

COMMUNITY HANDBOOK



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1. WELCOME TO AISV



1.1. ABOUT AISV

The American International School of Vilnius (AISV) founded in 1993 in Vilnius is the first international school in Lithuania. AISV has two campuses in Vilnius. The Upper School is located on Subačiaus gatvė # 41, atop a small hill in the upper reaches of Vilnius Old Town. Our Lower School campus, purpose built in 2021, is located at Sroves gatvė # 19, adjacent to the Belmontas botanical and zoological reserve. It is ideally situated less than a mile from old town and our Upper School Campus.

AISV is a private day school enrolling boys and girls from Pre-kindergarten through grade 12. Priority is given to children of parents working and serving in Lithuania's international community, which includes diplomatic, foreign aid and private sector organizations.

AISV is an officially registered non-profit institution called Vėšl „Tarptautinė Amerikos mokykla Vilniuje“. AISV provides excellent educational opportunities not only for foreigners residing in Lithuania but also for Lithuanian students. Local students can take advantage of a high-quality, inclusive international education

at AISV in addition to gaining valuable exposure to learning and working with students from other countries and cultures. We also offer a variety of extracurricular educational programs both after school and during the summer.

The school offers an inquiry-driven, standards-based college preparatory curriculum similar to that of U.S. academic, public schools. AISV is an authorized IB World School and offers the IB Diploma Program for grades 11 and 12. AISV is fully accredited by the New England Association of Schools and Colleges (NEASC) and the Council of International Schools (CIS). The school also offers, student council in Lower, Middle and High School, National Junior Honor Society (NJHS) and National Honor Society (NHS). AISV is also a member of Central and Eastern European Schools Association (CEESA), and the Association for the Advancement of International Education (AAIE).

AISV is a non-profit organization with all revenues expended in pursuit of its academic objectives. The school is mainly funded by tuition fees and also by grants from the United States Department of State through its Office for Overseas Schools.



1.2. AISV GUIDING STATEMENTS

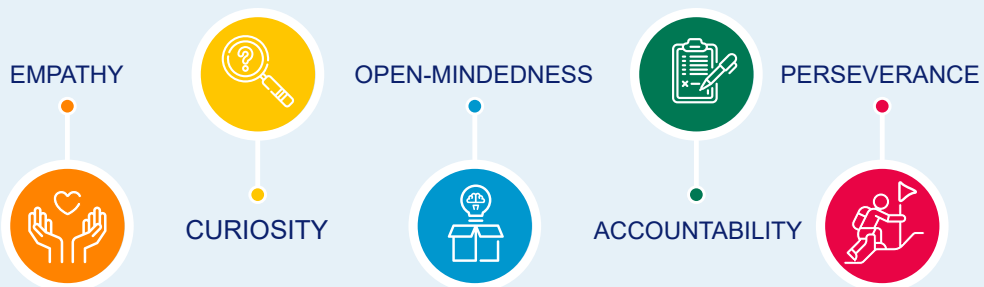
VISION

As global citizens, we are prepared to realize our personal potential, pursue our passions, and positively impact our ever-changing and interconnected world.

MISSION



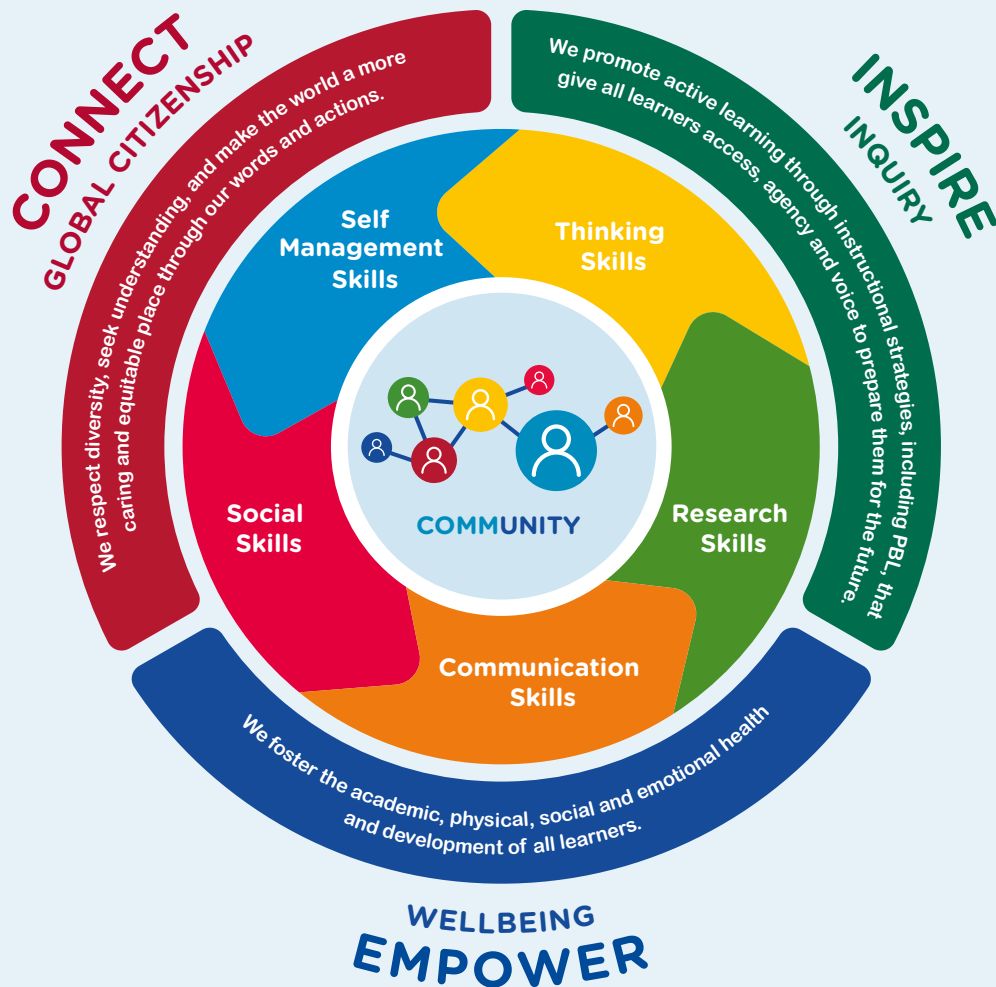
VALUES



1.3. IB LEARNER PROFILE

INQUIRERS	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
KNOWLEDGEABLE	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
THINKERS	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
COMMUNICATORS	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
PRINCIPLED	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
OPEN-MINDED	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
CARING	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
RISK-TAKERS	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
BALANCED	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
REFLECTIVE	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

1.4. AISV SCHOOL WIDE GOALS



1.5. AISV SCHOOL BOARD

The Governors General Meeting is the owner of AISV, incorporated in the state of Delaware, United States of America, as provided in the AISV charter, bylaws, and legal documentation in American and Lithuanian law. The Governors General Meeting is composed of three (3) members. Members are appointed by the Ambassador of the United States Embassy to Lithuania.

The AISV School Board is composed of seven voting officers and three additional non-voting ex-officio members. The Ambassador of the American Embassy in Lithuania is the Chairperson of the Board or shall appoint another U.S. Embassy Official as Chairperson. The Director of the school, the Deputy Director,

and the Business Manager are non-voting ex-officio members of the School Board. The Board Secretary is responsible for agenda, minutes, and organizational aspects of the meetings.

1.6. AISV PARENT-SCHOOL ASSOCIATION (PSA)

AISV has an active Parent-School Association (PSA). PSA meetings are usually held on a monthly basis and any interested parents are invited to attend. PSA officers for the following school year are introduced at the Annual General Meeting (AGM), normally held in May. All parents and staff are members of the PSA and are encouraged to become actively involved in this organization.

2. IMPORTANT CONTACT AND COMMUNICATION INFORMATION

2.1. AISV CONTACTS

School Director, Stéphane Ruz: sruz@aisv.lt

Director of eLearning, Brad Kurtz:
bkurtz@aisv.lt

School Deputy Director, Sheryl Salem:
ssalem@aisv.lt

IT Manager, Kostas Bogdanas:
kbogdanas@aisv.lt

Lower School Divisional Principal,
Robin MacArthur: rmacarthur@aisv.lt

Admissions/PR Officer, Danguolė Kiznienė:
admissions@aisv.lt

Middle School Divisional Principal,
Elizabeth Elger: eelger@aisv.lt

Human Resources Manager, Laura
Mickuvienė: hro@aisv.lt

High School Divisional Principal, Hans Hess:
hhess@aisv.lt

School Manager, Rūta Ševeljė:
administration@aisv.lt

IB Coordinator, Matt Stocking:
mstocking@aisv.lt

Office Manager, Eglė Bagdonienė:
office@aisv.lt

Activities Director, Jolita Norkūnaitė:
jnorkunaite@aisv.lt

Business Manager, Darius Gradzevičius:
finance@aisv.lt

Upper school Counselor:
usirtautaite@aisv.lt

Lower School Counselors,
Ažuolas Maniušis and Janina Luinytė:
amaniusis@aisv.lt and jluinyte@aisv.lt

College Counselor, Claire Ruz: cruz@aisv.lt

Accountant, Rasa Vileikienė:
accounting@aisv.lt

Upper School Receptionist:
receptionist@aisv.lt

Lower School Receptionist,
Martyna Dindaitė: Isreceptionist@aisv.lt

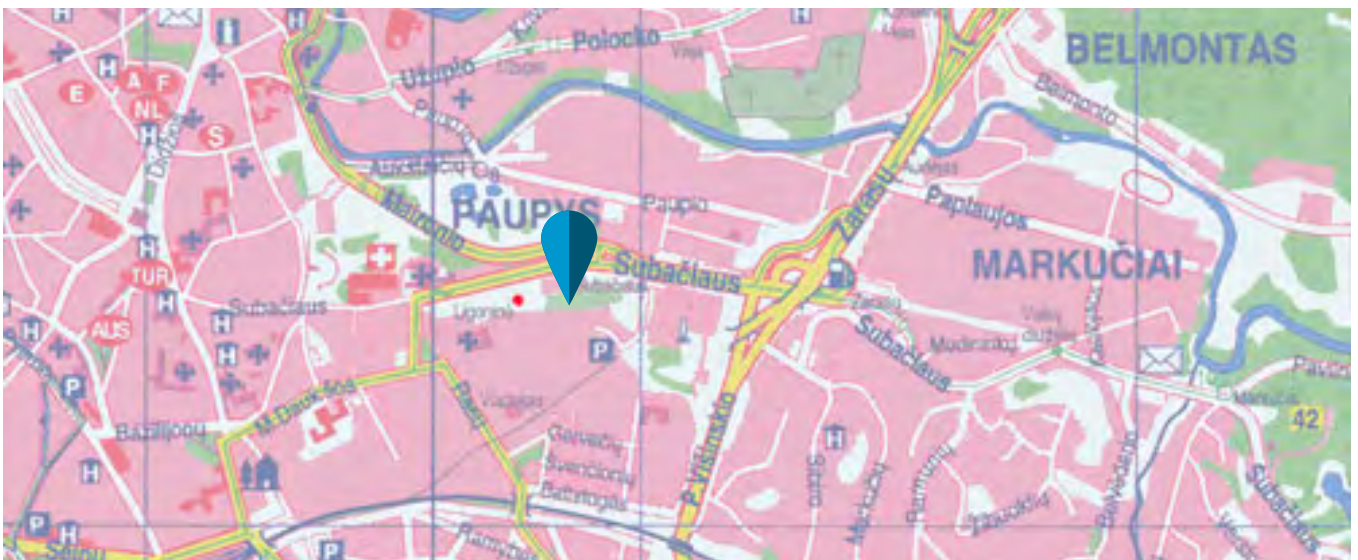
Upper School Nurse, Anastasija:
nurse@aisv.lt

Lower School Nurse, Emilija Galkutė:
Isnurse@aisv.lt

School Website: www.aisv.lt

School Address:

VšĮ „Tarptautinė Amerikos mokykla Vilniuje“
Subačiaus g. 41, Vilnius 11350, Lithuania
Phone (+370) 5 2121031
Fax (+370) 5 2647202





2.2. SCHOOL AND OFFICE HOURS

The school office hours are:

Monday - Friday, 8:00 a.m. – 5:00 p.m.

Full-time classroom teachers' hours are from 8:00 a.m. until 3:45 p.m. each day, unless leading an afterschool activity, or on a field trip. Teachers are available for conferences upon request. Please note that AISV has a policy for teachers that encourages them to respond to all emails within 24 hours during the working week but not after 18:00. Parents who wish to meet with their child's teacher should first try to contact the teacher by email. If translation or other assistance is needed, then please contact receptionist@aisv.lt to arrange a date and time convenient to both parties.

The AISV school facilities may be available for community use but must be approved and reserved through the Activities Director.

2.3. CURRENT STUDENT RECORDS

To assist communication, the Office must have current home addresses, email addresses, phone numbers, updated copy of passport and current health record for each student. In addition, parents' work and cellphone numbers are mandatory so that they can be contacted in case of emergency.

If your children are left with a guardian for any length of time, the school should be informed. The school should also be informed if someone other than the usual parent, guardian or driver will be picking the child up from school.

Only the parent or legal guardian is recognized to give permission for participation in school activities, to sign forms, to write notes of absence, to allow students to return home in case of illness, to attend conferences concerning discipline and to pick up children from school (or to authorize someone else to do so).

3. PARENT AND SCHOOL COMMUNICATION AT AISV

3.1. SCHOOL-TO-PARENT COMMUNICATION

The school communicates with parents through progress reports and notices, scheduled conferences between members of the professional staff and parents and various correspondences from the Director, teachers, and the PSA. Board minutes from the monthly meetings are published for members of the community. Common opportunities and methods of communication at AISV include, but are not limited to, the following:

AISV Monthly Agenda

A monthly newsletter called the *AISV Iron Wolves Agenda* (WA) is emailed to the AISV Community.

AISV Need to Know

A weekly *AISV Need to Know* is emailed to the AISV Community every Monday. This communication contains news and information on upcoming events.

Classroom Communication

Parents will receive periodic updates in the form of classroom newsletters, emails, messages from Lower School's SeeSaw software system or Managebac.

AISV Social Media

Information on school events, including photos and articles by the students and staff about the activities, field trips, assemblies, and performances are shared through different social media on a regular basis. The AISV Facebook and Instagram pages (@aisv.life) offer a more informal view of the school with many photos and fun information. The school's LinkedIn page shares current educational and business topics.

School Information Systems

AISV uses Managebac as a school management system from PK to grade 12 for grades and attendance.

Café Ruz

Café Ruz, hosted by the AISV Director and the AISV Deputy Director is a forum to introduce parents to educational initiatives and practices in general and at AISV. The agenda is announced in advance. The session is always followed by time for parents to ask questions.

The AISV Speaker Series

The AISV Speaker Series presents well-known authors from around the world. This session will address different current educational topics and parent tips on education. This happens throughout the year and is conducted virtually via Zoom. Topics and guest speakers are announced in advance.

New Student Orientation

Held prior to the beginning of the school year, this is an opportunity for new students and their families to meet the teaching staff and tour the campus. This is also an opportunity for incoming students to meet our Student Ambassadors.

Transition Program

The AISV transition program between the Lower, Middle and High School divisions ensures that students successfully integrate into their new division and maintain academic and social-emotional wellbeing progress. The program includes activities for students. At the beginning of the school year, each division offers a Back-to-School-Night for incoming families as a way to learn about student expectations and new changes. Towards the end of the school year, transition activities for students are arranged in each division.

Back-To-School Night

The "Back-to-School-Night" held in September is an excellent opportunity for parents to meet their child's teachers and also socialize with other parents. There is an opportunity for all teachers to give presentations about their curriculum, requirements, daily routine, etc.

College Planning Nights

The College Counselor hosts these informative evenings as needed to assist parents and students in planning for higher education. At these meetings the counselor reviews college placement tests, high school schedule tips, financial aid information, how the International Baccalaureate (IB) program assists with university admissions, and special information for international students to consider. AISV strongly encourages parents of students in grades 9 -11 to attend, but it is really open to all as the plans for university should start as early as possible. Students are welcome to attend with their parents.

School Division Assemblies

Assemblies for each school division (PK, Lower, Middle and High) take place periodically throughout the year. The times and dates are indicated in the Activities Calendar, which is posted on the school website, as well as on our WA, Newsletter and social media. Parents of children who are being recognized are encouraged to attend.

Annual General Meeting (AGM)

The Annual General Meeting (AGM) is held annually in May and is added to the Activities Calendar. This is a gathering for all of the parents of students attending AISV and AISV staff.

End-Of-The-Year Assembly

Each division holds a final assembly on the last day of school for all students, faculty, and parents to celebrate students' learning and growth and to thank the members of the AISV community for their contributions.

3.2. PARENT-TO-SCHOOL COMMUNICATION (NON-EMERGENCY)

Proper Channels of Communication

Parents should note that various channels of communication are open to them:

1. For questions or concerns about the child and his/her work at school, the first person for the parent to contact is the appropriate teacher. Parents should send the teacher an email, written note or should make an appointment to meet with their child's teacher by calling the School Receptionist.

2. Concerns that cannot be resolved through a conference with the teacher or teachers concerned or questions of a more general nature concerning the operation of the school and its programs may be first discussed with the Divisional Principal. Appointments may be arranged by email or by calling the School Receptionist.

3. The Director is the representative of the School Board and is the normal channel of communication between the Board and the parents. Questions about school policy should be presented to the Director.

The welfare and progress of our students are of utmost importance to all staff at AISV. We are always happy to discuss questions of policy and general school matters as well as the progress of individual pupils.

Messages from Home

Students and their parents are encouraged to plan ahead so as to avoid the need to communicate with one another during the school day. Please refrain from calling or texting your child during school hours. In case of an emergency, please call the School Receptionist.

3.3. STUDENT USE OF PHONES

Students should not use their cell phones during the school day. Students are allowed to use the phone at the school reception if needed and with permission from the School Receptionist.

If a student becomes ill, that student should go to the School Nurse, who can contact a parent on the child's behalf. For expectations regarding phone and personal electronic devices, please see section 6.5.

