoors (except for bona fide religious reasons).

#### **Student Social Spaces and Eating in Designated Areas**

Students should eat lunch/snacks and drink only in the cafeteria and cafeteria terrace area. Students may take water only into other areas of school during the school day. At lunch time, students may spend time in the cafeteria, cafeteria terrace, field, gym and roof terrace. Students may also sit in the hallways in areas where chairs are available. **Students are not allowed onto the roof terrace, at any time, unless a teacher is present.**

#### **Phones and Other Electronic Devices**

Any devices brought into school must be turned off once students enter the campus for the duration of the school day unless a teacher has given permission for one to be used. Students should keep personal devices in their locker. Students who need to call parents during the school day can use the office telephone.

### **Upper 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. These guidelines are adapted from the Portland Public School Board of Education revised, non-sexist dress code.



Clothing is considered inappropriate when it:

- Displays references to advocating violence, prohibited substances, inappropriate language, sexual, derogatory or discriminatory references.

Students must wear attire that

- (a) includes both a shirt or top with pants or skirts, or the equivalent (for example dresses, leggings, or shorts) and shoes.
- (b) require shirts and dresses to have fabric in the front
- (c) covers undergarments (waistbands and straps excluded)
- (d) has fabric covering chest, genitals and buttocks that is opaque
- (e) ensures hats and other headwear allow the face to be visible to faculty and staff, and not interfere with the line of sight of any student or adult. Hoodies must allow the face and ears to be visible. Hats and other headwear may be worn in the hallways but only with permission from the teacher in classrooms.
- (f) ensures clothing is suitable for all scheduled classroom activities including physical education, science labs, MakerSpace, and other activities where unique hazards exist
- (g) respect that specialized courses may require specialized attire, such as sports uniforms or safety gear

### **Student Social Spaces and 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.

## **Campus Boundaries and Off-Campus Privileges**

The boundaries of the Upper School are outlined in light blue on the image on page 25. The public park "Dietlimoos" (outlined in yellow) on the south side of the school is not officially part of the campus. However, during nice weather students in Grades 9–12 are welcome to use this area during free time, providing they treat it respectfully.

All students are allowed to leave the Upper School campus during lunch time and are required to return in time for their next scheduled class. When off campus, students must show respect for the local community with their behaviors.

The following privileges are automatically extended to all students 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.

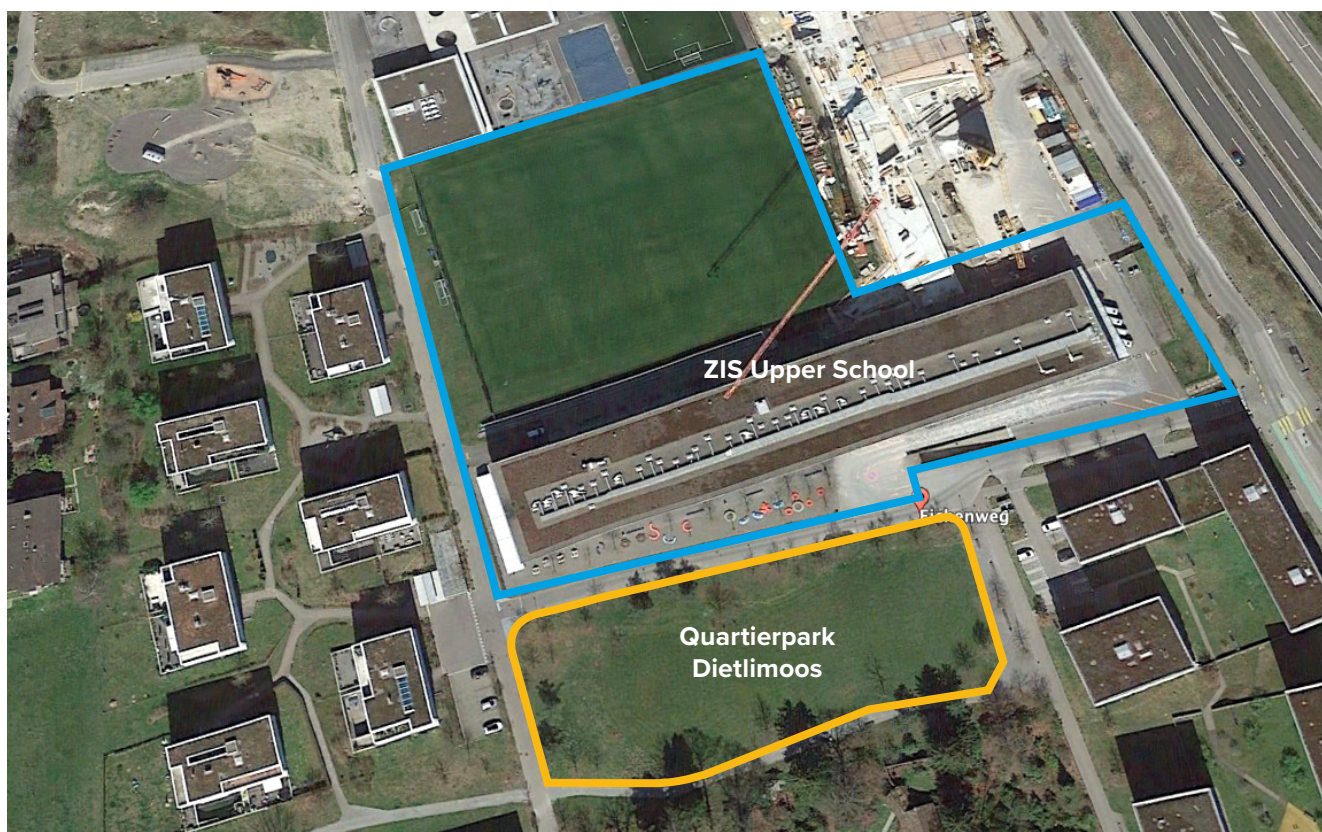
Grade 11 or 12 students who have the first block free must arrive at school in time for their first class of the day and scan the QR code to sign in. Students are required to attend advisory on Wednesdays. Using the QR code, students must sign out/sign in if leaving campus during the day, and must sign 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 disrespectful to the local community, 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 outdoor smoking area (see image on page 25) must keep smoking products out of sight from other students. If these products are displayed to others, it will be treated the same as if the student was using the products on campus, according to Code of Conduct and Consequences above.