4. ADMISSION, PLACEMENT AND ENROLLMENT

4.1. ADMISSION AND PLACEMENT POLICY

The American International School of Vilnius welcomes diverse learners and does not discriminate on the basis of race, color, ethnicity, nationality, language, religious beliefs, sex, sexual orientation, gender identity or expression, disability, citizenship, mental health, genetic information, or any other characteristic protected by law. The School's program is challenging and requires high levels of motivation and commitment from every student. The Admissions Committee conducts interviews, reviews data and grants admission to students who demonstrate the dispositions to be successful at AISV. As a strong learning community, we expect families to engage fully with the school, supporting both its educational philosophy and community activities. A further consideration for admission is available space, with preference given to returning students, embassy dependents, and siblings of current students.

AISV will accept students throughout the academic year as long as an appropriate place is available. Priority is given to children of parents working and serving in Lithuania's international community, which includes diplomatic, foreign aid and private sector organizations. If a space is not available within a particular grade level, the student will be placed on a waiting list and then be considered for admission on the basis of the date the application was received.

The school can provide educational services for a carefully managed number of students with mild-to-moderate physical, academic or emotional needs. The school has limited resources and may not be able to serve students with more intensive needs. For students who require special educational services, additional payments may be applied according to the IE fee schedule (see appendix # 4). Parents making an application must provide all information on a student's academic and behavioral achievement and needs. In some cases, the Admissions

Committee may request additional information, test results, etc. If information is withheld or not provided, AISV reserves the right to decline enrollment or to terminate the enrollment agreement.

AISV is committed to being a supportive, international community. Students attending the school come from many different countries and educational backgrounds. The Admissions Committee determines 1) admission to the school, and 2) grade placement. Academic records, Measures of Academic Achievement (MAP) and World-Class Instructional Design and Assessment (WIDA) tests are administered to determine grade/class placement, support services and other program options for students transitioning to AISV.

Language Criteria for Admissions

All instruction at AISV (except Modern Language classes) is delivered in English. Students with no English language skills are accepted, but a solid foundation in the child's mother tongue is necessary to be successful in our program.

Because our applicants come from different educational backgrounds and nationalities, the school administers entrance tests to assess academic and language levels. These tests do not determine if a student will be admitted to AISV, but are used by the Admissions Committee to place students appropriately and provide services that will enable them to be successful. The school uses the WIDA Screener Assessment, to measure English language proficiency.

Students who score in Tier 1 (WIDA Levels 1 and 2) attend pullout EAL classes and receive in-class support as needed.

Students who score in Tier 2 (WIDA Levels 3 and 4) receive in-class support provided by the EAL teacher.

Students who score in Tier 3 (WIDA Levels 5 and 6) may receive in-class support if needed.

At the High School level, all students should demonstrate Tier 3 (WIDA Level 5) English language proficiency by the beginning of Grade 11 in order to be admitted into the IB Program (Grade 9, WIDA Level 3 and Grade 10, WIDA Level 4).

4.2. ENTRANCE AGE GUIDELINES

In order to ensure that students are given the best opportunities for both academic and social success, AISV has a placement policy to guide parents and the school regarding grade level placement. Generally, a student must reach the age of the class listed below by the 1st of September of the current school year. For example, Kindergarten students must turn 5 no later than the 1st of September in order to be considered for placement. The age requirements for each grade are as follows:

Nursery Students must be at least 18 month old by September 1st.

PK3 students must be at least 3 years old by September 1st of the academic year and they must be toilet-trained.

PK4 students must be at least four years old by September 1st of the academic year and they must be toilet-trained.

Kindergarten – age 5

Grade 1 – age 6

Grade 2 – age 7

Grade 3 – age 8

Grade 4 – age 9

Grade 5 – age 10

Grade 6 – age 11

Grade 7 – age 12

Grade 8 – age 13

Grade 9 – age 14

Grade 10 – age 15

Grade 11 – age 16

Grade 12 – age 17.

AISV understands that a student may have individual talents and abilities that justify an exception to this policy, but the Admissions Committee will use concrete, factual data to reach their decision regarding placement. To determine if an exception to the general policy

is warranted, the committee will consider references from the previous school and initial assessment results, especially in developmental and attentive abilities, English and Math, to determine if there are reasons to move a student beyond the indicated grade. For more information on grade advancement please see Appendix # 5.

Language Placement

AISV students come from diverse ethnic, linguistic and national backgrounds. The majority of our annual admissions are for the Preschool program. Students with no English language skills are accepted, but a solid foundation in the child's mother tongue is necessary to be successful in our program. In grades 11 and 12, lack of English language proficiency may impede a student's ability to meet the rigors of the IB program at AISV.

A student applying to AISV is given a series of tests to determine academic and language levels. The students will be administered the WIDA Assessment (**World-Class Instructional Design and Assessment**) which measures the English language proficiency level and determines eligibility for English as an Additional Language (EAL) service. The language test does not determine admission to AISV but only determines if a student is to be placed in the EAL program and at what level.

In the High School, Tier 1 would include students who scored WIDA Level 1, 2, and 3. Those students would attend EAP classes with the EAL teacher and receive in-class support as needed. Tier 2 would include students who scored WIDA Level 4. Those students would not attend EAP classes but would receive in-class support provided by the EAL teacher. Tier 3 would include students who scored WIDA 5 and 6. Those students would exit the EAL program but still may receive in-class support if needed.

4.3. ADMISSION PROCEDURES

To be considered for admission, parents must complete all the forms, and documents on OpenApply.

Health Record for Admission

Every child is required to have a complete medical examination prior to enrollment. Parents are required to provide a completed AISV Health Records Form or a Lithuanian School Medical Record Form, which should be returned to the school no later than September 15.

4.4. ACCEPTANCE AND REGISTRATION

The above documents are reviewed by the Admissions Committee, who makes the decision regarding acceptance, grade placement and learning support, if needed.

If the student admission is approved, the Admissions Officer will notify the parents and send them the Enrollment Agreement. By signing the Enrollment Agreement, parents and students agree to support the School's vision, mission and values and to inform themselves of and agree to School rules and policies included in the Community Handbook. Failure to sign and abide by the School rules, may result in withdrawal of admission or termination of enrollment.

Parents must return signed Enrollment Agreements to the school office by the day indicated on the Enrollment Agreement. Invoicing for tuition fees occurs after the return of the Enrollment Agreement.

4.5. TUITION FEE AND PAYMENT POLICY

Student fees payable during the year (as scheduled) shall be assessed in accordance with the fee structure established by the Board. All tuition payments must be made in Euros by wire transfer. Payments for tuition can be made quarterly, by semester, or annually (as indicated by the families in the Enrollment Agreement). No student academic record will be released until the overdue tuition payments are made in full and all other obligations, including payment for missing textbooks or library books, are met.

LATE AND NON-PAYMENT OF TUITION AND FEES (REFER TO BOARD POLICY)

Individual families are responsible to make tuition payments on time regardless of the arrangement the parent may have with their employer.

If a tuition fee invoice is overdue for more than 30 days, families will be contacted and late fee invoices will be issued. A late fee of 0.1% PER DAY will be assessed for each day invoices are overdue.

If tuition fee invoices are overdue for a 60-day period, the student may not be permitted to attend school and the school may initiate legal proceedings.

FEE SCHEDULE FOR LEARNING SUPPORT

<ul style="list-style-type: none"> • English for Academic Purposes EAP (pull out based on WIDA test results for Tier 1 students) 	1780 Euro/one-time fee
<ul style="list-style-type: none"> • Inclusion 	
Basic - Managing accommodations & Targeted small group instruction, intervention and Co-teaching	€1780
Moderate - IEP/ILP + Managing accommodation and classroom support	€3560 per year as needed
Moderate + - IEP/ILP + classroom support 1-3 times/week	€5940 per year as needed
Intensive - IEP/ILP + classroom support 3-5 times/week	€12,000 per year as needed
Intensive + - IEP/ILP + classroom support as needed	€18,885 per year as needed
Personalized - (specialized, individualized)	€24,931 per year
Assistive technology	TBD/by case

4.6. ENROLLMENT OF NEW STUDENTS IN THE IB PROGRAM

Prospective students must submit the following documents to the IB Coordinator in order to be considered for the IB program:

- The signed IBDP Enrollment Form
- The signed IBDP Acknowledgment and Acceptance: General Regulations Form
- The signed Statement of Academic Honesty

In addition to the above requirements, new students wishing to enroll in the IB program at AISV must complete all of the standard AISV admissions procedures (available on the AISV website under Admissions Section). Other prerequisites required for admission to the IB Diploma program at AISV include:

- Demonstrated functional fluency in English on a reputable English language test (such as Cambridge, ETS, TOEFL, IELTS or other tests provided by AISV such as WIDA and MAP).
- Demonstrated ability to pursue the study of a second language (based on language screening test designed by AISV).
- For students interested in HL Math, demonstrated ability to pursue the study of a HL Math (based on a math screening test designed by AISV).
- Student self-completed IB questionnaire provided by AISV.
- Demonstrated ability to pursue a rigorous academic program. This may be verified through transcripts, reference letters and entrance tests in IB subjects.

- Interview with IB DP Coordinator and College Counselor.

Every effort will be made to ensure balance and equality when admitting students to the IB Diploma program. The IB program is open to all students, regardless of previous educational experience. However, a student who decides to participate in the IB Program, will be expected to:

- Work diligently,
- Approach tasks with a sense of purpose,
- Demonstrate self-discipline and responsibility,
- Learn from fellow students as well as teachers,
- Share with, and contribute to, the community.

For more information about student enrolment in the IB Diploma Program, please see the AISV IB Handbook.

4.7. PROCEDURE FOR SCHOOL WITHDRAWAL

Families leaving the school during the school year must notify the school administration in written form about the date of termination of the enrolment agreement 6 weeks in advance and provide a letter stating the reason for the withdrawal and certifying enrolment at another school (if studies are to be continued in Lithuania).

In cases when students leave during the school year, the tuition fees paid for the current quarter are not reimbursed. Students withdrawing after March 15th will be required to pay tuition for the entire school year.

5. ACADEMIC POLICIES

5.1. CURRICULUM OVERVIEW BY SCHOOL DIVISION

Pre-Kindergarten (PK) Program (Ages 2-4)

AISV offers a full day (8:30-3:30) PK program for two through four-year-olds.

At AISV the curriculum focuses on the whole child and provides a foundation for a lifetime of learning. Our PK classes offer a variety of activities, both teacher planned and student driven, in order to allow each student to experience success. Children are guided and challenged to learn and grow through play, art, music, stories, drama, cooking, outdoor experiences and exploring their environment.

We draw our learning outcomes for our youngest students from the following areas:

- Approaches to Learning
 - developing independence
 - initiative, curiosity and creativity
 - social skills
- Social and emotional development
 - building relationships with adults and peers
 - emotional functioning
 - community building
- Language, communication and literacy
 - listening to understand
 - speaking
 - developing vocabulary and early literacy skills
- Cognition, mathematics development, scientific reasoning
 - exploration and discovery through inquiry
 - emergent critical and mathematical thinking
- Perceptual, motor and physical development
 - fine and gross motor skills
 - health and safety awareness and practice

As this is the first exposure to the English language for most of our PK students, we strive to foster English language acquisition while encouraging the continued development of the student's mother tongue.

To promote independence and create a positive transition from home to school we purposefully build a sense of community which includes families and other students and adults within the AISV community. As a small school with a big heart, we provide a warm supportive environment for every child.

Lower School School Program (Kindergarten – Grade 5)

The AISV Golden Rule, “Do your best, do what’s right, and treat others the way you want to be treated!” drives our teaching and learning to encourage the academic, social, emotional and physical development of each child.

Do Your Best!

As a Lower School we aim to inspire, motivate and empower our students in PK 2 through Grade 5 to discover their personal potential as lifelong learners in an international community. As we believe inquiry drives learning and encourages the child's innate curiosity, we deliver our standards-based, teacher designed curriculum through six interdisciplinary inquiry units. These inquiry based units encourage active participation through their use of imagination and creativity to inquire, explore and reflect. Students collaborate with others to gain understanding, solve problems and achieve high quality outcomes. They consistently demonstrate initiative and motivation. We support students and encourage them to take risks. They are not afraid to ask questions or make mistakes. We celebrate learning and growth at our Lower School Assemblies.

Do What's Right!

We value the diversity in our school and celebrate the similarities and differences of those in our community! As members of an international community we strive to promote respect and understanding of different cultures by learning about and making connections with different people, places, languages and customs. We have compassion and respect for others and understand the impact of our words and actions on our school community as well as the world at large.

Treat Others the Way You Want to Be Treated!

As we realize the importance of growing holistically, we work not only on providing challenging academic opportunities, but also on developing social skills and emotional well being. Each classroom in Lower School holds a daily morning meeting for the purpose of community building and establishing norms and agreements. We learn how to share appreciation and solve conflict in a safe and supportive manner. Lower School classes learn about different IB Learner Profile Traits each month in the classroom meetings and in sessions with the Lower School Principal.

Middle School Program (Grades 6–8)

The Middle School program at AISV is specially designed to meet the academic, social, and emotional needs of early adolescents. The Middle School teachers strive to provide developmentally responsive, challenging, empowering, and equitable learning experiences that promote student ownership of their learning, social and emotional skills.

In Middle School, the framework for the written and taught curriculum is derived from Common Core/AERO/NGSS standards. As in our Lower and High School divisions, inquiry drives our approach to teaching and learning. Middle school students receive their core subject (English Language Arts, Math, Science, Humanities, and

Social Studies) instruction grouped with their grade-level peers in smaller sections. In addition to core academic subjects, Middle School students have two Language classes: Lithuanian language and culture (for both native and non-native Lithuanian speakers) and a choice from the World Language offering (French, German, Russian, and Spanish). In World Language classes, students are grouped by proficiency in the target language. Through weekly Physical Health Education, Visual Arts, Performing Arts, and the AISV Community Life program, the Middle School offers a balanced, co-curricular program that allows students to explore their individual strengths and interests.

The Middle School AISV Community Life program provides students an opportunity to connect with their peers in a variety of ways. Advisory provides students a small group setting supported by two Advisors. During the x-Block period, students attend an elective class (e.g. AISV Vision, Photography, and School of Rock), Advisory, office hours for enrichment or academic support, have club meetings, and engage in activities that further support AISV's mission.

To yield higher motivation, independence and empathy, Middle School students engage in active, experiential learning opportunities both in and outside the classroom. Meaningful learning experiences focus on the questions, issues and concerns of early adolescents in relation to their world. Additionally, teachers collaborate to encourage students to connect knowledge and skills among the disciplines. Our curricular ensures that students are internationally-minded and engage with both local and global contexts in their learning. By reinforcing overarching Approaches to Learning and IB Learner Profile Traits, students develop increasing responsibility for their learning and self-management throughout their Middle School years. We promote compassion and respect for others and an understanding of the impact of our words and actions on our school community as well as the world at large.

High School Program (Grades 9–10)

The high school program at AISV offers a college preparatory curriculum. It is designed to encourage high academic standards and active learning through an inquiry-based and criterion-referenced approach. In the 9th and 10th grades, students are prepared for the rigor of the IB program through a focus on conceptual learning, the development of transferable skills, the completion of projects and explorations, and the inclusion of summative assessments and final examinations. Our program prepares students for further studies, whether they transfer to a high school in the UK, the USA, or other international high schools or universities. The curriculum is suitable for students of all nationalities and different levels of ability. Students with educational needs are supported through in-class differentiation and, when needed, with additional help from our English as an Additional Language and Inclusive Education departments.

In the 9th and 10th grades, students take core subjects (Math, English, History, Science), as well as Physical Education, Community Life (Health and Wellbeing), Art, Music, and one of the World Languages (Russian, French, German, or Spanish). In 9th grade, students are given support with their organizational and study skills through a dedicated class. In 10th grade, students prepare for the research & project development demands of the IB program in a Global Inquiry Project (GIP) course. In addition, students may choose from a range of electives, including courses such as Business Economics, The History of Rock Music, IB Art Preparation, IB Math Preparation, AISV Media, and Programming. In order to prepare students for a rapidly changing world, students gain and enhance their IT skills through innovative, integrated instruction. The Lithuanian mother tongue class addresses the needs of native Lithuanian speakers, and Non-Lithuanian students are offered Language and Culture classes to help familiarize them with our host culture and language.

All high school courses at AISV aim to develop the dispositions and skills that our students will need to be active, successful learners and

international community members. Our curricular ensures that students are internationally-minded and engage with both local and global contexts in their learning. Throughout their high school career, students develop critical thinking, communication, social, research, and self-management skills in addition to the IB Learner Profile Traits that prepares them to be lifelong learners.

International Baccalaureate Program (Grades 11–12)

AISV is an authorized IB World School and offers the IB Diploma Program in grades 11 and 12. For more information please see the section devoted to the IB Program at AISV.

5.2. AISV LANGUAGE POLICY

Purpose of the Language Policy

- Achieve a common understanding of our aims and objectives for language learning.
- Align our approach to language teaching and learning with the school's Guiding Statements.
- Provide support and focus for coherent planning, teaching and assessment of languages across the school.

Language Philosophy

a. How does language relate to learning?

Language is the vehicle for learning – acquiring knowledge, making meaning, communicating understandings. It plays a vital role in the construction of meaning and provides an intellectual framework to support conceptual development. (IB, The Roles of Language)

b. What are the aims of Language teaching and learning?

The aims of the language programs at AISV are to support students in:

- Becoming acquirers of language and inquirers through language
- Developing as effective communicators in several languages.

- Promoting and reinforcing cultural identity, thereby developing students' capacity for reflection and international-mindedness.

c. How do these aims relate to our school's Guiding Statements?

The language programs at AISV align with the school's values.

Language Programs at AISV

GRADE	LITHUANIAN	EAL	OTHER (IN MINS. PER WEEK)
PK3		(immersion)	
PK4		(immersion)	
K		(immersion)	
1	MT – 225 NN – 135	EAL for Tier 1 students	French/German/Spanish – one trimester each (for NN students) – 135
2	MT – 225 NN – 90	EAL for Tier 1 students	French/German/ or Spanish (for NN students) – 135
3	MT – 225 NN – 90	EAL for Tier 1 students	French/German/ or Spanish (for NN students) – 135
4	MT – 225 NN – 90	EAL for Tier 1 students	French/German or Spanish (for NN students) – 135
5	MT – 225 NN – 90	EAL for Tier 1 students	French/German or Spanish (for NN students) – 135
6	MT – 225 NN – 180	EAL for Tier 1 students	World Languages (French, German, Russian, Spanish) 180
7	MT – 225 NN – 135	EAL for Tier 1 students	World Languages (French, German, Russian, Spanish) 180
8	MT – 225 NN – 135	EAL for Tier 1 students	World Languages (French, German, Russian, Spanish) 180
9	MT – 225 NN – 135	EAL for Tier 1 students	World Languages (French, German, Russian, Spanish) 225
10	MT – 225 NN – 135	EAL for Tier 1 students	World Languages (French, German, Russian, Spanish) 225
11	Lithuanian and/or Language B 225	EAL as needed	
12	Lithuanian and/or Language B 225	EAL as needed	

English

At AISV, when English is the language of instruction **all teachers are English language teachers who plan and teach to meet the learning needs of native and non-native speakers in the mainstream classroom.** All teachers address the reading, writing, speaking/listening and language standards. Literacy skills are integrated, explicitly taught and assessed across the curriculum.

The English language program in Preschool is the immersion model in which the goals are oral proficiency and vocabulary development. In all Lower School classes, Learning Assistants are trained to provide in-class and small group support for language acquisition related to grade level standards and themes. In Grades 6-12, an EAL teacher monitors the progress of identified students and supports subject area teachers with strategies for English language development. In addition, teachers receive professional development to address the needs of English language learners.

Because new learning is built on prior knowledge and consolidated through multiple interactions, the ELA strands are integrated with explicit connections among them; for example, writing based on reading, spelling based on reading and writing, learning about conventions based on writing, etc. For this reason, ELA also lends itself to cross-curricular teaching and learning.

All students wishing to enroll in the IB program at AISV must demonstrate functional fluency in English.

World Language Program

The language student will be able to communicate both orally and in a written manner, displaying both grammar and cultural awareness. The curriculum is developed through thematic units based on standards according to the grade, level and interest of students, developing language proficiency and embedding cultural awareness in the target language.

In Mother Tongue Lithuanian, national standards that parallel those of CCSS ELA, in which the domains of reading, writing, speaking/listening and language foundations are addressed.

In Non-Native Lithuanian classes, the four strands of the ACTFL standards, *Communication, Cultures, Connections, Comparisons* guide curriculum design and assessment. When students reach the IB program, proficient Lithuanian students may opt to take Language A Lithuanian Literature.

In World Languages classes, the CEFR domains of Understanding, Writing and Speaking are addressed. The learning outcomes for the World Language program are to develop communication and cultural awareness, and to prepare students to be global citizens, workplace-ready and independent, lifelong learners.

World Language Change Procedures

Language learning is a progressive process. To sustain a cohesive and relevant World Languages program, AISV encourages students to commit to one language for the duration of their Lower School, Middle School and High School Programs. Consequently, AISV offers entry points for language choice in Grades 2, 6, 9, and 11 allowing movement from one language class to another.

Procedures for changing a World Language class at any other grade are:

1. The student (and/or his/her parents) discusses the proposed change with the current World Language teacher.
2. Parents contact their child's Divisional Leader to request the change and complete the course change form (see Appendix 12.8).
3. The Divisional Leader communicates/meets with parents and World Language teachers to discuss the change and make a final decision.

NB: Changes are permitted only in the first two weeks of the school year.

Additional Mother Tongue Languages

The support of students' first language builds self-esteem, strengthens cultural identity and facilitates additional language learning. AISV offers classes in French, Spanish, and German

in Lower School and from Grades 6-12, French, German, Spanish, and Russian. For students of additional mother tongues, the school can provide space and time allocated for the foreign language class for a parent or parent-paid tutor to offer mother tongue classes. These have included, for example, Italian, Dutch and Japanese. When students enter the IB program, students may elect to study Language A Literature SL in their mother tongue as a self-taught course.

Language Criteria for Admissions

AISV students come from diverse ethnic, linguistic and national backgrounds. The majority of our annual admissions are for the Preschool program. Students with no English language skills are accepted, but a solid foundation in the child's mother tongue is necessary to be successful in our program.

A student applying to AISV is given a series of tests to determine academic and language levels. The students will be administered the **WIDA Screener Assessment**, which measures the English language proficiency level and determines eligibility for English Language Learner (ELL) placement and services. The language test does not determine admission to AISV but only determines if a student is to be placed in the ELL program and at what level.

In the HS:

- **Tier 1** would include students who scored **WIDA Level 1, 2, and 3**. Those students would attend EAP classes with the EAL teacher and receive in-class support as needed.
- **Tier 2** would include students who scored **WIDA Level 4**. Those students would not attend EAP classes but would receive in-class support provided by the EAL teacher.
- **Tier 3** would include students who scored **WIDA 5 and 6**. Those students would exit the EAL program but still may receive in-class support if needed. Those are the levels that we aim our HS students to reach by Grade 11.

Parent and Community Support for English Language Learners

Parents are a vital part of our learning community and can provide invaluable support for language learning. The school uses various methods to communicate to parents the critical importance of maintaining academic proficiency in the mother tongue. The school offers workshops for parents relating to their role in providing a rich linguistic environment at home.

5.3. STUDENT SUPPORT SERVICES

Inclusive Education (IE) Policy

The AISV Guiding Statements are foundational for our learning support policy:

- Empowering all learners to succeed
- Achieving personal potential
- Personalizing learning experiences

In line with effective teaching practices, learning support most often occurs in an inclusive manner.

An inclusive education is defined as “an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” An inclusive education is paramount to high quality education for all learners and the development of a society that embraces diversity and respects the rights and dignity of all. Inclusive education is necessary to achieve social equity and is an essential element of lifelong learning.

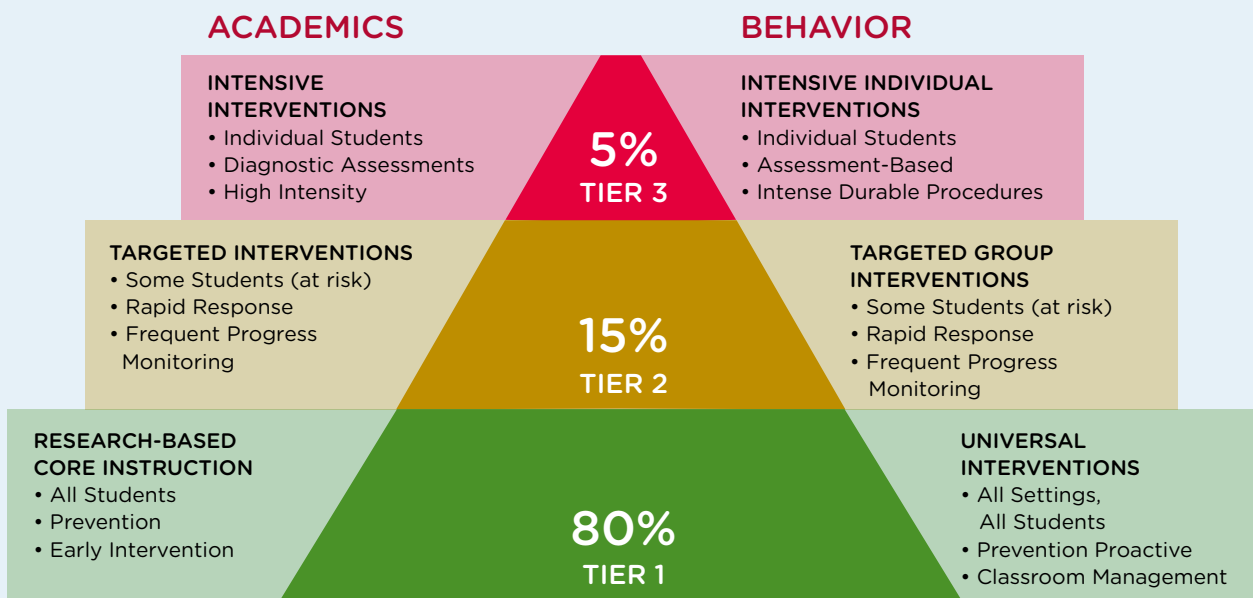
AISV can provide educational services for a carefully managed number of students with a range of physical, academic or emotional needs. If a student is referred for additional testing, one-to-one support and/or external consultation, additional payment will be required. (See the AISV Admissions and Placement Policy.)

Providing all students access to the curriculum through differentiated instruction and assessment is a primary responsibility of all AISV teachers. To promote active learning, we work to develop students' understanding of how they learn and

how they are progressing. The school allocates professional development for teachers on current instructional and assessment strategies to meet the needs of a range of learners. Our Inclusive Education (IE) program is intended to provide support to students and teachers who need additional strategies and resources to maximize their success.

If a student experiences difficulty in accessing the curriculum or progressing, AISV uses the RTI (Response to Intervention) approach. RTI is a flexible model designed to provide support to students when and while they need it. Research-based practices, collaboration, and problem-solving strategies help teachers, administrators, and families to maximize each student's learning.

The Response to Intervention (RTI) Model



All 3 tiers focus on academic and behavioral strategies in the general education setting

Tier I (Benchmark) – In Tier I, the classroom teacher differentiates instruction and assessment within the mainstream classroom through a wide range of learning and behavioral strategies and instructional practices.

Tier II (Strategic) – In Tier II, students are provided support or extended learning opportunities in order to succeed in the mainstream classroom. At this level, the Student Success Team (SST) determines the intervention, the frequency and the measure of progress.

Support for Tier II students might include:

- Consultative support from the IE teacher and/or counselor
- Extended curriculum
- Push-in support
- Collaborative planning/co-teaching
- Student progress monitoring

- Literacy support (reading, writing, speaking and listening)
- Mathematics support
- Small group/individualized instruction
- Study and organizational skill support
- Sticker/Point chart
- Assistive technology (e.g. voice to text software)
- Accommodations (e.g. extended time for in class and standardized testing.)
- Social skill support
- Recommendation for testing (upon request of SST)

Tier III Students (Intensive) – In Tier III, students are provided with significant support within and possibly outside the mainstream classroom. The Student Success Team (SST) determines the intervention, the frequency and the measure of progress.

Supports, in addition to those listed above, might include:

- Recommendation for testing (upon request of SST)
- Curricular modifications – when required and appropriate.
- Pull out sessions in an individual or small group setting
- Collaborative planning/co-teaching with specialists
- Individual Learning Plan (ILP/IEP)
- Assistive Technology

AISV Student Success Team (SST)

The SST is an essential component of the RTI approach to provide additional support for students, teachers, and parents to help meet each student's individual needs. Support is provided through the use of a coaching model, push-in support, and pull-out support when deemed necessary. The AISV Student Success Team (SST) is composed of the classroom teacher(s), the Counselor, the IE teacher, the EAL (English as an Additional Language) support teacher if needed and the Divisional Principal.

The AISV Student Success Team:

- Believes that all students have an individual learning profile and make unique contributions to our community.
- Uses a flexible range of developmentally appropriate strategies and resources to meet diverse learning needs.
- Supports both identified students and those in the Student of Concern (SOC) process.
- Collaborates with parents, colleagues, and other professionals in finding ways to best meet students' needs.
- Regularly monitors student progress and performance.
- Respects confidentiality.
- Supports learners in the classroom and small group settings.

Language Support – English as an Additional Language (EAL)

The EAL department seeks to serve the needs of students at all levels of English language proficiency through a combination of immersion and pull-out instruction, so that each student shows evidence of language growth.

Students in grades 1-12 for whom English is not their first language are tested using the WIDA (World-Class Instructional Design and Assessment) Screener. These test scores provide an English level from 1-6 in the four language domains of Speaking, Listening, Reading, and Writing. Students will be tested at the beginning of each school year with the WIDA Screener or WIDA Model (for students continuing in the EAL program) if English is an additional language and any Beginning-Of-Year assessment indicates the need for strategic or intensive support they are continuing as a Tier 1 or Tier 2 student from the previous year teacher/ LA observation and recommendation

Monitoring of English-language development and proficiency are accomplished through the use of the WIDA MODEL as well as through multiple measures of classroom-based assessments, most notably oral and written summative tasks. Based on WIDA testing, formative assessments, and teacher observations students are placed into tiers with the following language assistance:

Tier 1 – Students attend an EAP (English for Academic Purposes) class with the EAL staff and receive additional support through the immersion program.

- In Lower School, non-native Lithuanian students do not attend a world language or Lithuanian non-native class. Native Lithuanian students do attend mother-tongue Lithuanian class.

- In Middle School, non-native Lithuanian students do not attend a world language, but do attend the Lithuanian non-native class. Native Lithuanian students do attend mother-tongue Lithuanian class, but do not attend a world language class.

- In High School, non-native Lithuanian students do not attend the Lithuanian non-native class

but do attend a world language class. Native Lithuanian students do attend mother-tongue Lithuanian class, but do not attend a world language class.

Tier 2 – Students receive support through the immersion program.

- Students in all divisions attend both World Language and Lithuanian non-native classes.

Tier 3 – Students have exited from the EAL program, but may not have reached absolute fluency in the English language and require some assistance through scaffolding, modifications, and language learning techniques.

EAP (English for Academic Purposes) Class

In these classes, English Language Learners (ELL) students develop concepts, vocabulary, and structures which allow them to receive (listen and read) and express (speak and write) English language. Students learn both life and school English, which enables them to interact socially with friends and to be successful in their classes.

Immersion Program

At AISV Tier 2 and Tier 3 students attend regular classes and are not pulled out. We use various methods of co-teaching, small group instruction, or individualized instruction as needed to strengthen the learning of the students in mainstream classes. The EAL staff co-plan and co-teach with the core teachers and use instruction that is standards-aligned, research-based, and adapted to the students' proficiency level. Using instructional collaboration and EAL methodology, teachers can provide differentiated instruction for the English language learners to acquire language and academic content at the same time.

Social-Emotional Counseling

The School Counselor provides short-term (up to 2 months) counseling services for students in need of social-emotional support, as well as counseling for parents and teachers about matters related to students' wellbeing at school. If further support is needed, the family is referred to outside specialists and centers. The School

Counselor collaborates with outside specialists and centers to share information and ensure the school provides optimal support for the student at school.

5.4. WELLBEING

Definition

Wellbeing is the experience of health and joy. It includes social, emotional, and physical health, physical and psychological safety, and a feeling of belonging, sense of purpose, achievement and success.

Rationale

The overarching goal of the Wellbeing Program is to empower students to reach their individual and collective potential through the development of academic and personal skills such as critical and creative thinking, self-management, communication, research, and social skills.

Why does AISV include social/emotional learning in its program?

Studies show that students who have access to social/emotional learning demonstrate:

- **better academic performance:** achievement scores an average of 11 percentile points higher than students who did not receive instruction relating to social/emotional issues.
- **improved attitudes and behaviors:** greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior.
- **fewer negative behaviors:** decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals.
- **reduced emotional distress:** fewer reports of student depression, anxiety, stress, and social withdrawal.

Principles

- Teaching social and emotional skills is as important as teaching academic content.

- How we teach is as important as what we teach.
- Great cognitive growth occurs through social interaction.
- How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
- What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
- Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.
- Help students understand their own development and equip them with the skills to cultivate healthy minds and bodies.

Programs

Community Life

The AISV Community Life program is rooted in the School's Guiding Statements, particularly in our values.

AISV Community Life is a developmentally appropriate program that:

- Takes place during a regularly scheduled period of time when teachers meet with groups of students for the purpose of advising them on academic, social, or future-planning issues.
- Follows a developed curriculum and clear set of routines.
- Ensures that at least one adult in the school knows each student well, making sure their learning needs are being met, and encouraging them to make good academic choices and plan for their future.

What does the AISV Community Life program look like at each division?

Lower School

Morning meetings
Approaches to Learning
Community Life lessons
Assemblies
Division-specific events and projects

Middle School

Homeroom/Advisory
Elective classes
Approaches to Learning
Assemblies
Division-specific events and projects

High School

Homeroom/Advisory
Community Life class: Health, Advisory
Elective classes
Approaches to Learning
Assemblies
Division-specific events and projects

References:

[\(http://www.casel.org/social-and-emotional-learning/outcomes/\)](http://www.casel.org/social-and-emotional-learning/outcomes/)
<https://www.edglossary.org/advisory/>

Co-Curricular and Extra-Curricular Activities

Lower School students can select from a broad array of co-curricular and extra-curricular activities. Middle and High School students can select co-curricular activities that are based on student choice such as elective classes and clubs which typically meet within the school day and allow students to explore their interests. In extra-curricular activities, students can participate in sports through the Central Eastern European School Association (CEESA), Vilnius International Schools Sports Association (VISSA), and Baltic International Schools Athletic Conference (BISAC), and a variety of other activities such as ceramics, homework help, and others.

Social-emotional Counseling

The School Counselor at the American International School of Vilnius works in partnership with students PK3-Grade 12, parents, and staff to provide a comprehensive counseling program that aligns with our school's mission, vision and values. The program is developmentally appropriate, proactive and responsive to the needs of all students. As an advocate for the social and emotional wellbeing of all students, the Counselor works to develop and deliver the AISV Community Life program.

In addition, the Counselor works closely with School administration, teachers, students, parents and local and regional experts to provide a psychologically and physically safe environment for all members of our community.

At AISV the School Counselor provides the following services:

- Community Life Classes
- Short-term individual and group counseling for students
- Consultation/ collaboration with teachers
- Short-term parent counseling
- Refers to outside specialists and centers
- Participates in the Student Success Team
- Is the Designated Child Protection Coordinator
- Leads the Mediation Committee

All students have the right to seek psychological counseling from the School Counselor when they deem appropriate. All students at AISV, according to schedule availability, are able to set up regular follow up with the counselor.

All parents are welcome to schedule a meeting with the School Counselor to discuss any questions related to their child.

College and Career Counseling

Career and university guidance is a lengthy process that requires students to evaluate their strengths, their interests, and their skills and plan accordingly their academic and extracurricular career. Using the ASCA (American School Counselor Association) model, the school counselor works with all high school students on their career development, workforce understanding, skills development, CV building, post-AISV plans, and of course college/university counseling and guidance through all stages of research, application and planning. College Counseling for IB students happens in “core class” and for 9th and 10th grade, takes place during scheduled classes. The College Counselor also holds informative sessions and college counseling nights for students and parents to learn more about universities and the entire university application process.

More information is available on the College and Career Guidance website.

Physical and Health Education Program

Physical Education (PE) is a regular and important part of the curriculum. It promotes physical, social and emotional wellbeing. Students in grades 1–10 are required to wear the AISV PE uniform. Students will be required to attend PE classes unless excused by a doctor or other professional healthcare provider. When excused from PE by a healthcare provider, students will still need to attend PE classes with their class and be given an alternative, non-physical assignment by the PE teacher.