*The public park “Dietlimoos” is located south of the Upper School.*



*The designated smoking area is located west of the Upper School.*



# Student Support and Well-Being

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 wellbeing of all ZIS Students.

## Monitoring Student Well-Being and Academic Progress

Head of Grades coordinate the grade level Advisory Team. The teachers work closely with Head of Grades to monitor academic progress, health and social-emotional well-being of students.

If concerns arise the Head of Grades will communicate as appropriate with a School Counselor or Assistant Principal and refer the concern to the Student Support Team. In addition to this process, any concerned faculty or staff can refer a student to the Student Support Team.

The School recognizes that at times a student may need additional help with academic studies. As a starting point, students and Parents/ Guardians should always approach the classroom teacher first for additional assistance.

In Grades 9–12, we strongly encourage students to use teacher office hours in available Flex Blocks, the support resources at the Learning Support Center or Study Center and only engage a private tutor when this is recommended.

### Academic Monitoring and Support Academic Assistance

Students who regularly struggle to hand in assignments or who underperform (such as not meeting expectations in Grade 6–8 or earning grades of C- or below in Grades 9–12), in one or more classes, will be asked to meet with a teacher or Head of Grade to develop a plan to support the student with specific goals in a targeted time frame. If more intensive support or interventions are required, it will be referred to the Student Support Team. Any 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
- Additional support from individual teachers
- An evaluation of co-curricular involvement

- Attendance at supervised study or afterschool academic support
- 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 and may include recommendation for educational testing and/or enrollment in a Learning Support class, if necessary. In certain cases, if a student continues to struggle or show little response to interventions, a contract may be written outlining specific steps to be met for re-enrollment or promotion into the next academic year.

### Afternoon Flex Block

In Grades 6–8, on Monday, Tuesday, Thursday and Friday, some Flex time has been scheduled to the block immediately after lunch. This will provide opportunity for silent sustained reading as well as some time for students to meet with teachers, do independent work or engage in various school-related activities. Students will be provided with a Flex schedule.

In Grades 9–12, on Monday, Tuesday, Thursday and Friday, a Flex Block has been scheduled at the end of the day. This time is set aside to provide opportunities for students who are not enrolled in an AP or IB course to do independent work, meet as a grade level, 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 the NHS Study Center located in the library with both quiet individual and group work space
- Using the library for research or reading
- Taking part in physical activities in the gym, weight room or cardio room
- Meeting with a club or activity
- Attending scheduled weekly Grade Level Meetings (Grade 9 and 10)
- Meet with University 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 in Library**

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 after school two days each week.

### **Tutors**

A list of qualified and recommended adult tutors is available in the Community Portal. These tutors have been approved to come to the Secondary Campus during and after the school day to assist students. ZIS teachers who are fully employed may not tutor students within school hours 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**

Our advisory program is responsive to the developmental needs of students, and aims to:

- Provide a safe community for students
- Provide each student with a caring and understanding advocate
- Offer an environment that encourages and enables students to develop character
- Build students' capacity to monitor their academic progress and achievement, assist them to choose appropriate academic pathways and strengthen social and emotional competencies
- Provide a clear line of communication between students, parents/guardians and teachers
- Support transitions into and out of our school

Each student is a member of a small advisory group, led by a teacher advisor. This advisor takes on the role of advocate for the students in the advisory group and is responsible for delivering the advisory program.

In Grade 6–8, students meet with their advisor at the beginning of every day, and an extended advisory lesson takes place weekly.

Grade 9–12 follow 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

In Grades 9–12, 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 co-curricular activities.

### **Advisory Lessons and Consultancy**

These 40 minute sessions are 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.

## **Student 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. We also support students who are learning English as an Additional Language (EAL). 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)
- Counseling
- Learning Support
- Learning Support with Intensive Learning Provision (ILP)
- Speech and Language Therapy

Students with a diagnosed learning, attention, mental health disorder or physical/medical disability are eligible for an Individualized Education Plan (IEP). This plan helps all adults understand how best to accommodate for their different learning needs in the

classroom. An external evaluation is required for a student to have an IEP or to participate in a Learning Support Class. This evaluation needs to be updated every 3–4 years.

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

## School Counseling Services

### School Counselors

School Counselors address the academic, social, and emotional needs of students, and act as a bridge between teachers and parents, working to create an environment where every student will obtain 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 can 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 local providers if additional support is needed. School Counselors also collaborate with the University and Career Counselors for Grades 9–12, Head of Grades and teachers to present a proactive, prevention-based guidance curriculum.

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

### 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, students in Grade 6–8 should contact the Principal or Assistant Principal and students in Grade 9–11 should contact the School Counselors for assistance in coordinating any recommendations or transcripts needed for all non-university related applications.

Please follow these important steps:

- Before any forms are requested, the parents/student must inform the School Counselor (Grades

9–11) or Principal (Grades 6–8) that they will be requesting recommendations.

- The student and Counselor/Principal 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/Principal first.
- Where paper forms need to be filled out by a "Homeroom Teacher" or Principal, these forms should be given to a School Counselor/Principal first who will then coordinate the letters. The faculty member will return the completed form back to the Counselor/Principal.
- Requests for recommendations need to be submitted to the School Counselor/Principal 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 the teacher or counselor provide the letter. Once the recommendations are complete, the student should follow up with a "thank you" note to the person writing the letter.
- In exceptional circumstances, if a teacher feels unable to give a strong endorsement, the teacher may suggest to the student to seek one from another teacher where possible.

### Exams for Entrance into Other Schools

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

### University and Career Counselors

University and Career Counselors are student advocates who guide students in their quest to find the post-secondary pathway that best fits their abilities, interests and needs. The University and Career Counselors advise Grade 9–12 students on university admissions, external testing, course selection, and career options.



### College or University Letters of Recommendation Process

All letters of recommendation needed for university applications by Grade 12 students are coordinated by the University and Career Counselors. Instructions on the process and timing for requesting teacher recommendations will be delivered via advisory lessons and/or counseling sessions. See below for further information.

- All recommendation letters written for the university application process are confidential. We cannot send them directly to alumni, independent counselors, families, or external providers. University and Career Counselors will send letters directly to the institutions requesting them. If a student needs an open recommendation for any reason, they should consult their University and Career Counselor.
- University and Career Counselors will communicate the Recommendation Letter timeline to students and parents. If a student needs a recommendation letter outside of this timeline, ZIS needs at least 15 working days' notice in order to provide a recommendation, or teacher recommendations, to an institution.

### Standardized Tests Required by Universities

The ZIS Secondary School is a test center hosting the PSAT, the SAT, 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 the Community Portal under the Upper School tab.

The University and Career 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 and Career Counselor or the Test Coordinator, Bong Kunz ([lkunz@zis.ch](mailto:lkunz@zis.ch)).

### Students Re-Taking External Exams (IB and AP)

- 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, the student needs to contact the IB directly to pay to have the updated IB Diploma transcript scores sent to each university. Contact the IB Coordinator, Sean Maley ([smaley@zis.ch](mailto:smaley@zis.ch)) for instructions on how to do this.

## 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](http://www.euvac.net/graphics/euvac/vaccination/switzerland.html).

At the beginning of the school year, families are asked to verify and update their child's health and medical information via PowerSchool. The verification and update process is only available through the PowerSchool parent login, not through the student login.

### 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 AHV number.

### AHV Number

ZIS is required to record the AHV number of students. This 13-digit number, beginning with 756, can be found on the medical insurance card. This can be added to your child's health information using PowerSchool. The AHV is the Swiss social security number and if you have difficulty finding it, your employer should be able to help.

### Emergency Contact Information

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 or any other changes in your demographics, (new address for example) change during the course of the school year, notification should promptly be given via the Contact and

Information form linked on the homepage of the Community Portal.

## Health Services

The Secondary School is staffed with 1–2 full time nurse(s) during working hours. 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) to develop an Emergency Care Plan. This plan will be distributed to all teachers/ staff involved with the student.

In order to keep the school a safe and healthy place for students, the nurse appreciates parents' cooperation in dealing with any possible communicable illness at school. If your child is ill, the absence should be reported via PowerSchool using the "Attendance Monitor" option. If your child is ill for more than three days, please send a note or medical certificate to the school nurse explaining the nature of the illness.

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 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 lasting more than two classes, a physician note must be submitted to the Nurse 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 Secondary 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.

## Attendance Procedures

Regular attendance and participation is necessary to adequately learn course content and take full part in the ZIS community. In addition, we have a legal responsibility to know which students are in attendance during the school day. Therefore, ZIS takes attendance daily and asks that parents/guardians keep the school informed. It is expected for parents to do everything possible to ensure a student's regular attendance.