5.5. SCHOOL LIBRARY/MEDIA CENTER

The library is an important part of the school, with a large collection of titles of fiction, non-fiction, and reference books as well as Kindles and iPads.

We encourage students to visit the library and borrow books. Students may borrow up to 5 books and/or other materials for one week and then have the option of extending their loan for an additional period. If a book is not returned by the end of the school year, then a notice for payment will be issued.

Students in Pre-kindergarten through grade 5 will be provided with a book bag by the school to protect the books from loss within the school, and from mud, wind, rain, snow and dirty hands as she/he travels between home and school. Students have to bring this bag to every library lesson if they wish to check out books and DVDs. AISV also allows students to borrow a limited number of books for reading over the summer.

The Library is also a check-out center for electronic devices such as Kindles, iPads and Chromebooks, for use during the school day.

Students are expected to take good care of the materials that they borrow; it is their responsibility to return them in the same condition as when they were borrowed. Books that are damaged or lost will have to be paid for.

Parents are welcome to come and visit the library, before or after school, and browse through our collection and borrow titles under

their child's name. A collection of books about education and parenting is available to parents. Families are also welcome to explore the website and phone application, Sora, which is full of audiobooks and ebooks.

5.6. HOMEWORK PHILOSOPHY AND EXPECTATIONS

Homework is defined as the time students spend outside the classroom in assigned learning activities. AISV believes the purpose of homework should be to practice, reinforce, or apply acquired skills and knowledge. We also believe, as research supports, that moderate assignments completed and done well are more effective than lengthy or difficult ones done poorly.

Homework serves to develop regular study skills and the ability to complete assignments independently. AISV further believes completing homework is the responsibility of the student, and as students mature they are able to work more independently.

Therefore, parents play a supportive role through monitoring completion of assignments, encouraging students' efforts and providing an environment conducive for learning.

Homework contributes toward building responsibility, self-discipline, and lifelong learning habits. It is the intention of the AISV staff to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives. Homework should provide students with the opportunity to apply the information they have learned, complete unfinished class assignments and develop independence.

The actual time required to complete assignments will vary with each student's study habits, academic skills and selected course load. If your child is spending an inordinate amount of time doing homework, you should contact your child's teachers.

General Expectations for Homework K – 12

Homework is most beneficial when teacher expectations are well communicated, students take responsibility for their homework, and parents support these efforts. The responsibilities of teachers, students and parents are as follows.

Teachers are responsible for:

- Communication of homework assignments in multiple ways – electronically and orally and with dates, times and directions.
- Accountability for homework includes collecting and grading homework or checking for completion and work habits and recording comments, or other successful approaches.
- Informing students and parents of the homework expectations.
- Informing students of the purpose of their homework.
- Assigning relevant, meaningful homework activities that reinforce classroom learning.
- Ensuring that students are aware of what is expected of them, and how their work will be assessed.
- Collaborating with other teachers to ensure students have sufficient time to complete homework and that homework is not overly burdensome.
- Maintaining homework records and providing feedback to students and parents.

Students are responsible for:

- Being aware of the school's homework expectations.
- Asking questions when necessary to ensure the assignment can be completed.
- Recording homework assignments in your notebook to ensure you don't forget expectations.
- Seeking assistance from teachers and parents if you are having difficulty with an assignment.
- Completing homework neatly and accurately.
- Asking for and completing homework assigned during an absence.
- Completing homework independently whenever possible so it reflects your ability.
- Allowing sufficient time to complete homework.
- For middle and high school: Homework is to be done at home, and returned the following

day, or on the designated day for long-term assignments. Plagiarism, academic dishonesty, or any representation of others' work as one's own is entirely unacceptable. Students who are unsure of what is expected, how much outside help they can receive or what would be considered academically dishonest need to ASK their teacher for clarification.

Parents are responsible for:

- Setting a regular, uninterrupted study time each day
- Providing a place to study
- Monitoring students record of homework assignments and ensuring completion
- Being aware of long term assignments and assisting students in learning to budget their time accordingly
- Assisting and correcting, but not doing assignments
- Contacting the teacher with any concerns over homework
- Alerting the teacher when extenuating circumstances arise that may prevent homework from being completed on time
- Encouraging the student to communicate with teachers when there is a concern

Lower School Guidelines

Lower School K-5 uses the guideline of 10 minutes per grade level. However, there are additional expectations which the core teachers feel are necessary to enhance the curriculum with rigor and implementation. Therefore, the broad scope of homework may include an additional 10-20 minutes longer depending on the topic.

Students have the opportunity to utilize technology at home by logging onto school subscribed online resources to support student learning.

Some teachers may send home a weekly homework packet or assign a project. Daily reading of 10 to 20 minutes is always encouraged and will enable students to reinforce the decoding and comprehension skills introduced in the classroom.

Middle and High School Guidelines

AISV high school teachers assign homework to supplement, complement, and reinforce classroom instruction. Homework will be tailored to the students' needs and capacities, and will not be unreasonable in amount. Homework is given at the discretion of the teacher and varies in amount depending on grade level and course. High School students may have as much as two to three hours an evening, depending upon factors such as upcoming tests, papers, projects and assigned readings. The AISV staff will coordinate testing and projects to ensure equitable loads.

There will be times that students may need to stay after school to work on group projects or to do research.

5.7. STUDENT ASSESSMENT AND REPORTING

The student information systems allow parents and students to monitor student progress. PK, Lower School, Middle School and High School report on a trimesterly basis. The dates of the terms are noted in the school calendar.

The student report card is a detailed written record of the student's academic progress, as well as an assessment of his/her approaches to learning (ATLs).

Teachers or administrators may contact parents to arrange a meeting if they are concerned about a child's progress. Parents are also encouraged to reach out to their child's teacher if there is a concern.

AISV Assessment Policy

Introduction

The American International School of Vilnius, assessment is an integral part of the teaching and learning process. This school-wide assessment policy promotes the School's vision and mission by providing a common language and framework to inspire, motivate and empower all learners to reach their full potential.

AISV Purpose of Assessment

Assessment is a process that allows us as educators to gather information about student performance in relation to standards/learning objectives. This information is used to give effective feedback to students, inform instruction and track student growth. At AISV, we believe that the primary purpose of assessment is to improve student learning.

From Preschool to Grade 10, the curriculum is driven by standards. In Grades 11 and 12, courses are structured by IBDP learning objectives. We recognize that these standards/

learning objectives are the central element in our course design, assessment and instruction. We understand that standards/learning objectives should be explicitly stated for the courses we teach and the assessment tasks we give. Because we believe that all assessments should be accessible to all students, assessment tasks/instruments are differentiated for those students with identified needs.

Assessment affects all stakeholders within the school community.

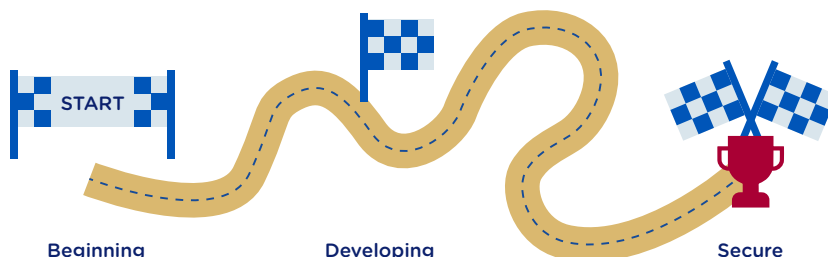
TEACHERS USE ASSESSMENT TO:	SCHOOL LEADERS USE ASSESSMENT TO:
<ul style="list-style-type: none"> ● Communicate course expectations for student learning. ● Monitor student progress and understanding. ● Provide effective feedback to guide future learning. ● Differentiate tasks, instructional strategies and resources according to students' learning needs. ● Report student progress to students and parents. 	<ul style="list-style-type: none"> ● Evaluate, revise and improve academic programs. ● Monitor and support student learning. ● Use data for admissions and placement. ● Compare student achievement with that of other regional and international agencies/schools. ● Communicate the school's student achievement data to the broader community, including universities to which students apply.
STUDENTS USE ASSESSMENT TO:	PARENTS USE ASSESSMENT TO:
<ul style="list-style-type: none"> ● Demonstrate their learning and understanding. ● Understand and reflect on their own progress relative to the standards/learning objectives for the course. ● Set learning goals. ● Celebrate their growth. 	<ul style="list-style-type: none"> ● Understand their student's progress relative to the learning standards/learning objectives. ● Understand feedback to support their student's learning goals.

AISV Approaches to Learning (ATL) Rubric

Lower School

Where are you on the Approaches to Learning Track?

Beginning
Developing
Secure



ATL RUBRIC FOR SELF REFLECTION		TRI 1	TRI 2	TRI 3
THINKING SKILLS	I try to solve problems on my own.	B	B	B
	I try different ways to solve problems.	D	D	D
	I use what I know to solve new problems.	S	S	S
	I know what I'm good at and what I need to improve.			
SELF MANAGEMENT	I am on time and focused.	B	B	B
	I am a self-starter and ready to learn.	D	D	D
	I can take risks, ask questions, and know that I learn from mistakes.	S	S	S
	I can persevere even when things are difficult.			
	I am tidy.			
	I will do my best and finish my work.			
	I do what's right to complete my work.			
I can set goals and work toward them.				
COMMUNICATION AND RESEARCH SKILLS	I can use my voice and body language to express myself.	B	B	B
	I can say and write information in my own words.	D	D	D
	I can use different ways to find information and share ideas.	S	S	S
	I can make simple research plans and ask questions to find out what I need to know.			
SOCIAL SKILLS	I am always caring, cooperative, and respectful towards others.	B	B	B
	I treat others as they would want to be treated.	D	D	D
	I help my community.	S	S	S
	I am excited to share what I know.			
	I can cooperate in a group and help others to join in!			
	I can be a leader and a team player.			
	I know when it's time to work together or be independent.			
	I can ask for help when I need it.			

Middle and High School

ATL	BEGINNING	DEVELOPING	SECURE
THINKING SKILLS	<ul style="list-style-type: none"> Given strategies, is able to test new ideas Understands that there are multiple alternatives With scaffold, can create solutions Begins to identify strengths and weakness of personal learning strategies 	<ul style="list-style-type: none"> Begins to identify strategies to generate and test new ideas At times, can consider multiple alternatives Can connect past information and patterns to new situations Usually identifies strengths and weakness of personal learning strategies Sometimes uses self evaluation and reflection to improve 	<ul style="list-style-type: none"> Has strategies to generate and test new ideas Considers multiple alternatives Creates novel solutions Uses previous knowledge and patterns to generate creative solutions Consistently identifies strengths and weakness of personal learning strategies Uses self evaluation and reflection to improve
SELF MANAGEMENT	<ul style="list-style-type: none"> Is frequently absent or distracted. Is rarely punctual. Rarely demonstrates initiative and motivation. Rarely takes risks - is reluctant to ask questions or make mistakes. Has difficulty working independently and easily gives up when faced with setbacks. Lacks organizational skills. Rarely completes assignments or submits assignments that reflect little care and effort. Rarely demonstrates self-control, gives full attention or makes effective use of class time. Is motivated by external forces Is easily distracted or frustrated when challenged Works towards goals that are set for her/him. 	<ul style="list-style-type: none"> Is usually physically and mentally present. Is usually punctual. Often demonstrates initiative and motivation. Sometimes takes risks and is willing to make mistakes. Sometimes works independently and occasionally demonstrates perseverance through setbacks. Demonstrates a satisfactory level of organization. Usually completes assignments that reflect care and effort Usually demonstrates self-control, pays attention and makes effective use of class time. Finds intrinsic motivation/ value in the task itself and/or the outcome of the task At times, accepts challenges and demonstrates resilience Is beginning to set her/his own goals for achievement 	<ul style="list-style-type: none"> Is consistently physically and mentally present Is consistently punctual. Consistently demonstrates initiative and motivation. Frequently takes risks - is not afraid to ask questions or make mistakes. Works independently and consistently demonstrates perseverance through setbacks. Demonstrates a high level of organization. Consistently completes assignments that reflect care and effort. Consistently demonstrates self-control, gives full attention and makes effective use of class time. Demonstrates intrinsic motivation Takes initiative in seeking challenging work Sets own goals and follows through

ATL	BEGINNING	DEVELOPING	SECURE
COMMUNICATION AND RESEARCH SKILLS	<ul style="list-style-type: none"> ● Is beginning to use appropriate language, volume, tone, and body language to show others that he/she is listening, engaged, and participating ● Begins to support ideas with evidence and appropriate language, orally or in writing ● With direction, uses a variety of media for different purposes and audiences. ● Rarely uses appropriate referencing methods. ● Rarely takes initiative to seek information. 	<ul style="list-style-type: none"> ● Uses appropriate language and volume, tone body language to demonstrate engagement ● Expresses ideas using evidence and proficient vocabulary, orally or in writing ● Uses a variety of media for different purposes/audiences. ● Usually uses appropriate referencing methods. ● Usually takes initiative to seek information. 	<ul style="list-style-type: none"> ● Uses appropriate language and volume, tone body language to demonstrate engagement and effective, thoughtful expression. ● Expresses ideas orally or in writing, using advanced critical thinking and exemplary vocabulary ● Chooses the most appropriate medium to communicate for a wide range of purposes/ audiences. ● Excellent research and inquiry skills while consistently using appropriate referencing methods ● Always takes initiative to seek information in a variety of modes.
SOCIAL SKILLS	<ul style="list-style-type: none"> ● Is often uncaring, uncooperative or disrespectful towards others. ● Demonstrates a lack of awareness of others' feelings including sympathy, empathy, or altruism ● Often distracts from the learning environment. ● Rarely participates in learning ● Participates passively in group work. ● With support, works independently, or in small or large groups for different types of projects. ● Begins to take responsibility for his/her contribution to the group ● Is beginning to develop strategies to deal with difficulty 	<ul style="list-style-type: none"> ● Is usually caring, cooperative and respectful towards others. ● Shows conscientiousness toward others including sympathy, empathy, or altruism at times. ● Usually behaves in a way that contributes to the learning environment. ● Usually participates in learning. ● Actively contributes to group work. ● With guidance, begins to identify the appropriate level of partnership needed to accomplish different tasks ● Consistently maintains individual accountability. ● Has some strategies to deal with difficulty 	<ul style="list-style-type: none"> ● Is always caring, cooperative and respectful towards others. ● Consideration of others' feelings frequently guides actions ● Consistently behaves in a way that contributes to the learning environment. ● Consistently participates enthusiastically in learning. ● Actively contributes and encourages others to collaborate effectively as a group ● Contributes effectively in leading and supporting roles ● Chooses the appropriate level of teamwork or independence to complete a task ● Maintains positive interdependence and is individually accountable. ● Self-regulates and self advocates in difficult situations

AISV Grading and Reporting Lower School Practices

Grading Scale and Descriptors

The purpose of this reporting system is to communicate to parents, students, and future schools what students understand, know, and can do; to celebrate achievements and to identify areas for future growth.

BEGINNING (B)	DEVELOPING (D)	SECURE (S)
Demonstrates some understanding of the skill or concept. Requires support on most occasions.	Demonstrates a basic understanding of the skill or concept. Requires occasional support through reminders and suggestions.	Understands and applies the skill or concept correctly, consistently, and independently.

In addition to the standards, we report on work habits and social/emotional skills that support learning (see rubric above). The K- 5 report cards are integrated with a student portfolio, which helps demonstrate the application of newly learned concepts and skills.

Reporting

Lower School uses a trimester reporting schedule, which fits our curricular and academic calendar. Each trimester is approximately 12 weeks. A report of each child's academic progress is given throughout the year through two scheduled conferences, and three standards-based reports with written comments. Additional conferences may be arranged by parental or teacher request.

TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
Parent-Teacher-Student Goal Setting Conference		Student-Led Portfolio Exhibition
Standards Progress Report	Standards Progress Report	Standards Progress Report
Goal Setting Report	Narrative Progress Report	Narrative Progress Report
Completed assignments with feedback sent home routinely		
Parent-Teacher, Teacher-Student and Parent-Teacher-Student conferences (held throughout the year as needed)		
Teacher communication with parents via notes home, emails, and phone calls		

AISV Grading and Reporting Middle and High School Practices

Grading Scale and Descriptors

IB	DESCRIPTOR	AISV DESCRIPTORS
7	Excellent	Extraordinary mastery/understanding A consistent and thorough understanding of the required knowledge and skills and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	Very good	Highly proficient A consistent and thorough understanding of the required knowledge and skills and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The student generally demonstrates originality and insight.
5	Good	Proficient A thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrates originality and insight.
4	Satisfactory	Meets expectations A good general understanding of the required knowledge and skills, and the ability to apply them in normal situations. There is occasional evidence of analysis, synthesis, and evaluation.
3	Limited	Approaching expectations Limited achievement against most of the objectives or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
2	Poor	Does not meet expectations Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them in normal situations, even with support.
1	Very poor	Unsatisfactory achievement Minimal, if any, achievement in terms of the objectives.
I	Incomplete	The student has not produced sufficient evidence of learning by the end of the marking period.
NG	No grade	No grade assigned
N/A	Not Assessed	This strand was not assessed at this time.
P/F	Pass/Fail	The student completed/did not complete course requirements. (Given for co-curricular class, such as Encore/Electives)

All IB classes are assessed with the use of subject-specific grade descriptors published by the International Baccalaureate Organization. Please see the detailed descriptors in Appendix

6. For more information about IB assessment, please refer to the AISV IB Handbook.

Incomplete Grades

High School:

Formative Assessment:

- If a student fails to submit a formative assignment by the deadline, they are given 24 hours to submit the work. If they fail to submit the assignment they will not receive feedback or a grade on the assignment.

Summative Assessment:

- If a student fails to submit a summative assignment by the deadline, they are given 24 hours to submit the work. If they fail to submit the assignment they will receive an “NG” (No Grade) which will prevent them from receiving credit for the course this quarter. This means that students will have to complete recovery work over the winter break for semester 1, or the summer break for semester 2 in order to receive credit for the course.
- In the case that a student is absent for a summative assessment, the student will have the same number of days missed to reschedule and make up the assessment. If a student has not produced sufficient evidence of learning due to absences at the end of the marking period, a teacher may assign an Incomplete in lieu of a grade.
- For Grade 11-12 students who expect to graduate, loss of credit in a course may result in a failure to meet AISV/IB Diploma requirements. Students who receive an NG will also have their IB Candidacy reviewed.
- Teachers must communicate all summative assessment criteria when the assignment is presented to students.
- In no case should a student be assigned a grade for any assignment that has not been completed.
- In addition, any student receiving tuition reduction may no longer be eligible for the program.