The school is required to report excessive absences to educational authorities in the Gemeinde where the family resides. Parents will be informed if the school takes this action.

In Grades 9–12, regular attendance is a requirement for earning course credit, therefore attendance is taken for every block. If a student accrues too many absences from any given course in a semester, the student could be at risk of losing credit for that course. Frequent 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. A review of the reason for absence and catch-up plan will be conducted with the Student Support Team and/or Assistant Principal and Principal.

All absences should be reported via PowerSchool using the "Attendance Monitor" option.

If a student is absent from school or a class without notification, parents/guardians will be contacted at the available phone numbers or email addresses to clarify the reasons for the absence.

### Arriving Late and Leaving Early

Students who arrive late to school must sign in when they arrive and explain the circumstances for their late arrival. Middle School students must sign in/out at the Main office. Upper School students will use the sign in/sign out QR code upon arrival/departure. When parents inform the school by email or phone, providing a valid reason, the tardy will be marked as Excused Tardy (ET). Accidental oversleeping is not considered a valid reason. All other tardies are marked Unexcused Tardy (UT).

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 Head of Grade or Assistant Principal if it becomes a pattern of concern. Students are responsible for making up all class work and missed assignments when they are absent or late to class.

In Grades 9–12, regular attendance reports will be produced. If a student is late to three or more classes, they will be automatically registered for an after school detention. Should a student incur more than two detentions in one month, a family meeting will be held with the Assistant Principal to discuss why a student is having difficulty arriving to class on time. If a pattern continues, students may be placed on an Attendance Contract after a meeting with the family and Principal.

All students in Grades 6–10 must remain on the school grounds during the academic day, unless they are on a field trip or if arrangements are agreed to by the office staff, Principal or Assistant Principal after speaking with parents. Grade 9 and 10 students are allowed to leave the school grounds during lunch time only.

Students who leave early with notification received from parents, must sign out – Middle School students will sign out in person at the Main office, Upper School students by using the QR code.

### Excused Absence

In case of illness or a change of routine, this should be reported via PowerSchool using the "Attendance Monitor" tab. Our front office staff will review all Attendance Alerts and assign the appropriate attendance code as explained below.

The following reasons will be considered excused absences (EA):

- Medical appointments, religious holidays, hazardous weather conditions, university visits/ application interviews, driving license testing, military orientation, passport renewal, visa/ immigration appointments, major family events/ bereavement, educational testing.
- Illness (ILL) – 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 to the nurse at [sec\\_nurses@zis.ch](mailto:sec_nurses@zis.ch). ZIS reserves the right to request a medical certificate.

### **School Related or Co-curricular Absence (EA)**

There are many opportunities to extend student learning outside of the classroom through participation in field trips, sporting competitions, etc. However, students who have excessive absences, have incomplete work or whose academic performance raises concern may be denied further participation in activities that require absence from classes or participation in sports or other activities. Decisions to restrict student travel for co-curricular activities will be made by the Principal or Assistant Principal.

Students who wish to participate in an co-curricular 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.

All students involved in co-curricular activities are expected to be in school the day after an event.

### **Notified Absences (NA)**

Absences for personal or family trips or personal other appointments are not encouraged, as these do impact learning negatively. 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.

For these planned absences, students are expected to fill out an absence form (a document that all relevant teachers fill out with assignments and work that will be missed). Students must honor this form and the commitment made to their teachers. Teachers may be unable to adequately assess the learning of students who are absent for a large number of classes during a reporting period, and may not have enough data to assign an achievement level. This will be noted in the student's achievement report and on their transcript.

### **Unexcused Absence (UA)**

If the student is missing class without parental notification and/or excusable reason as mentioned above, the absent code will be changed to "UA" to indicate this as an unexcused absence.

Absences will be reviewed by the Assistant Principal/ Principal and Student Support Team and may require a meeting with students and/or parents to discuss the impact on the student's learning and to create a support plan.

Students may be required to attend detention or provide community service supervised by a member of Staff.

### **Missed Assessment (MA)**

If a student is absent for a class assessment, the attendance code MA is entered. 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. In Grades 9–12, several "no grade"s may lead to losing credit when assessment evidence is lacking or insufficient.

### **Returning from an Absence**

- In the case of extended absence when there is much work to complete, students are encouraged to speak to the Head of Grade who can assist him/her/them to establish a schedule to catch up work.
- 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 two class periods of a particular subject will be expected to have missed work completed after the next two classes upon return)

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. In Grades 9–12, several "no grade"s may lead to losing credit when assessment evidence is lacking or insufficient.

### **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 from the Nurse or Main Office.

### **Absence During Final Examinations for Grades 9–12**

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 permission for an absence during final examinations. Students absent from an exam due to illness or emergency will be required to take the exam on a designated make-up day.

### **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.

## **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.

## **School Transportation Safety**

Students should follow all rules, safety requirements, and instructions as requested by bus drivers. Students are expected to wear seat belts at all times and to use booster seats when required.



# Student Life

## Awards and Recognition

ZIS Secondary 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 at different grade levels.

## Grades 9–12 Awards

### Honor Roll

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:

- Grade 9 and 10 students must be enrolled at least seven classes, Grade 11 and 12 must be enrolled in at least five classes
- They earn a “B” (3.0 GPA) average with no grade lower than a “C”
- They must have no incomplete grades
- A “CR” grade is not an eligible grade
- They must not have committed infractions of the Academic Integrity 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 the student’s final two years of high school, does not have a grade lower than a “C” in the final year, and has performed with academic integrity, will be awarded a ZIS High School Diploma with Honors.

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

## Beyond The Classroom

### Curricular Experiences

ZIS believes that excursions and school trips represent excellent learning opportunities to complement 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. These include visits to local sites of interest, day excursions into Zurich or surrounding areas, and more extensive travel within and outside of Switzerland.

Those trips that occur during scheduled school days are considered mandatory for all students and the cost of these trips is covered by ZIS, however families may be asked to pay for meals or local public transport. Prior to all school trips, parents and students will be notified about the trip location and itinerary, its purpose, travel arrangements including drop-off and pick-up times and locations, chaperone names and contact details, and emergency contact details. All parents are asked to ensure that their contact details and child’s health records are up to date to ensure student safety and the school’s ability to contact parents at any time.

### Co-curricular and ATAC Experiences

ZIS offers an extensive co-curricular and Athletics and Activities (ATAC) 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. A full list of available activities can be found under the Student Life section of [zis.ch](https://www.zis.ch).

Participation in some activities may incur costs beyond tuition. These activities provide ways for students to pursue their passions and interests, to connect with

other students and teachers, participate in leadership or service activities, and to enjoy participating in activities with students from other schools.

There are three seasons within the ATAC program. At the beginning of each season information will be given to students about the options available to them. Sign up for co-curricular activities occurs online prior to the start of the season. Participation in some activities may incur costs beyond tuition. In Grades 6–8, while not all students may be able to join competitive teams, we do our best to make sure that recreational options are available in the same activity.

ZIS currently participates in a number of local and international competitions and events which may be mandatory for students having signed up for certain activities. Some activities require significant commitment for training, practice or travel. Students should be careful about overcommitting and parents should discuss this with their children before committing. Most athletics and activity events, such as festivals, performances and tournaments, are shown on the school calendar viewable on the school's website.

Details about required travel for these activities will be made available to students and parents before students commit to these activities. Costs associated with travel related to athletic or other co-curricular activities are not covered by ZIS. The ZIS Field Trip Risk Management Guidelines can be found in the Community Portal. As Swiss law requires parents to carry accident and health insurance for all children the school does not provide any. Therefore the school assumes parents have fulfilled this obligation and that, in the event of an accident, the costs will be covered by families.

### **Service Learning Opportunities**

Across Grades 6–12 voluntary participation in service through school clubs and outside of school is strongly encouraged. In Grades 9 and 10 students are required to participate in service learning activities offered by the school. Service learning is also integrated into the IB curriculum.

### **Beyond the Classroom Expectations and Guidelines**

Participants in school related trips or experiences 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 respect the rules outlined by all chaperones.

- 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.
- Noise must be kept to a minimum in public and private places including hotels, homes and on transport.
- 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 staying overnight with host families, in hotels, or other accommodations must follow all applicable guidelines and rules, and must remember that they are representing their school community
- Students must be in their rooms at the announced curfew time and are not permitted to leave their rooms after that time.
- 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.

With the exception of the grade level week-long “Beyond the Classroom” experiences, 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.

### **Rooming**

- Students should respect room assignments and not be in one another's rooms unless permission is granted by chaperones.
- 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. 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.

### 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, uncooperative 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, and/or disobeying safety and rooming protocols.
- a student's consistently uncooperative and/or disengaged behavior negatively impacts others on the trip.
- a student has put themselves or others at risk.
- a student has shown a lack of respect for the host location or people.

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. Grade level "Beyond the Classroom" experiences are mandatory school trips. If the student is unable to participate, an alternative experience will be sought.

### 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, co-curricular 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, nondeliveries, 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.

# General Information

## School Hours

Students are expected to be at school, prepared for classes or advisory on time. School is in session from 08:30 until 15:50 each day apart from Wednesdays when school ends at 14:50 to allow for teacher meetings. Middle School begins their day at 08:35 with Advisory (8:45 on Mondays) while Upper School Flex classes begin at 08:30 and regular classes begin at 08:50.

The school office is open from 08:00 until 16:30 Monday through Friday when school is in session.

## Getting To and From School

To help support our commitment to sustainability, all members of our community are encouraged to use sustainable methods of transportation to travel to and from the school. In addition to being easily accessed by public transportation, bicycle/scooter parking is available.

### Public Transportation

Season tickets that are valid on all public transportation services offered in the greater Zurich

area can be purchased at very reasonable cost. You should inquire at the train station nearest to your home for the most economical form of travel available for your particular needs.