If, for absence or other reasons, a student has not produced sufficient evidence of learning by the end of the grading period, a teacher may assign an Incomplete (I) in lieu of a grade. In

this case, the student has two weeks into the following marking period to complete work that demonstrates learning/progress. The student should work closely with the teacher to ensure that all work is completed. In the case that work is not completed by the end of the following marking period, or the student fails a class, the Divisional Principal and teacher(s) will determine how the student may demonstrate the learning required to complete the course. Based on the student’s individual circumstances, effort and academic standing, the committee’s recommendations may include completion of alternative assignments, summer work or an online course in order to receive credit.

Guidelines for Middle and High School Assessment Practices

1. Assessments should allow students access to the full range of achievement descriptors.
2. Teachers inform students which criteria will be used to evaluate their work. Teachers can use rubrics and assessment criteria to explain what is required for students to fulfill the criteria for any assessment.
3. Formative assessment should always take place before a summative assessment is given on a unit or skill. These must be documented in the written curriculum.
4. Feedback on assessments should be prompt and frequent. A summative assessment on the same criteria/standard should not be assigned until the previous (formative) assessment has been returned and reviewed. **In Grades 6-12, at least three formative assessments and three summative assessments will be reported per reporting period.**
5. Assessments should be in line with the final reporting:
 - Formative assessments evaluate learning progress during the instructional process; therefore, teachers will provide qualitative feedback in the form of comments, descriptions or numerical grades (1-7).
 - Summative assessments evaluate learning achievement and are graded on a 1 to 7 scale.

6. Grades are reflective of the most consistent and current achievement demonstrated by the student and are determined by the teacher's professional judgment.

7. In any case where a student is not meeting the expected standards in a course, parents will be notified.

8. In the Middle School, students are provided more than one opportunity on every assessment to retake or improve their work when they fail to meet expected standards. During second and third trimesters, students in grade 8 will not be allowed to retake summative assessments in order to better prepare them for high school.

9. Middle School teachers will use a standards-based grade book to ensure effective recording of curricular strands by:

- recording the results of each task or assessment according to each strand assessed.
- recording formative feedback weekly and summative feedback soon after assessment is complete.
- replacing older evidence of a learning standard with newer evidence (i.e. retake policy).
- recording the level of proficiency on each Approaches to Learning skill assessed.

10. In the Middle School, all reports will be 'action' oriented, in which teachers will report on the following:

- Student's academic progress or achievement of each strand assessed.
- Student's progress of each Approaches to Learning skills assessed.

11. IB Diploma Teachers should scaffold assessment tasks through the program, or adapt examination (end-of-course) criteria, so that students in the first year of study have access to the full range of assessment grades as they move through the program.

12. For IB courses, assessments should be graded on a 1-7 scale using an assessment rubric with clearly stated achievement criteria. In cases in which percentage or other scales are used, the percentage that corresponds to each grade scale is to be determined by the IB Subject Report from the previous academic year.

13. End-of-year assessments: In preparation for IB exams, students in grades 9-11 will sit formal, end-of-year exams for classes.

Middle School & High School Reporting

Middle School uses a trimester reporting schedule, which fits our curricular and academic calendar. Each trimester is approximately 12 weeks. A report of each child's academic progress is given throughout the year through two scheduled conferences, and three standards-based reports with written comments. Additional conferences may be arranged by parental or teacher request.

TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
Parent-Teacher-Student Goal Setting Conference	Parent-Teacher-Student Conference as needed	Parent-Teacher-Student Conference as needed
Standards-based report card	Standards-based report card	Standards-based report card

5.8. PARENT-TEACHER-STUDENT CONFERENCES

As mentioned above, progress conferences are scheduled with parents after the issue of the first quarter report cards in both the middle and high school and after the issue of the first trimester report card in the lower school. A letter containing details about the progress conference arrangements is sent to parents in advance. If you believe that the allotted time is not sufficient to discuss your child's progress, please arrange with the teacher to meet at a later date. The Lower School will schedule Student-Led conferences in the Spring.

In addition, parents may request a conference at any time with any teacher to discuss their child's progress. Parents should contact the teacher directly to set up an appointment. If a team meeting is needed, parents should contact the Divisional Principal to set up a meeting time. Should an interpreter be required, the school will work to provide one. Parents are discouraged from making spontaneous or unannounced visits to discuss their children.

5.9. STANDARDIZED TESTING

Twice per year, students in grades K—10 take standardized tests. Testing results provide insight into each child's current skill attainment based on grade level norms. The instructional staff utilizes these results in addressing the needs of the students and assessing progress. Test results are also shared with parents. AISV is using the Measures of Academic Progress (MAP) tests, which are promoted through the US Office of Overseas Schools. MAP testing is computer-based, and measures Reading and Mathematics progress. More information about MAP tests can be found at nwea.org, the website for Northwest Evaluation Association. Parents may also contact their child's teacher with any questions about their child's MAP scores.

English Language Learners (ELL) are also periodically tested to measure their growth in the ELL program and to check whether each student needs to remain in the program or if a student can be exited from the program.

Students in Grades 8 and 9 will take the PSAT in March during the school day. Grades 10 and 11 will take it in October during the school day.

5.10. ACADEMIC INTEGRITY POLICY

Academic integrity is a crucial element in AISV's learning environment. Cheating and plagiarism of any kind will not be tolerated at any level in the school. All students, parents, and staff will be required to read, understand and practice the information detailed in the AISV Handbooks referring to academic honesty. AISV also recognizes and upholds the IB Diploma Program academic honesty guidelines. Any violations of the Academic Integrity Policy will bear severe consequences, up to and including termination of the student enrollment agreement in accordance with Lithuanian laws. The details of academic honesty, expectations and corresponding consequences are found in the Community Handbook which is reviewed and approved by the Board annually.

Approved: 10/1/2016

The process of learning does include some struggling through difficult assignments. Through this struggle, students achieve and remember more of the lessons and skills they are taught. AISV tries to provide a supportive educational experience for all students. When a student finds an assignment too difficult, it is their responsibility to seek help from appropriate sources – parents, teachers, or tutors. Depending on other students to provide answers and homework assignments diminishes the learning and self-confidence of a student.

To better understand what is considered academic dishonesty please read the definitions below.

Cheating: to be dishonest or deceitful. Cheating includes, but is not limited to:

- Breaking test-taking procedures
- Copying or looking at other tests
- Talking during testing
- Showing your own answers during a test

- Receiving, taking answers or sharing the content of a test before the test is administered
- Using “cheat sheets” during testing
- Receiving or providing answers to homework assignments
- “Borrowing” other students’ homework
- Helping” another student by “just giving an answer or two”

Plagiarism: taking ideas, writings, music, pictures etc. from another person and passing them off as one’s own. Plagiarism includes, but is not limited to:

- Copying information from other sources without giving credit (citing sources) to the original author, artist, musician etc.
- Using the ideas from other sources without citing the source
- Copying and pasting from the Internet without citing the source including ChatGPT or other AI created work
- Giving incorrect information when citing sources

Cheating and plagiarizing are serious offenses that demonstrate a lack of understanding of our values. Both undermine the educational goals of AISV and erode the trust created between teachers and students. AISV has strict penalties for cheating and plagiarizing that will result in a staff/student conference and loss of credit. Students who cheat on a test or plagiarize an assignment will not receive a grade on that assignment. Consequences for violation of AISV’s Academic Integrity Policy AISV deals with issues of academic integrity throughout the school in age appropriate ways. In grades 9-12, plagiarism offenses are cumulative as a pattern of citation error will be considered as intentional and will be dealt with accordingly.

Consequences for violation of AISV’s Academic Integrity Policy

AISV deals with issues of academic integrity throughout the school in age appropriate ways.

In **Lower School**, students are taught the concept of academic integrity, how to summarize, paraphrase and use citations.

Middle School

Upon the first offense of academic dishonesty, Middle School students will receive a Level 3 infraction and will comply with the Retake Policy. The level of infraction increases with each additional offense of academic dishonesty.

Understanding the consequences of Academic Dishonesty

First Offense in grades 9-12: This will be treated as a Level 3 infraction. The student will receive a 1 for the assignment or test in which the policy was violated. In order to receive partial credit, the student may be allowed to redo the assignment, at the teacher’s discretion. If the work is to be submitted to the IB, the student will be required to redo the assignment. Parents will be notified in writing explaining what the infraction was and the consequence for the infraction. A meeting with the student, teacher and HS Principal will take place. During subsequent meeting(s) with the principal, student(s) will reflect on what academic integrity looks like based on the five fundamentals - honesty, trust, fairness, respect, responsibility. Participation in extracurricular activities may be at risk and students may also be withdrawn from representing the school at CEESA or other regional events.

Second Offense in grades 9-12: This will be treated as a Level 4 infraction. The student will receive a 1 for the assignment or test in which the policy was violated. If the work is to be submitted to the IB, the student will be required to redo the assignment. The student will be placed on academic probation and may be temporarily suspended from school. Parents will be notified and a conference will be held with the parents, the student, the Deputy Director.

Third Offense in grades 9-12: This will be treated as a Level 5 infraction. IB Diploma students will not be allowed to re-submit the assignment which will have an impact on their standing with the IB. If the student is not in good standing with the IB, the student’s status as an IB Diploma candidate at AISV will be reviewed and will most likely no longer qualify to participate in the IB Diploma Programme. Also, parents will be notified and a conference will be held with the

parents, the student and the Divisional Principal. Long-term suspension or exclusion from school may be a consequence. Academic dishonesty on an IB examination component will be treated as outlined in the IBDP General Regulations under Academic Misconduct, Articles 20 and 21. Students found guilty of malpractice by the IBO on an official IB assessment, after having signed the required cover sheet stating that the work is their own, will no longer be eligible to receive the IB diploma, though they may still receive certificates for classes in which malpractice did not occur. An awarded IB diploma or certificate may be withdrawn from a candidate at any time in the future if malpractice is established subsequent to its issue.

5.11. ACADEMIC PROBATION

AISV expects each student to make a commitment to academic excellence. It is each student's responsibility to maintain regular communication with his or her teachers in order to be informed about his or her grade status throughout the quarter/semester/year. The grading systems allow students and parents to view student scores and comments teachers may write. The teaching and administrative staff are here to fully support each student in his or her pursuit of academic excellence. Each student, however, is required to show an acceptable level of personal initiative throughout their time of enrolment at AISV. Continued substandard performance in the classroom due to a lack of personal initiative and ownership will result in a conference with the student, parent and Divisional Principal and may result in termination of the enrollment agreement.

If a student receives a failing grade, misses more than 26 classes, or receives an Incomplete, the student and parent will be notified by the teacher and or the Divisional Principal. The teacher will provide a credit-recovery plan for the student in order to earn credit for the course.

5.12. ACADEMIC RETENTION

Every effort will be made by the teachers and the school to meet the student's needs in an age-appropriate setting. Retention is very rarely recommended. Review of possible candidates for retention may begin during the second semester. After reviewing academic, social, and behavior issues, along with consultation with those concerned, the Director will make a final decision. Retention may be recommended if a student is absent excessively. See the Attendance section of this handbook for more information.

5.13. AISV GRADUATION REQUIREMENTS

As a college preparatory institution, AISV offers two diplomas, both of which fulfill the school's Guiding Statements and prepare students for university admittance: AISV Diploma and AISV Honors Diploma.

AISV diploma

To be awarded an AISV diploma, a student must be registered for a full time course load. Students are required to be enrolled in a minimum of six (6) periods of classes every year.

AISV DIPLOMA - 25 CREDITS

English - 4 one-year credits
Math - 3 one-year credits
Science - 3 one-year credits
History/Social Science - 3 one-year credits
Foreign Language - 3 one-year credits
Health/P.E. - 2 one-year credits
(P.E. 1.5, Health 0.5)
Electives - 4 one-year credits
The Arts - 2 one-year credits
CORE - 1 one-year credits for completion of EE
Community Service - Completed for 4 years

Notes:

Graduation requirements may be amended for students who transfer to the school in their junior or senior year.

A passing mark of 3 and higher is required for all students.

Incomplete - Any student who has not completed course assignments or cannot be assessed

due to absence, will be assigned an NA for the trimester. The student has until the end of the following trimester to complete work. Upon completion, the student will be assigned a grade for the previous trimester. If the student does not complete the missing work by the end of the trimester, s/he will not receive credit for the year and will be required to make up (through an external course - to be paid for by the student) the course or an equivalent one, approved by the subject teacher).

AISV Honors Diploma (Same as IB Program)

To receive the AISV Honors Diploma, students complete all of the requirements of the IB Diploma, as listed below. Students who complete the IB courses and requirements, but do not receive the required marks on their examinations, may still receive the AISV Honors Diploma.

Requirements for IB/AISV Honors Diploma

Candidates for the IB Diploma must satisfy assessment requirements in six subjects and the core. All higher level subjects, the core and at least one standard level subject must be taught over the two years of the programme. The six subjects must be selected from six groups as described in the relevant handbook for the examination session, with at least three and not more than four subjects being offered at higher level and the others at standard level. Recommended teaching time is 240 hours for higher level courses and 150 hours for standard level courses.

In addition to the six subjects, candidates for the IB Diploma must complete the core requirements of: 1) a course in theory of knowledge including the required assessment 2) CAS activities, for the required combination of experiences in creativity, activity and service 3) an extended essay in a subject available for this purpose to be submitted for assessment, for which the IB recommends approximately 40 hours of work by candidates.

AISV HONORS DIPLOMA - 28 CREDITS

English - 4 one-year credits (including 2 IB credits)
Math - 4 one-year credits (including 2 IB credits)
Science - 4 one-year credits (including 2 IB credits)
History/Social Science - 4 one-year credits (including 2 IB credits)
Foreign Language - 4 one-year credits (including 2 IB credits)
Health/P.E. - 2 one-year credits (P.E. 1.5, Health 0.5)
Electives - 2 one-year credits or 4 semester credits (including 2 IB credits)
The Arts - 2 one-year credits
CORE (CAS, TOK, EE) - 2 one-year credits and completion of EE, TOK and CAS requirements
Community Service - Completed for 2 years

Notes:

Graduation requirements may be amended for students who transfer to the school in their junior or senior year.

A passing mark of 3 and higher is required for all students.

Incomplete - Any student who has not completed course assignments or cannot be assessed due to absence, will be assigned an NA for the quarter. The student has until the end of the following trimester to complete work. Upon completion, the student will be assigned a grade for the previous trimester. If the student does not complete the missing work by the end of the trimester, s/he will not receive credit for the year and will be required to make up (through an external course - to be paid for by the student) the course or an equivalent one, approved by the subject teacher).

IB Diploma Course Candidates

Candidates who study and are assessed for subjects, but choose not to take the entire IB Diploma, are referred to as Diploma Programme Course Candidates ("DP Course Candidates"). The subjects chosen are referred to as DP courses and may include the core requirements of theory of knowledge, the extended essay and/or completion of a CAS programme. DP Course Candidates receive DP Course Results.



Assessment Requirements for Receipt of the IB Diploma

Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum). Performance in theory of knowledge and the extended essay are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed. For the IB Diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total DP points score is 45.

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma. The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

1. CAS requirements have been met.
2. The candidate's total points are 24 or more.
3. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
4. There is no grade E awarded for theory of knowledge and/or the extended essay.
5. There is no grade 1 awarded in a subject/level.
6. There are no more than two grade 2s awarded (HL or SL).
7. There are no more than three grade 3s or below awarded (HL or SL).
8. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
10. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

August 14 2017

6. STUDENT EXPECTATIONS

6.1. STUDENT ATTENDANCE POLICY AND PROCEDURES

Students are expected to attend classes regularly and to be on time for school activities. Excessive absences can lower student achievement. Recent research indicates that missing classes in lower and high school affects students when they move on to college. It is difficult to compensate for a day away from school even when make-up assignments are completed. Much of the work done within the classroom is dependent on the cooperative work of all students in the class. This environment cannot be duplicated and the class, as a whole, is disrupted when a classmate is absent.

The following is the maximum percentage a student may miss in an academic year:
Kindergarten – Grade 12: 15% (26 days).

In Lower School, absences are counted by days missed. If the child is not in school for at least $\frac{1}{2}$ of the school day, s/he will be marked absent. In Middle and High School, absences are counted by class periods missed. Please note that block classes consist of two periods; a student who misses one block will be marked as having two absences. Parents will be notified when their child has been absent for 18 school days/class periods; this communication ensures that the parents and the School work together to avoid reaching the next level. If a student's absence has prevented him/her from demonstrating the requisite knowledge/skills at the end of a grading period, the teacher may assign a grade of Incomplete (I). [See **Incomplete Grades in Grading and Assessment.**] When a student has missed 26 school days/class periods, a special committee will convene to determine the School's action. Depending on the student's individual circumstances, effort and current academic standing, the committee will determine next steps:

1. The student is required to make up the work missed so that she/he doesn't have any Incompletes.

2. The student is required to make up the work missed, complete summer work or take an online course in order to receive credit.

3. The student will be prevented from being promoted to the next grade. For Grade 12 students who expect to graduate, loss of credit in a course may result in failure to meet AISV and/or IB Diploma requirements.

4. Any student receiving tuition reduction may no longer be eligible for the program.

The Director/Deputy Director will then meet with the student and parents to communicate the committee's decision.

Student Absence Procedures

Unplanned absence/illness

Parents must notify the School Receptionist by email or phone no later than 10 am of their child's absence and the reason for that absence. Please see the health and illness policy to understand when you must keep your child at home. If a child is absent because of illness for more than three consecutive days, the School must be provided with a doctor's note. Whether the absence is due to illness or other reasons, class time missed will be counted. Students who are absent from class are always responsible for completing the work required by that class in a timely manner. It is the student's responsibility to determine with each teacher a timeline for turning in missed work. Under normal circumstances students will have as many days to turn in make-up work as the days missed in order to receive credit. (For example: Missed 3 days of class on Wednesday, Thursday, Friday—then work is to be turned in 3 days after returning—all work due on the following Thursday.)

Pre-planned absences

If you know that your child will miss school in advance, obtain an absence form from the office. Students are responsible for completion of the form and for obtaining teacher signatures. This

must be done no less than five (5) days prior to your student beginning the pre-planned absence. The absence forms are also included in the appendix of this document.