### Parking, Morning and Afternoon Drop-off and Pick-up Procedure

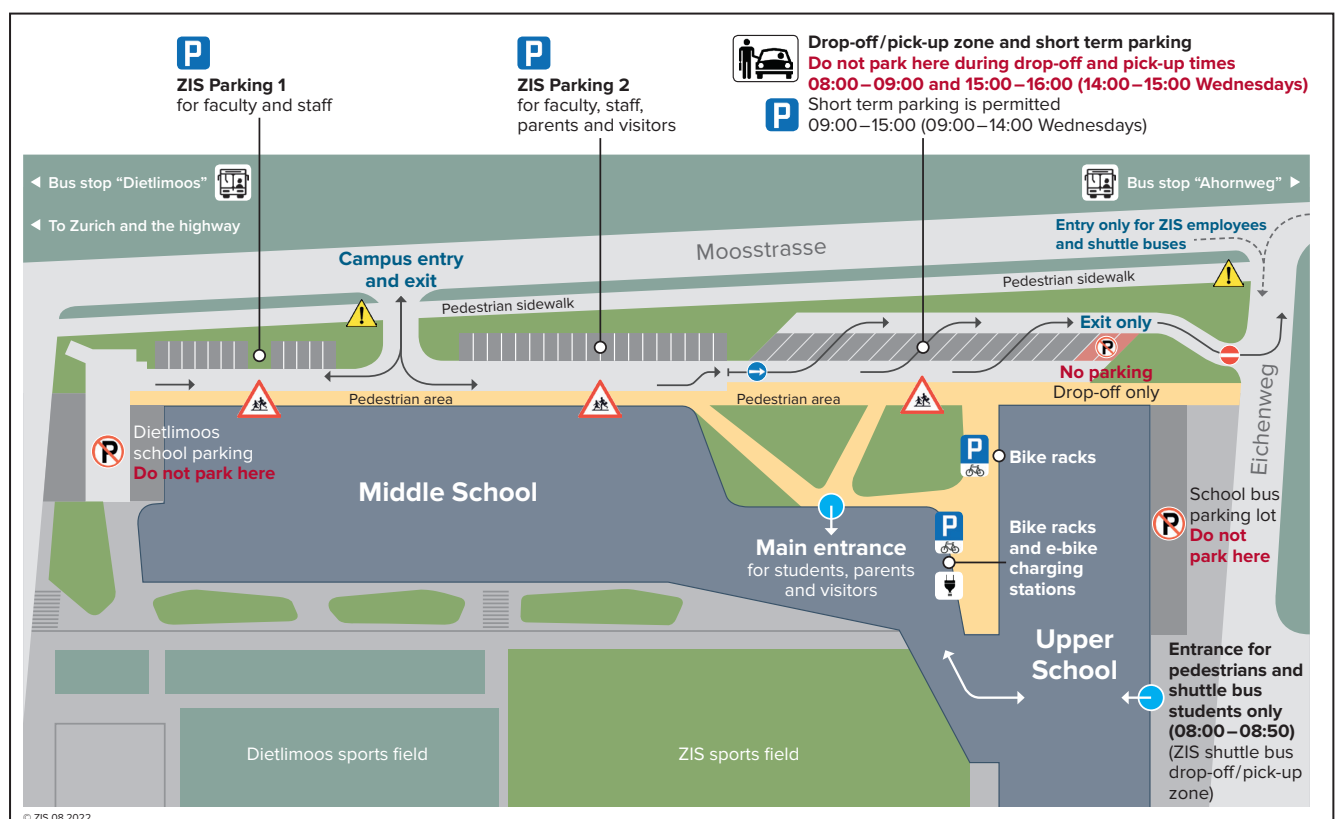
Below is the map of the new Secondary Campus which shows the parking and the traffic flow for the morning and afternoon car traffic.

#### Parking

On the Secondary Campus, there are dedicated parking spaces for faculty and staff (ZIS Parking 1) and other spots available to staff, parents and visitors (ZIS Parking 2). In the morning (08:00-09:00) and in the afternoon (15:00-16:00, and 14:00-15:00 on Wednesday), the short-term parking area across from the main entrance will be reserved for drop-off and pick-up of Secondary Campus students. At other times, these spots will serve as short-term parking.

#### Drop-off Procedure

In the morning and afternoon, traffic will run one-way from the entrance on Moosstrasse, through the drop-off zone (short-term parking area) to the exit on Eichenweg.



Traffic flow at the ZIS Secondary Campus.

Upon entering the campus, drivers will follow the directions of school personnel to the drop-off zone, which consists of 16 pull-through slots. When cars reach an open spot, students will exit their cars. As the students will have to cross the area where cars will be traveling, we ask students and parents to exercise caution as they walk and drive through this zone. School personnel will support students as they cross. Once students have exited the car, the driver should pull through and make their way to the Eichenweg exit.

#### **Eichenweg – ZIS Shuttle and Pedestrian Entrance**

There will be no drop-off for cars to the former entrance of the Upper School on Eichenweg. This area will be reserved for the ZIS shuttle drop-off and pick-up and pedestrian entrance only. Students will exit the morning shuttle at the Ahornweg bus stop and cross at the crosswalk to the campus. In the afternoon, the ZIS shuttle will be parked by the Eichenweg entrance to pick up students.