School sponsored events absences

If a student is representing the school in any sponsored event he/she will have as many days to turn in make-up work as are equal to the days missed in order to receive credit. (For example: Missed 3 days of class on Wednesday, Thursday, Friday – then work is to be turned in 3 days after returning – all work due on the following Thursday.)

Scheduled Absences

If a family is planning a scheduled absence, the family is required to send an email notifying the office of the absence and its length at least 48 hours ahead of the scheduled absence. The student must complete a [Planned Absence Form](#) at least 48 hours prior to their absence. Students must make arrangements to complete assessments prior to planned absence.

Attendance Procedures

Teacher Procedures

- Doors should be closed at the sound of the bell (each period). Students who arrive to the class after the bell will be marked late by the teacher unless an excused pass is provided.
- Attendance will be accurately marked for each class 5-10 minutes from the start of class daily.
- Students who are more than 10 minutes late will be sent to their divisional office to explain the reason and to obtain a pass to return to class. Any student who is more than 10 minutes late to class will be marked absent.

Student Procedures

- Arrive on time at school daily (Set alarm or multiple alarms as needed).
- Make sure you walk with a purpose to your next class.

- If you arrive at class after the bell has rung, you are tardy for that class.
- If you are late to a class, you must enter with respect and join into the current learning activity as discreetly as possible to minimize distractions.
- Arriving to class more than 10 minutes after the bell results in a marked absence. Depending on the reason, we will follow up with you. This might result in a truancy infraction.
- A tardy report will be pulled weekly, and consequences will apply accordingly.

Tardiness

- Students are expected to be in class on time, according to published start times.
- Arriving to class late, regardless of the reason, has an impact on instruction and therefore all students' academic achievement. A student must have a pass from a teacher, counselor, administrator, the school nurse, or the school office. Any student arriving more than 10 minutes late will be marked as absent.
- 3 tardies will result in after-school supervision

Excessive tardies impact a student's academic and personal success. To support students in their achievement, the following matrix has been developed. This matrix will be followed to support students to be successful through supporting them to identify solutions to improve their attendance. This matrix will provide opportunities for students to reflect and identify strategies for their success in upholding our AISV values.

In order to uphold our commitment to safety and support, every time a student is tardy, the family and student will receive a notification.

NUMBER OF TARDIES	CONSEQUENCE
3	After-school supervision
6	After-school supervision
9	After-school supervision and parent communication
12	After-school supervision and parent communication
15+	Same as 12-14 and in-person parent meeting

6.2. STUDENT ARRIVAL AND DISMISSAL

Arrival

School starts promptly at 8:15 a.m.; students should arrive in their classroom at 8:15 a.m. Lower School Students who arrive between 8:00 a.m. and 8:15 a.m., will go directly to their homeroom class. If students arrive later than 8:15 a.m., they will need to obtain a tardy slip from the reception desk before they go to their classroom.

Dismissal

School ends at 15:30 p.m. on Monday through Friday for Lower and Upper School students, and students should be picked up as close to 15:30 p.m. as possible. Upper school students finish at 15:00 pm on Wednesdays. Parents of all Lower School students must wait for/ meet their child(ren) outside or in the case of inclement weather, in the cafeteria. Board policy dictates that students leave promptly once school dismisses unless they are involved in an approved after school activity. Students should be picked up promptly following after school activities. Students not picked up promptly will wait in the cafeteria until 17:30.

6.3. DRESS CODE

School is a place for mindful clothing choices which are not offensive to any of our diverse cultural sensitivities and that honor the mission of the school. Clothing and accessories must be free of obscene or suggestive words, pictures, slogans, drug and alcohol references or inappropriate language. In such cases, the student will be told to immediately remove or change the clothing and/or accessories. In accordance with Lithuanian law regarding public exposure, all genitalia must be covered in school at all times. Body shaming will not be tolerated at AISV.

Dress code compliance will be addressed by teachers/administrators via email to the divisional principal and never in person. Students are

invited to have conversations with teachers and administrators about these choices.

Kindergarten through Grade 5 students are requested to have a pair of hard-soled indoor shoes to wear inside the school. These shoes are to be left at school. Students should wear shoes, not slippers.

6.4. TECHNOLOGY AT AISV

The school's mission and vision to support teaching and learning that utilizes technology in a manner that is:

- Integrated – Teachers and students collaborate to integrate age-appropriate technology within each subject area and across subjects to enhance the curriculum.
- Individualized – Technology is used as a resource to differentiate instruction to meet the learning needs and interests of each student.
- Inquiry-based – Technology will be used to foster inquiry, including conducting research, gathering information, producing documents, reports and presentations to make learning meaningful and authentic.
- Forward Thinking- Teachers and students are committed to continuous learning, using creativity and adaptability to explore applications of technology in their studies and everyday lives.
- Ethical and Responsible – Students will be aware of how technology affects both local and global environments. In addition, students will learn to be informed and accountable in their use of technology.

Digital Citizenship Agreement

All students and parents sign the AISV Acceptable Use Policy, in which they agree to ethical behavior guidelines when using school resources. High School students attend workshops on digital citizenship and academic integrity as they research. There is also reference to ethical behavior guidelines, specifically in conducting research and citing sources, in the Academic Integrity Policy. Please see Appendix # 1 for the Digital Citizenship Agreement that

students and parents must sign at the start of each school year.

Phones and Personal Electronic devices

Student possession and use of mobile phones and other portable electronic devices (PED) on school campuses, at school-sponsored activities and while under the supervision and control of school faculty and/or staff is permitted under the circumstances described within this section. Please note the following general rules regarding phone use on campus:

- Please call the office if you have a message that needs to be forwarded to your student rather than trying to contact them directly when they are in class as this distracts not only your student, but anyone else in the room, from the lesson.
- Also, please note, parents and visitors to AISV are requested to turn off/silence personal phones when entering classrooms or attending school assemblies, performances and similar events.

Students may use these devices on campus before school begins and after school ends. Middle and High School students may use such devices during designated break periods. Device usage during permitted times must not interfere with the normal operations of the school or be in violation of the school's Internet usage policy. During Middle School lunch periods, devices may not be used in the canteen or outside eating areas. Devices may not be used to photograph or record others unless permission is explicitly granted by a supervising AISV faculty or staff member. It is strictly forbidden, at any time before, during and after school hours to use a phone or PED in private areas such as locker rooms, restrooms and dressing areas.

During all testing events, personal phones and PEDs are to be taken out, turned off and put within plain sight of the teacher or left outside the classroom.

AISV recognizes that mobile devices are part of a twenty-first century education. For this reason, students may be encouraged to use their phones for educational and organizational purposes. However, unless stated otherwise by the classroom teacher, devices must be kept

out of sight and turned off during instructional time. Unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Unauthorized use is grounds for confiscation of the device by school officials, including classroom teachers. Repeated unauthorized use of such devices may lead to disciplinary action.

- The first violation of the mobile phone policy during instructional time may result in a verbal warning to the student.
- The second violation of the policy may result in the confiscation of the device for the duration of the class and contacting the student's parent or legal guardian.
- The third violation of the policy may result in the confiscation of the device until it is picked up by the parent or legal guardian.
- Violations relating to impermissible recording or usage that is in violation of the school handbook may result in further disciplinary action according to the Progressive Consequences system.

AISV will not be responsible for any lost or stolen personal phone or other PED (refer to Board Policy).

6.5. SCHOOL AND PERSONAL PROPERTY

School Property

Students are expected to exercise proper care of the school property issued to them, such as textbooks, lockers, computers, and library books. They are also responsible for other school property that they use, such as the buildings, furniture, computers, library, science and PE or playground equipment. Any loss or damage to school property (including textbooks and library books), whether accidental or deliberate, may result in the request for reimbursement of the replacement and shipping cost of the item. The student who damages school property may also lose the privilege to use said property. If the damage was intentional, the Director will consider further consequences.

Personal Property

Students must take care of their personal property and items brought to school. These items should be appropriately labeled. We strongly advise that parents not send large amounts of money or valuable personal items to school with their children. The school is not responsible for any lost or stolen property. Students are NOT allowed to bring real or toy weapons to school. The school reserves the right at any time to search the students and/or students belonging.

6.6. CLASSROOM MANAGEMENT STRATEGIES AND STUDENT BEHAVIOR

Philosophy

In line with our mission and guiding principles, AISV is committed to providing all students with a caring, safe, and supportive school environment. All members of the school community are expected to treat one another with respect and dignity, valuing one another and upholding each other's rights and responsibilities. Students should respect themselves, others, and the environment. These values are embedded in the AISV Golden Rules, which encourage all AISV community members to:

- Do what's right!
- Do your best!
- Treat others as you want to be treated!

Our approach to discipline helps students to take responsibility for their actions. The goal is to empower students to make smart choices through developmentally appropriate conflict-resolution, problem-solving, and mindfulness strategies. We focus on the behavior, not the person.

All members of the AISV community work together to ensure the positive wellbeing of all learners. We do this through modeling, using a common language and classroom management practices, and setting consistent expectations for student behavior.

Beliefs:

- We believe that all students are able to make good choices about their personal behavior in social interactions.
- We believe that all students can learn and practice a set of social and emotional competencies, including cooperation, assertiveness, responsibility, empathy, and self-control. These skills can be taught in many ways and in many different settings.
- We believe that all learners have the potential to make safe and respectful decisions given the opportunity to reflect on their past experiences.
- We believe that reflection is one of the most powerful tools for taking responsibility and strategizing for the future.
- We believe that there should be a clear connection between the misbehavior and the logical consequence.
- We believe that in a community where wellbeing is prioritized, all members will feel respected, and psychologically and physically safe.

Good behavior is encouraged and affirmed by a consistent approach to classroom management. As a tool for teachers, this checklist offers strategies and suggests routines that will facilitate good behavior for learning:

Student Behavior Expectations:

Appropriate behavior would include actions that reflect the Approaches to Learning and Learner Profile traits such as:

- Being a positive role model
- Giving positive and supportive compliments
- Being a good team player
- Peer support
- Empathy toward others
- Positive conflict resolution
- Academic achievement
- Being an Upstander
- Putting forth consistent effort
- Overcoming challenges through perseverance

Behavior Management Practices

DECREASED EMPHASIS ON:	INCREASED EMPHASIS ON:
A reactive culture where behavior management resides with individual teachers	<p>A proactive, responsive culture where there is collective responsibility for behavior.</p> <p>Proactive strategies:</p> <ul style="list-style-type: none"> ● Greet students at the door as they enter to set clear expectations. ● Outline learning objectives for each lesson (i.e. post an agenda for the class). ● Ensure students know the procedure for entering the classroom so that time is used effectively. ● Have a prepared seating chart or assigned seats for different activities so that students can effectively collaborate with one another. ● Plan scaffolded or differentiated lessons so that all students can participate fully in the lesson (collaborate with EAL, IE teachers). ● Use verbal and non-verbal communication (i.e. eye contact, wait time, silent signal or physical proximity) to encourage behavior expectations. ● Plan varied activities, especially for 90-minute blocks. Have work/an activity ready for those who may finish early, including pacing. ● Offer academic choice. ● Use timely, specific praise and encouragement to reinforce positive behavior. ● Showcase student work. ● Assign classroom responsibilities (i.e. pass out papers, take attendance, run an errand). ● Share good news with parents via home-school communication.
A reactive culture where behavior management resides with individual teachers	<p>Responsive Strategies:</p> <ul style="list-style-type: none"> ● Offer a break. ● Ask a directed question. ● Offer a limited choice. ● Sending students out of class for a short, clearly defined period of time. ● Redirect a student's attention (i.e. begin a different activity) ● Changing seating plan. ● Private conversation. ● Reflection sheet. ● Invite to talk to the Principal or Counselor.
Student being labeled	Behavior being separated from the student.
Individual systems for dealing with behavior	Divisional level system for dealing with behavior (see below).
Consequences not known and/or unclear to students, parents, AISV faculty and staff	<p>A list of clear, known consequences known to students, parents, AISV faculty and staff.</p> <ul style="list-style-type: none"> ● Set and display clear behavioral expectations, including what will happen when students misbehave (i.e. warnings, being sent from the classroom, etc). ● Refer regularly to the Student Behavior and Behavior Management in the AISV Teaching and Learning Handbook.
Behavior problem being passed on to core teacher to be dealt with	Behavior problem being dealt with by the adult present at the time it occurs.
Inconsistent ways of dealing with behaviors	Consistent commitment to dealing with behavior according to AISV guidelines.

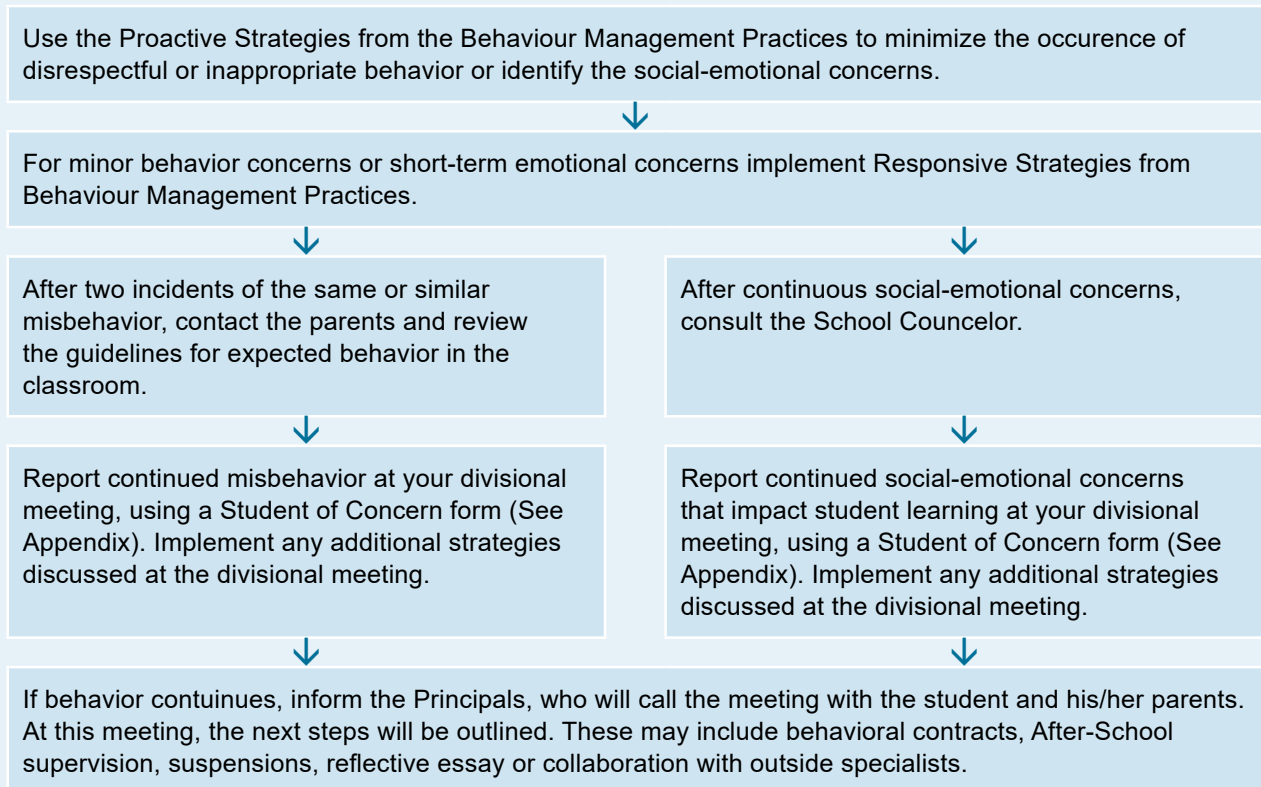


DECREASED EMPHASIS ON:	INCREASED EMPHASIS ON:
Plan of action decided upon solely by the teacher.	Student involvement in plan of action.
Plans which only focus on stopping undesirable behavior	Plans which focus on helping students to take responsibility for their actions and find desirable alternative behaviors. <ul style="list-style-type: none"> ● Before issuing a consequence, first give a warning and apply classroom behavior management techniques.
Reminders, fault-finding, public reprimands, humiliation, shouting, threats and negotiation. Avoid punishing a class for the behavior of individuals.	Purposeful, private solution-focused discussion involving student input, understanding, and cooperation. <ul style="list-style-type: none"> ● Have students reflect on their work habits and behavior at the end of each class, for example on an exit ticket.
Use of authoritarian behavior management language. Telling students what they need to do with no discussion/reflection.	Use of authoritative behavior management language - reminding, reinforcing and redirecting language. <ul style="list-style-type: none"> ● Model and teach positive behavior, including the IB Learner Traits.
Material rewards such as stickers, points, smiley faces etc.	Intrinsic rewards and acknowledgement e.g praise, comments, gestures. <ul style="list-style-type: none"> ● Use positive feedback fairly and consistently to motivate, encourage and engage students.
Seeing failure and mistakes negatively and expected for the specific student as this contributes to a fixed mindset.	Considering mistakes as opportunities for learning as this contributes to a growth mindset.
Punishment as a form of consequence	Restorative practice (ie. conflict resolution), reflection and logical consequences.

Effective Behavior and Classroom Management Procedures

Most inappropriate student behavior is best handled by the classroom teacher because

this signals to students that the teacher is in charge. Students should only be sent out of the classroom to an administrator if they have committed a serious behavioral infraction.



Responding to Inappropriate behavior

At AISV, we endorse the application of “logical consequences”: these are developmentally appropriate and reflect the age of the student, the severity and frequency of the inappropriate behavior. These will be applied as a means to promote a safe, caring, positive school environment.

Acting in a way that results in situations that are unsafe, uncaring, and/or negative will result in a range of consequences and procedures that exist depending upon the level of inappropriate behavior. The welfare of the other students and adults is equally important and must be considered.

Any consequences/procedures will bear in mind any mitigating circumstances such as:

- A young student who is still developing an understanding of appropriate behaviors;

- A new student who is still learning AISV’s expectations of behavior, or is experiencing extreme transition issues.
- A student who is under extreme stress for valid reasons e.g. death in the family, divorce.
- A student who has an IEP/ILP with behavioral goals and/or a Behavior Intervention Plan (BIP).

Responsive Approach in Lower School

As a Responsive school, AISV Lower School supports these seven guiding principles:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn: process and content go hand in hand.
3. The greatest cognitive growth occurs through social interaction.
4. To be successful academically and socially, children need a set of social skills: cooperation,

assertiveness, responsibility, empathy, and self-control.

5. Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
6. Knowing the families of the children we teach and working with them as partners is essential to children’s education.
7. How the adults at school work together is as important as individual competence: Lasting change begins with the adult community.

As a Responsive school, we understand:

In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies— academic mindset, perseverance, learning strategies, and academic behaviors.

We also emphasize the importance of approaches to learning in reaching personal potential.

Social-Emotional Competencies

- **Cooperation**—Students’ ability to establish new relationships, maintain positive relationships and friendships, avoid social isolation, resolve conflicts, accept differences, be a contributing member of the classroom and school community, and work productively and collaboratively with others.
- **Assertiveness**—Students’ ability to take initiative, stand up for their ideas without hurting or negating others, seek help, succeed at a challenging task, and recognize their individual self as separate from the circumstances or conditions they’re in.
- **Responsibility**—Students’ ability to motivate themselves to take action and follow through on expectations; to define a problem, consider the consequences, and choose a positive solution.
- **Empathy**—Students’ ability to “see into” (recognize, understand) another’s state of mind and emotions and be receptive to new ideas and perspectives; to appreciate and value differences

and diversity in others; to have concern for others’ welfare, even when it doesn’t benefit or may come as a cost to one’s self.

- **Self-Control**—Students’ ability to recognize and regulate their thoughts, emotions, and behaviors in order to be successful in the moment and remain on a successful trajectory.

Academic Competencies

- **Academic mindset**—Four self-perceptions influence a student’s academic mindset: 1) I belong in this academic community; 2) my effort improves my performance; 3) I can succeed at this work; and 4) I see the value in this work.
- **Perseverance**—Perseverance is a student’s tendency to complete assignments in a timely and thorough manner and to the best of their ability, despite distractions, obstacles or level of challenge.
- **Learning Strategies**—Learning strategies are techniques, processes, and tactics a student uses to 1) learn, think, remember, and recall, 2) monitor their own comprehension and growth, 3) self-correct when they are confused or have an error in thinking, and 4) set and achieve goals and manage their time effectively.
- **Academic Behaviors**—Academic behaviors are the ways in which students conduct themselves that support their success in school, including such things as regular attendance, arriving ready to work, paying attention, participating in instructional activities and class discussions, and devoting out-of-school time to studying and completing assignments and projects.

Approaches to Learning

Thinking Skills

- Critical and Creative Thinking
- Questioning
- Problem solving

Self Management Skills

- Time management
- Resilience
- Self-motivation
- Mindfulness

Communication

- Use appropriate, clear, and concise verbal, written, and body language
- Active listening
- Communicate own ideas

Research Skills

- Create simple research plans
- Ask questions to find answers

Social Skills

- Caring, cooperative, and respectful towards others
- Work independently and collaboratively in groups
- Ask for help when needed
- Help others in the community

As a Responsive school, AISV supports these eight preventive strategies that support classroom management:

1. Morning Meeting: Make your learning environment a responsive, welcoming place. Plan morning gatherings to build a sense of community, collective problem solving, and shared purpose. Provide opportunities for problem-solving open-ended classroom meetings so students can collectively determine solutions to more effectively meet their needs, support one another, and learn how to behave in acceptable ways. Involve the whole class in the decision-making process and encourage peer accountability.

2. Essential Agreement Creation and Maintenance: collaboratively create learning agreements that allow all class members to meet their academic and social learning goals and promote autonomy and independence. Communicate expectations positively – e.g. phrase as ‘we will’ rather than ‘we will not’. Clarify that these are joint rights and responsibilities of the community of learners. Ask students to commit to a joint learning agreement. Revisit these regularly.

3. Interactive Modeling: model respectful and cooperative behaviors, teach children to notice and internalize expected behaviors through modeling. Be proactive rather than reactive:

preempt inappropriate behaviors, resolve conflict as soon as possible, apply expectations consistently, use growth language - e.g. “I know walking in line is sometimes a challenge for you but I know you will focus and manage this today.”

4. Positive Teacher Language: adopt an assertive teaching style, use words/ tone to promote children’s active learning, self-discipline, and academic and social growth. Use explicit feedback and positive reinforcement for appropriate behaviors.

5. Logical Consequences: try to understand students’ motives for behavior (e.g. is it attention-seeking, power-seeking, revenge-seeking, displaying inadequacy). This helps students understand the reasons for their behavior and helps them identify appropriate ways to satisfy this need. It also builds behavior recovery. Respond to misbehavior using restorative questioning and consistent consequences that respect children, guide them to recognize the effects of their actions, and help them develop internal controls. By not acting upon misbehaviors teachers can disempower themselves.

6. Meaningful Choice: increase student motivation and learning through guided inquiry where students learn critical thinking, problem-solving, communication, collaboration, creativity, innovation, and responsibility skills. Ensure learning objectives and expectations are clear, support high-quality work, and are engaging and relevant to the student’s lives.

7. Classroom Organization: reflect on your learning environment, organization and ensure management systems in your learning environment are set-up to encourage independence, cooperation, productivity so each child is appropriately and actively engaged to achieve their potential.

8. Parents as Partners: invite families’ insights and help them understand the school’s teaching approaches, regularly communicate about their child’s progress and challenges, set up regular meetings to discuss concerns and issues.

Levels of Incidents/Infractions for the Lower School

LEVEL 1 BEHAVIORS	LEVEL 2 BEHAVIORS	LEVEL 3 BEHAVIORS
Behaviors		
These are mild behaviors with an immediate solution.	These are moderately serious behavior concerns or repeated Level 1 misbehaviors.	These are serious breaches of the AISV behavior expectations* (see below) or repeated behaviors that have required a Level 2 response.
Follow Up		
These are behaviors that are dealt with by the staff member who was present at the time through the use of minimal interactions.	These behaviors are dealt with immediately by the staff member who was present at the time through the use of logical consequences	These behaviors are dealt with immediately by the Principal through the use of logical consequences. The Counselor may be involved. The Principal will be involved in repeated or severe level 3 behaviors.
Documentation		
Is not necessary other than anecdotal teacher notes if needed.	Witnessing staff member records the incident on the student tracking document and emails the grade specific teacher email group so they are aware.	Principal records the incident on the behavior record following the meeting with the student and emails the grade specific teacher email group so they are aware.
Communication Channels		
No need to inform anyone else at this time	<ul style="list-style-type: none"> ● Principal and Counselor informed and may be involved. ● Parents notified by the homeroom or specialist teacher. ● If a repetitive incident occurs then a parent meeting may be arranged. ● Incident added to the student tracking document as well as follow-up parent meeting, if held. 	<ul style="list-style-type: none"> ● Principal and Counselor informed and may be involved. ● Parents notified by the Principal. ● A meeting will be set up to discuss the incident with parents. ● Incident and all meetings logged into the student tracking document.

LEVEL 1 BEHAVIORS	LEVEL 2 BEHAVIORS	LEVEL 3 BEHAVIORS
Examples of behavior		
<ul style="list-style-type: none"> ● Disrespectful behavior ● Disruptive behavior ● Distracting other learners ● Refusing to take part ● Unsafe behavior (running indoors) ● Not following instructions ● Disrespect/misuse of school property ● Failure to meet academic deadlines ● Teasing ● Inappropriate clothing ● Persistent lateness ● Off task tech behaviors including <ul style="list-style-type: none"> ○ Emailing, social media during class time ○ Viewing websites that are not part of their class work ○ Gaming during classes 	<ul style="list-style-type: none"> ● Repeated Level 1 behaviors ● Inappropriate language (deliberate swearing) ● Disrespectful use of school equipment, property (writing on wall) ● Swearing ● Threatening behavior ● Dangerous play ● Continuous and deliberate exclusion ● Refusal to cooperate/defiance ● Negative or insulting comments and gestures ● Inappropriate tech behaviors including: <ul style="list-style-type: none"> ○ Downloading programs and games. ○ Unwanted/ offensive messages ○ Looking at offensive material. ○ Plagiarism/ Cheating 	<ul style="list-style-type: none"> ● Repeated Level 2 behaviors ● Fighting, hurting others intentionally, repeated harassment of others ● Deliberately defacing property or displays, vandalism ● Endangering self or others ● Blatant/repetitive defiance ● Physical or verbal abuse ● Bullying - physical/verbal/emotional/ cyber ● Inappropriate tech behaviors including <ul style="list-style-type: none"> ○ Identity theft ○ Hacking ○ Incitement ○ Intentionally destroying tech equipment

Examples of Logical Consequences for Lower School

LEVEL 1 BEHAVIORS	LEVEL 2 BEHAVIORS	LEVEL 3 BEHAVIORS
Examples of Logical Consequences		
<ul style="list-style-type: none"> ● The student will be reminded of the behavior agreement and encouraged to reflect upon, modify his/her behavior accordingly. ● Warning ● Continued disruptive behavior in class, playground, or extracurricular activities will result in time-out/ peace table/thinking time. ● Key restorative questions will be asked: <ul style="list-style-type: none"> ○ What happened? ○ What were you feeling before and during the incident? ○ How are you feeling now? ○ Who was hurt by your actions? How? ○ What was the hardest part for you? ○ What needs to happen to make things as right as possible? 	<ul style="list-style-type: none"> ● Reflection form with restorative questions ● Restriction of privileges and activities ● Making up for missed work (not during recess times), after school, or at home ● In-school time out ● Relocate student with work to sit quietly and work alone in a 'buddy' teacher's classroom ● Mediation sessions ● Parental involvement ● Individual positive behavior chart ● Check-in with an adult at school ● Home-school reporting system 	<ul style="list-style-type: none"> ● Mediation sessions ● Principal, teacher, student, and parent meeting ● Individual positive behavior chart in consultation with Counselor ● Exclusion from school-sponsored trips and co-curricular activities; ● Home-school reporting system (via email, behavior chart, or journal) ● School-based community service ● Replacement/ repair of damaged property ● Restriction of privileges and activities ● Internal or external suspension ● Referral for transfer to a different setting.

Levels of Incidents/Infractions for the Middle and High School

Level 1	<p>All minor misbehaviors including, but not limited to: Interfering with the learning of others. Inappropriate language (profanity explained below). Tardiness / Three Tardies. Accumulated late/missing homework assignments. Public displays of affection, explained below. Use of personal electronic device or online activity without permission (i.e. gaming during class).</p>
Level 2	<p>Chronic Level 1 Behavior. Unexcused absence from class. Hiding, Stealing, or Theft.</p>
Level 3	<p>Repeat of Levels 1 and 2 Behaviors. Inappropriate language to staff member or student. Direct defiance of staff request (insubordination explained below). Taking/sharing photos or videos of a person without their knowledge and consent. Leaving campus without authorization. Academic Dishonesty (Plagiarism, Cheating, See Plagiarism Policy).</p>
Level 4	<p>Repeat of Levels 1, 2 and 3 Behaviors. Act(s) of Harassment, Intimidation, or Bullying (including cyber-bullying) whether online or at school (see HIB Policy below). Theft or destruction of property (physical or electronic). Smoking/vaping on school grounds or at school functions. Inappropriate use of online, electronic devices, or software (i.e. hacking, unapproved websites, identity theft, incitement), including gambling (a more detailed description is written below).</p>
Level 5	<p>Repeat of Levels 1, 2, 3, and 4 Behaviors. Fighting. Altering or tampering with school records. Physical attack of any AISV Community Member. Possession or use of a controlled substance or weapons on school property or at a school-related function. Viewing, taking, or sharing of pornographic images or language.</p>

Progressive Consequences in Middle and High School:

Note that restorative justice is always listed above supervision assignments and other consequences but below communication and meetings.

Level 1	Communication sent to parents/guardians by the teacher (Managebac and/or email). AISV restorative justice assignments/logical consequences could be assigned. After School Supervision could be assigned.
Level 2	Communication sent to parents/guardians by the Divisional Principal (Managebac and/or email). AISV restorative justice assignments/logical consequences could be assigned. After School Supervision could be assigned.
Level 3	Communication sent to parents/guardians by the Divisional Principal (Managebac and/or email). Meeting with student, parent and Divisional Principal. AISV restorative justice assignments/logical consequences could be assigned. The student may not be allowed to represent their school at sport or other events. After School or In-School Supervision could be assigned.
Level 4	Communication sent to parents/guardians by the Divisional Principal (Managebac and/or email). Meeting with student, parent, Divisional Principal and Director. AISV restorative justice assignments/logical consequences could be assigned. After School, In-School Supervision, or Short-Term Suspension could be assigned.
Level 5	Communication sent to parents/guardians by the Divisional Principal (Managebac and/or email). Meeting with student, parent, Divisional Principal and Director. AISV restorative justice assignments/logical consequences could be assigned. After School, In-School Supervision, Short-Term Suspension, Long-Term Suspension, or Expulsion could be assigned.

Notes:

- Teachers will record every infraction in Managebac for Middle School and High School.
- Infractions occur cumulatively.
- The MS and HS Principals will review infractions for all students weekly. If students receive more than 1 in a week from different teachers, then the parents will be contacted.

Public Displays of Affection

In a multicultural setting, students should consider their behavior carefully since acceptable behavior in one culture is not always acceptable elsewhere. While we hope to accept cultural diversity, there may be occasions when student behavior is considered inappropriate. Under such circumstances, students will be informed and will be expected to respect the sensitivity of others.

While genuine feelings of affection may exist between students, school is a public place where kissing and prolonged embraces are inappropriate during school and school-sponsored activities.

Profanity

Students should refrain from using vulgar language, profanity, obscene gestures, defamatory remarks, or threatening remarks toward teachers, students, or other persons. Use of profane expressions and gestures, in any language, and against any person or religion, is an example of antisocial and negative or destructive attitude and behavior. As such, they are not permissible at AISV and will be disciplined at all times. Students who violate this policy will be required to speak to a parent for the first offense. Subsequent offenses will be subject to further discipline.

Insubordination

Students are expected to treat all members of the staff with respect. Teachers, administrators, security guards, support staff, and office staff are to be treated with equal respect. Disrespect is disruptive and threatens the effective operation of our school. Students should respond in a positive manner to any reasonable request made by any staff or faculty member of AISV. Insubordination is the willfully negative, rude, or disrespectful, physical or verbal response by a student, to a request made by a person in authority.

Smoking & Substance Abuse

The school has been declared a smoke free campus. The use or possession of tobacco products and/or smoking devices by any student of AISV on its campus or during school-sponsored activities is prohibited. A student is subject to disciplinary actions from school for any violations.

The school has been declared a drug free campus. The use, possession, purchase, sale, giving or any other form of trafficking in illegal substances or alcohol by any student of the school on its campus, in its immediate environs, or during school-sponsored activities is prohibited. The Director will contact the proper legal authorities, such as the police and Child Protection Services, if a student possesses illegal substances. This is in effect for all individuals on campus at all times.

Vaping

Sanctions apply to students who are caught smoking/vaping or determined to be smoking/vaping because they were in a location or situation:

- where other students were smoking/vaping
- or where there is clear evidence of recent smoking/vaping by students

At the **first** and **second** instance, students will

- receive an internal suspension and be expected to complete appropriate tasks related to smoking/vaping health related concerns in order to make reparations. Parents will meet with the divisional principal and director, as needed.

Subsequent instances, students will receive an internal or external suspension. Parents will meet with the divisional principal and director.

When it is obvious that a student has been exposed to a high level of cigarette smoke that has permeated their clothing such that it impinges on the comfort of others, they will be referred to their divisional principal and counselor for appropriate guidance and support.

Gambling

Gambling is participating in games or activities in which someone risks money or valuable objects in order to win more money or objects. Gambling, whether online or in person, is strictly forbidden at AISV. If the gambling is online, parents will be contacted and students may lose their internet privileges.

AISV Harassment, Intimidation, Bullying, and Hate Violence (HIBHV) Policy

The American International School of Vilnius prohibits discrimination based on gender, race, nationality, language, origin, social status, age, sexual orientation, disability, ethnic affiliation, political affiliation, religion, faith, convictions or views. The school will not tolerate harassment, intimidation, or bullying at any time by any member of the community (student, teacher, administrator, parent), contracted staff, or visitor. All forms of harassment, intimidation, and bullying are unacceptable and such actions are disruptive to the wellbeing of community members and the educational process at AISV and therefore are prohibited.

Definitions:

Harassment, intimidation or bullying is an intentional misuse of power, including but not limited to one shown to be motivated by gender, race, nationality, language, origin, social status, age, sexual orientation, disability, ethnic affiliation, political affiliation, religion, faith, convictions, views or other distinguishing characteristics, when an act:

Physically harms an individual or damages the individual's property.

It creates an intimidating, threatening, or disruptive educational environment.

Harassment is the creation of a hostile environment by speech or conduct. Not all unpleasant speech or conduct constitutes harassment. However, conduct or communication, be it verbal or written (including notes, graffiti or electronic communication), that is either intended to or reasonably could be expected to create an intimidating, hostile, or offensive environment constitutes harassment. Harassment may be subtle and ambiguous or direct and overt. It is not, therefore, possible to give a complete list of conduct that constitutes harassment. The following are examples of conduct prohibited by this policy:

1. Persistent and unwelcome requests for a personal or physical relationship, including a dating relationship.
2. Unwelcome and offensive jokes, remarks or epithets, including, but not limited to, those based on gender, race, nationality, language, origin, social status, age, sexual orientation, disability, ethnic affiliation, political affiliation, religion, faith, convictions or views.
3. Speech or the display of materials (including, but not limited to, any display of materials on the internet or otherwise by electronic means) that is intended to be demeaning or degrading or reasonably could be considered so.
4. Physical contact including, but not limited to, violence, patting, pinching, hugging or kissing that is unwelcome, persistent, and/or intentional.

Intimidation is implied or overt threats of physical or psychological violence.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, written, physical and/or social behavior that intends to cause physical, social and/or psychological harm by an individual. Below are following examples through which bullying can occur:

- Physical – pupils can be punched, kicked, hit, spat at, etc.
- Verbal – abusive language which may take the form of name-calling. It may be directed

towards physical characteristics, social behavior, personality, religion, sexuality, family, academic performance, etc.

- Intimidation – including threatening and aggressive behavior, abusive notes, emails or text messages or communication through any other social medium.
- Property – pupils may have their property hidden, damaged or stolen.
- Electronic – if electronic communications, even when conducted away from school grounds, affects the educational mission of AISV, the school will take action to preserve an environment conducive to a positive education.