We remind students that they should still be careful as they cross the street from buses and look both ways on Eichenweg.

#### **Pick-up Procedure**

The pick-up procedure is the same as the drop-off procedure.

#### **School Sponsored Bus Service**

Parents can sign up their children for this service (depending on availability), which drops off and collects students from certain locations/train stations. This service will be billed directly to parents. All students using this service will have a special ID card. Students that do not respect and use this service properly may be banned from the buses. Seat belts are mandatory. A fee may be charged for guests. More details including available routes and restrictions are described in the ZIS School Bus Service Terms and Conditions available on the Community Portal or will be provided by the Bus Coordinator.

## **Visiting School**

#### **Visitors Procedure**

Visitors are asked to sign in at the Main Office when they arrive at school.

Only former students, those applying to attend ZIS, or students accepted to ZIS are permitted to visit during the school day and must seek permission from the Principal or Assistant Principal in advance. All other

visitors are permitted to visit at lunchtime only. We try not to interrupt the regular learning environment during school time.

## **While At School**

#### **School Lunch Program**

While hot lunches are available from the caterer in the student cafeteria, students may wish to bring their own lunch. In order to subscribe to the hot lunch program, families will need to register their child on the school website in advance.

#### **Lockers, Personal Property Loss or Theft**

Lockers are school property and are assigned by the school office at the beginning of the year. Students will be assigned a locker for the year. Students must use only the locker to which they have been assigned; they are expected to keep it free from stickers, graffiti, scratches, or other damage. Grades 6–8, lockers come with combination locks while Grades 9–12, students must bring their own lock. Open food or drinks may not be kept in the locker. All students must use their locker for safekeeping of their tablet computers, school materials, PE clothing, and backpacks.

Band and string instruments should be stored in the designated spaces near to the classroom where the music lesson takes place.

When using the gym during the day or after school, students should use the lockers provided to store valuable items such as watches, jewelry and wallets. ZIS is not responsible for the loss of theft of valuable items brought to school.

## **Communication**

#### **Weekly News on Community Portal**

Each week the school publishes information in the Community Portal, the school's central information resource, and it is important that parents take the time to read this information. The Community Portal can be accessed at any time using your personal login. Each week a message that updated news is online will be delivered by email. If your email address changes please inform the school via the [Contact and Information form](#) linked on the homepage of the Community Portal. Parents have the option to personalize their news by filtering by grade(s), either via the website or ZIS app.



The posts are characterized by different icons visualizing the nature of the post:

- action required due to deadline / registrations calendar icon
- events or meetings
- information

### **Publications Available Online**

Many important school documents are conveniently available on the ZIS website. The Program of Studies, Handbooks, ZIS Parent/Guardian Partnership, which are an integral part of your agreement with ZIS, are posted there, along with many other useful resources. To access these publications, visit the Community Portal.

### **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 MyZIS Weekly News.

### **Counselors' Corner Sessions**

Counselors' Corner meetings take place during a school day on the Secondary Campus or virtually. Over the year, the Counselors present information and lead discussions on a variety of topics of interest to parents/guardians including: digital citizenship and safety, personal safety, supporting good mental health in students, parenting topics, and the most common university destination and application procedures for ZIS students. The topics and dates of Counselors' Corner sessions can be accessed on the Community Portal and reminders are published in MyZIS Weekly News on the Community Portal.

### **PowerSchool Parent Portal**

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

- courses, daily schedule, and teachers (including email links for all teachers)
- attendance data
- academic achievement levels (grades) in all classes
- Information about self-management behaviors
- Historical achievement data
- Campus contact information
- Demographic information (address, email, phone, etc.)
- Important health information

All achievement reporting occurs through the online Parent Portal.

### **Parent Queries**

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

### **Address Changes**

Please inform the school promptly if you are moving to a new address or have a new telephone number or email address using the [Contact and Information form](#) linked on the homepage of the Community Portal.

# Information Technology Acceptable Use and Guidelines

## The Principles of Responsible Use

Internet access is available to all students at ZIS. While the Internet offers a great deal of information and resources, it is also a diverse public medium. As such, it is important that students conduct themselves in a way which is compatible with the academic aims and the spirit of ZIS. Our goal in providing access to the Internet is to promote educational excellence by facilitating resource sharing, innovation, and communication. With access to the Internet also comes the potential availability of educationally questionable, politically controversial, and morally inappropriate material. Although we strive to supervise Internet use, it is impossible to guarantee that users will not be exposed to such content. ZIS therefore relies heavily on mature and responsible use by students 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. Members of our community should 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. Anyone who deliberately accesses such materials and/or distributes slanderous or deliberately hurtful comments which cause personal distress, are considered out of sympathy with the school's mission and values, in breach of professional ethics, and/or in violation of the school's Rules and Expectations.

### Responsible Use Policy

ZIS expects all students to be responsible users of devices by agreeing to and fully understanding the following statements:

- 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 and to be cared for appropriately.
- I understand that streaming video, use of social networking, instant messaging and online gaming on any device are against school rules, but may be allowed under the guidance of a teacher for completion of course related activities.
- I understand that creating, accessing, displaying, producing, storing, circulating or transmitting

pornographic or other offensive material in any form or medium through any device (personal or school) is strictly against school rules and in some cases against the law. Also, sending, posting or displaying offensive images, language or any other type of offensive content, including the bullying, harassment or intimidation of others is strictly against school rules.

- I will not give out my password to anyone, nor use or acquire someone else's password or log-in identity, and I understand the risks of giving out personal information.
- I will not deliberately introduce any harmful or nuisance executable or file from untrustworthy websites, or deliberately circumvent any precautions taken by the school to prevent this from happening.
- I will not attempt unauthorized access (hacking) to data held by the school or other users. I understand that this is a criminal act.
- I agree to comply with trademark, copyright laws, data protection laws and computer misuse laws, and to give credit to all sources used.
- I understand that school devices and systems are monitored, and will be analyzed in the case of inappropriate use.
- 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

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. However, publishing online can be an effective way for students to share their work and ideas, and facilitates the following:

- broad representation from all student groups within the ZIS school community.
- reflects academic and social values of the ZIS Mission and Philosophy.
- encourages students to produce their best work through a process of revision.
- creates opportunity for students to discover how to be positive and respectful contributors in an open community.
- serves as a springboard for peer review and collaboration in a global community of learners.
- encourages the conscious development of a positive "digital footprint".

The following rules apply when preparing material for Internet publishing:

- Students are solely responsible for the content that they choose to publish.
- Students publish material with the understanding that the content must adhere to academic and/or professional norms and appropriately reflect the ZIS Mission and philosophy.
- Students should advocate and practice safe, legal, and responsible use of information technology, exhibit a positive attitude toward using technology that supports collaboration and learning, demonstrate personal responsibility for lifelong learning, and exhibit leadership for digital citizenship.
- In compliance with privacy law, no specific demographic or contact information that identifies a student, faculty, or staff member (i.e. home address, telephone no., etc.) should be published.
- Student names should not be published with images unless consent is collected, for example, in student online magazines. However, students involved in specific academic or ATAC activities, that depend upon posting results of performances, may need to agree that their name and image can be used in publications.

### **Physical Device Security and General Care**

Devices loaned to students, remain the property of Zurich International School and as such must be returned to the school either on demand or at the end of enrollment at ZIS. It is critical that any damage to, or loss of, a school device, is reported to the IT Department as soon as possible.

Students are expected to secure the school device from loss or theft. Should the device be lost or stolen, the student may be deemed negligent. Examples of negligence include, leaving a school device unattended in a public place, a parked car, public transport or unattended on school premises.

School devices should be maintained in very good condition. Students are expected to use the protective case given. Students may be held liable for hardware or cosmetic damage beyond normal wear and tear, including the use of stickers, markings or decorations of any kind.

In instances where the student has been deemed negligent, an invoice will be issued for the replacement cost of the device, and not the depreciated value.

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

### **School Device Applications and Data**

School devices are optimized for academic courses delivered by Zurich International School. The student should not alter the core configuration of school owned devices without approval by the ZIS IT Department because this may impact the performance of the device.

Students are expected to take due care with the data they store on the school device, and accept responsibility for the appropriateness of that data. This includes images, videos and information downloaded from the Internet.

Students should not use the device to infringe copyright, or any other applicable trademark, statute or regulation.

Students should not produce, download or access material which is incompatible with the goals and values of ZIS will be considered a violation of the Responsible Use Policy.

### **Google Accounts**

At Zurich International School, we use Google Workspace. Google Workspace is a set of productivity tools that includes Google Classroom, Gmail, Drive, Calendar, Docs, Slides, Sheets. Classroom activities may require access to additional applications and sites such as YouTube, Google Maps, Earth, Jamboard, Hangouts and access to the Chrome Webstore.

Students are provided with a Google account to complete assignments and 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, name, email address, and password. When a student uses Google services, Google also collects information based on the usage, largely for the purposes of product development.

ZIS takes data privacy seriously, and we expect students to care for their personal data by not sharing their credentials with other people.

### **Social Media and Digital Communications**

Students who use social networking or other digital platforms to collaborate or communicate with their peers at any time, including outside of school hours, should do so in a way that reflects school values.

Students are expected to not use offensive language in such settings, including language that makes fun of others because of their appearance, race or ethnicity, gender, or abilities, even if these are intended as a joke. Students should not spread information or pictures that make fun of others or show disrespect to anyone.

Decisions about students' readiness to use social media rests entirely with parents. Parents should only allow access and use of social media to children who have reached the minimum age in the user agreement and have the knowledge and maturity to use it responsibly.

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

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

While social networking can be used positively to discuss schoolwork, homework or assignments, they should never be used to copy work, or to share or send schoolwork for someone to copy. This qualifies as academic dishonesty as described within this handbook.