Education and Prevention:

The prevention of harassment, intimidation, and bullying requires a thoughtful educational program. These topics are addressed to all AISV students through variety of avenues:

- Community Life classes,
- responsive discussions in the classroom,
- Mental Health Awareness events,
- and projects initiated by students.

Each year, the Harassment, Intimidation and Bullying Policy is introduced to Faculty, Staff, and Students so everyone will understand the intention of this policy, how to take action, and the possible consequences of violating the policy. Reflecting on the home-school partnership, parents are urged to support school efforts by discussing the issues covered by this policy at home and to address any questions to the AISV Administration.

Reporting & Consequences:

The diagram below shows the process for reporting cases of harassment, intimidation, or bullying. In addition, there are designated mailboxes throughout the school where individuals can anonymously report such incidents. Beginning in step 4, the School Counselor or Divisional Principal determines next steps which can include corrective actions.

Step 1

Students who have been intimidated, harassed, bullied or cyberbullied shall promptly report such incidents to any staff member, can include the School Counselor or Divisional Principal.

Step 2

Adults, including Faculty, Staff, and Parents, who witness or hear of any HIB case involving students shall promptly report to the School Counselor or Divisional Principal.

Step 3

Complaints of harassment, intimidation, bullying or cyberbullying shall be investigated promptly, which includes discussing the incident(s) with all involved parties.

Step 4

The School Counselor or Divisional Principal determines the next steps which may include:

- involving the Mediation Committee
- informing the parents
- administering progressive consequences as stated in the Community Handbook
- providing socio-emotional support for the involved party(ies)

Step 5

Following up to ascertain the situation has resolved.

Confidentiality:

Reports of harassment, intimidation and bullying will be treated confidentially as far as is possible and will be reported to others within the School community only on a need-to-know basis. However, in almost every circumstance, the alleged offender will have to be informed so that the relevant facts can be gathered.

Resources:

American School of Warsaw Policy Manual

“Harassment, Intimidation, and Bullying (HIB).” OSPI, Washington Office of Superintendent of Public Instruction, 2020, www.k12.wa.us/student-success/health-safety/school-safety-center/school-safety-security-related-rcws-wacs/harassment-intimidation-and-bullying-hib.

“An Overview of Amendments to Laws on Harassment, Intimidation and Bullying.” New Jersey Department of Education Office of Student Support Services, 2011, www.state.nj.us/education/students/safety/behavior/hib/overview.pdf.

Updated August 2021

7. STUDENT LIFE AND ACTIVITIES



7.1. STUDENT LUNCH

AlSV offers a hot lunch program provided by caterers. The students who do not wish to sign up for the hot lunch program should bring their own lunch. Students in PK3 and PK4 are provided a set meal. Students from K-Gr. 12 will have the option to either buy food every day in the cafeteria, or bring their own lunch from home. Students may not order food from any off campus provider.

Students who wish to bring their own lunches can use the students' refrigerator located in the recessed area in the main school hallway. A microwave oven is also available in the cafeteria.

AlSV is a closed campus environment to ensure the security of our students and staff. Students from PK - Grade 11 are expected to be on campus during the entire school day. Grade 12 students may leave campus for breaks or lunch; this privilege may be extended to Grade 11 students starting in Trimester 1.

Cafeteria & Outdoor Dining Area Expectations For Students

- Respect the lunch line.
- Clean up the area before leaving.
- Discard all rubbish in trash and/or recycling cans provided.

Recess

AlSV students from PK to Grade 5 are required to participate in daily outdoor recess. During extremely inclement weather, or when the temperature falls below -10 degrees Celsius, as determined by administration (e.g. severe rain) recess will be held indoors. Grade 6-12 students are encouraged to participate in outdoor daily recess and during breaks. However, if these students want to stay indoors for recess, they must be in designated, supervised areas such as the cafeteria, the library or the gym. Parents are reminded that during colder weather they should check their child's clothing and outerwear to ensure that they are properly dressed (snow pants, waterproof boots, hats, gloves, scarves, etc.). Lower School students who are not able to participate in outdoor recess for a period exceeding three (3) school days are required to submit a doctor's note to the office.

7.2. BIRTHDAYS

If parents wish to celebrate a birthday at school, they should make arrangements with the appropriate teacher at least two days in advance. If a family wishes to invite some of the classmates to a birthday party, we ask that such invitations are sent or delivered straight home to the particular children rather than distributing them at school, unless the entire class is invited.

7.3. PETS AT SCHOOL

If a parent or student would like to bring a pet to school, they must first receive permission from both the classroom teacher and the school administration. Anyone who brings a pet to school without receiving approval ahead of time will be asked to remove the pet immediately. Several AISV students have pet allergies. Some teachers have classroom pets and are required to notify, provide information and send permission slips home to parents for approval. The classroom pet is the responsibility of the classroom teacher.

7.4. EXPERIENTIAL LEARNING: FIELD TRIPS AND WEEK WITHOUT WALLS (WWW)

AISV believes that learning extends beyond the classroom. In its Guiding Statements, AISV values meaningful learning opportunities and provides these opportunities through organic, experiential and inquiry-driven learning processes.

An experiential trip is defined as an educational or cultural activity that meets the following criteria:

- It is intended for all students in the class
- It has an individualized field trip curriculum with learning objectives that correlate to a curricular standard(s)
- It involves logistical planning before the trip

- It includes preparation of students for the activity and an evaluation of the learning objectives

On all school-sponsored trips involving students, provision will be made for age-appropriate supervision by School employees. Once the permission form is signed by parents, they will be expected to meet the cost of the trip whether or not their child participates.

Trips Within Vilnius

Field trips are thoughtfully planned experiences and support the educational program. For some of these outings, there may be an additional charge to the parents for transport or entry fees. Information regarding field trip arrangements or procedures will be provided throughout the year as they occur. Parents will receive notification of the itinerary and other information pertinent to the trip in order to make proper arrangements.

Since we ask parents to sign a multi-purpose permission slip once the student starts school, there will be no one time permission slip for individual one day field trips within Vilnius. Therefore, if the parents do not want their children to participate in such a one day out of school events or field trip, they should inform the office or the organizing teacher in written form prior to the event/field trip date.

Trips Outside Vilnius

AISV offers opportunities for extended overnight trips outside of Vilnius for students in Grades 5-12. Trips are developmentally appropriate for students. In some cases, AISV students will have the opportunity to travel outside of Lithuania. Individual permission slips will be sent to parents for signing before each out-of-Vilnius, overnight or international field trip and also for field trips that involve safety issues (swimming, boating, etc.) If the permission slip is not submitted to the office or the appropriate teacher in time, students may be excluded from participation in a field trip. Students may be excluded from attending field trips for poor attendance and/or behavior incidences. All AISV students are insured against accidents. However, those participating in the international field trips should

hold an international health insurance policy, which AISV may help the family to acquire prior to the field trip, should the need arise. AISV ensures students and staff against accidents and health insurance while traveling internationally. However, in certain cases a special additional insurance might be needed in order to get a visa.

Week Without Walls - WWW (Class Trips)

It is an AISV tradition for students in grades 5 through grade 11 to go on end-of-year trips. These trips, which include curricular and intercultural connections, outdoor pursuits and authentic interactions among peers, teachers and the local community, support the AISV values of expanding cultural proficiencies and providing meaningful, holistic and experiential learning opportunities. We believe that learning extends beyond the classroom. These trips are planned as part of the year-long curriculum. For this reason, all students are expected to attend these trips.

Up until the trip, students are expected to meet the eligibility criteria outlined in their “End of Year Trip Contract”. Once the contract and permission forms are signed & given, parents will be expected to meet the cost of the trip whether or not their child participates.

The goals of the Grade 5 WWW Trip are:

- To take advantage of outdoor pursuits,
- To appreciate cultural diversity
- To promote social understanding
- To build relationships within the group

The goals of the Grade 6 WWW Trip are:

- To reflect on personal growth throughout a variety of activities that involve physical, intellectual, social and emotional challenges.
- To actively engage and develop a relationship with the living and non-living environment, traditions, and culture of Lithuania
- To build trust and healthy interpersonal relationships among students and teachers.

The goals of the Grade 7 WWW Trip are:

- To further develop student ownership of his/her learning and personal growth
- To actively engage and develop a relationship with the living and non-living environment, traditions, and culture of Lithuania
- To provide opportunities for students to apply content and skills that they learn in class to real-life situations

The goals of the Grade 8 WWW Trip are:

- To celebrate the end of their middle school experience.
- To actively engage and develop a relationship with the living and non-living environment, traditions, and culture of Lithuania.
- To empower student leaders and strengthen the relationships among students and teachers.

The goals of the Grade 9-11 WWW Trip are:

- To actively engage in intercultural learning in an international setting.
- To continue to build trust and healthy interpersonal relationships among students and teachers.
- To provide opportunities for students to apply content and skills that they learn in class to real-life situations.
- In grade 11, to provide opportunities for students to engage in activities related to the three strands of CAS and reflect on their experience in a digital portfolio.

7.5. CEESA SPORTS AND ACTIVITIES (STUDENTS IN GRADES 6-12)

CEESA Sports and Activities Mission Statement

The sports and activities of CEESA (Central & Eastern European Schools Association) facilitate the development of each student through academic, athletic, and artistic/cultural endeavors. CEESA seeks to create, promote, and foster cooperation among its member schools by providing a forum for communication

and discussion, and by promoting student activities. At every activity or competition, CEESA Sports and Activities attempts to maximize the cultural, social and intercultural opportunities associated with the host venue.

CEESA Sports and Activities Goals

CEESA, as an extension of its member schools and through the activities it sponsors, has the following goals:

- To encourage intercultural cooperation
- To develop a sense of fair play
- To understand principles of group participation and individual responsibility
- To develop a sense of self control and discipline
- To understand the importance of participation to the best of one's abilities
- To broaden horizons through travel
- To encourage socialization
- To encourage student and program exchanges between CEESA schools

From CEESA Sports and Activities Handbook

7.6. STUDENT ELIGIBILITY

AISV encourages students to participate in activities as a regular facet of their education. However, AISV recognizes that a student's first priority is as a student, academically and behaviorally. To that end, students must be in good standing both academically and behaviorally in order to participate in any activities that require them to be absent from school. Students are expected to be present in school the day before and the day of the competition.

Students may not be allowed to participate if they are on either academic or behavioral probation. Students and parents are required to sign an Athletic and Non Athletic Eligibility form in order to be able to participate. Students who participate in CEESA events are expected to host a family during CEESA events at AISV.

7.7. EXTRA-CURRICULAR ACTIVITIES

AISV provides an extra-curricular activities program with various activities meeting on a weekly basis. Some activities are led by teachers and others are led by members of the greater Vilnius community. A list of extra-curricular activities offered at school will be sent out to families at the beginning of each semester. A detailed Extra-Curricular Activities Informational Packet will be sent out to all parents regarding payments and activity details. All payments for extra-curricular activities are done through the Business Office. Parents are welcome to offer an extra-curricular activity to students and should contact the AISV Activities Director if interested.

7.8. MORNING AND AFTERNOON EXTENSION PROGRAM

Morning and Afternoon Extension is a service for those parents that need child care before and/or after school. Morning Extension begins at 7:30 a.m. in the library and concludes with Afternoon Extension ending at 5:30 p.m. For the afternoon pick up, parents will need to park and come in to collect their child/children.

The children will be supervised by qualified faculty members. The Morning Extension program will be supervised time in the library. The Afternoon extension program will provide a safe environment where your child can start on homework with the assistance of one of our trained and qualified staff members. The afternoon time will also allow for playtime and interaction with peers.

Students should not be on campus after 4:00 p.m. unless they have an after school activity, an athletic engagement or a planned tutoring with a teacher. Please note that students will be asked to leave campus after 4:00 p.m.

A list of activities available as well as fees for the activities are communicated to families at the beginning of the school year.

7.9. MONEY COLLECTION AT SCHOOL

The money for books and clothing orders, field trips, or after-school activities should be paid directly to the business office. Lunch money should be handed directly to the cafeteria personnel.

7.10. SCHOOL SUPPLIES

Please see the “School Supply List” on the AISV website. It lists supplies that students are responsible for bringing to school. All items listed on the document need to be brought to school in the first week of classes. In Lower School, they should be handed to the teacher. Some of these items may need to be replaced throughout the year so that children constantly have them on hand. Textbooks are provided on a loan basis to the students. Students are expected to properly care for school materials. In general, IB textbooks are the property of the student and the student may retain them following the final exams.

7.11. LOST AND FOUND

Those who find lost articles are asked to turn them in to the reception desk. Students who have lost items should check in the Lost and Found box in the Reception area. The school will donate all unclaimed items to charity at the end of each trimester of the school year or after publishing a “Last Chance to Claim” notice in the WA.

7.12. LOCKERS

All students are assigned a space for their personal belongings. It is the student’s responsibility to keep their space and locker neat and clean. Food should not be kept in lockers overnight. Students should not use their locker

to store valuables; such items are better left at home.

Lockers will have a permanent key inserted; the school surveillance system helps ensure that the contents of the lockers are safe. School personnel reserve the right to inspect lockers at any time.

The gymnasium also features a full set of lockers that can be used to store the possessions of students who are involved in physical education classes or after school activities.

7.13. USE OF AISV FACILITIES

All AISV facilities are always reserved first for our students and the educational mission of the school. Any other use must fit around the needs of our students. All individuals and groups wishing to use school facilities outside of the school day (after 3:30 p.m. Monday – Friday, weekends and holidays) are required to contact the Activities Director.

Use of facilities is assigned in the following priority:

- 1st priority: Regular school curricular activities and programs (e.g. the Winter Concerts, graduation, curricular related festivals, exhibitions, performances, PSA sponsored educational events such as Family Math Night, Book Fair)
- 2nd priority: School extra-curricular activities and events (e.g. after school activities, sports practices for school sports teams, CEESA events, piano recitals, Multilingual Tournament)
- 3rd priority: Community non-school activities and events with approved application. (e.g. parent/staff sports play, Saturday School, PSA annual party, PSA Back to School BBQ, Embassy event)

Contact the Activities Director if you have any questions about the use of AISV facilities.

8. HEALTH, SAFETY AND SECURITY

8.1. SAFEGUARDING AND WELLNESS

AISV adheres to the CEESA safeguarding and child protection statement.

- Safeguarding and Child Protection is a priority for every CEESA School.
- CEESA commits to supporting school environments that safeguard children through both prevention and intervention.
- CEESA works in cooperation with international agencies to ensure standards associated with best practices are regularly reviewed, revised, and applied in all operations, activities, and events.
- CEESA leaders honor and uphold child protection guidelines and procedures, in partnership with all stakeholders in their respective school communities.

All CEESA schools will:

1. Actively uphold the CEESA Safeguarding and Child Protection Statement.
2. Implement School based Safeguarding and Child Protection Policies and Procedures that includes regular onsite training.
3. Employ Safe Recruitment Practices consistent with Safeguarding and Child Protection Policies.
4. Educate students and adults on Safeguarding and Child Protection.

8.2. HEALTH AND ILLNESS

Children who arrive at school ill or become ill while at school will be sent to the School Nurse, who will notify parents to take the ill child home. If staff cannot reach parents, the student's emergency contact is called. The emergency card with a parent's signature permits AISV to arrange emergency care for students.

Children should stay home from school if they show any of the following signs of illness (or has

had one within the last 24 hours): a contagious skin disease; conjunctivitis (pink eye), episodes of nausea, vomiting or diarrhea, fever (above 100° F, 37.8° C), sore throat, or coughing. Children should remain at home until they are symptom-free. Should the illness be related to a contagious disease (such as measles, mumps, impetigo, chicken pox, etc.), parents should contact the school immediately, so that a letter can be sent to the parents of the other students in the contagious student's class.

Please note: Every year many hours of instruction are lost due to cases of the flu virus. This is especially true during the first semester. Please keep your child at home if symptoms include fever or coughing. These indicate a virus that can easily be spread to other students or staff. We encourage students and their families to be vaccinated with a flu shot each year prior to coming to school. We also encourage students to wash their hands on a regular basis during school hours. If the majority of our families and staff follow these guidelines, our school will be a much healthier place.

If due to injury or medical condition the parents would like the child to be excused from PE class, they should notify the office. If a student should be excused from PE class for more than 3 consecutive days, a note from the doctor should be sent to the office stating the reason and for how many days the child(ren) should not participate in PE classes. Although excused from PE class participation, students will be required to attend and dress accordingly, and they may be asked to assist the teacher or to complete an alternative activity related to Physical Education. Please note that a student's grade is not adversely affected when excused from PE class.

Please contact the School Nurse, if you have any health-related questions. Please advise her if your child suffers from a medical condition about which the school should be aware, such as allergies or physical difficulties.

Annual Health Examination

All returning students from PK through Grade 12 each year are required to have a complete medical examination and to deliver the physical examination form (AISV student health record part II) to the AISV office by mid-September. Please note that students who have not submitted this form after this date will not be permitted to attend classes.

Medication

If at all possible, please administer medication before school and/or after the child returns home.

The school does not administer medication unless authorized to do so by a parent in writing (in the School Health Records Form).

To ensure the safe, efficient administration of medication to students, who would otherwise be unable to attend school due to certain illnesses, conditions or diseases, the following procedure is followed. If the physician deems it necessary for a child to receive medication during the school day, parents must provide the school with the following:

- A completed Physician's Medication Order form containing complete written instructions from the prescribing physician, including the date of the order, identification of drug by name, dose, time and circumstances of administration, length of time medication is to be continued, reason for prescription and possible side effects.
- A completed form from parents/guardians stating the desire to have medication administered and relieving the school, its agents, employees or representatives of any responsibility for ill effects resulting from the proper administration of the prescribed drug. An adult must deliver the medication to the school in the pharmacy container with all labeling information intact.

All medication must be transported to and from school by an adult. Students should receive 24 hours of antibiotics prior to returning to school in order to control the spread of infection. The school Health Officer will not administer unlabeled medicines. Medication carried by students on school property without labeling

information and the appropriate physician orders will be confiscated and parents will be contacted.

8.3. TRANSPORTATION

AISV provides a fee-based transportation for PK3 through Grade 12 students to and/or from school. For more details regarding the routes and cost of this service, please contact the Office Manager, administration@aisv.lt. Families that are not interested in this service are responsible for providing transportation for their children to/from school. The school does not take the responsibility for bicycles, motorbikes, or cars parked on school grounds or in the parking lot. No wheeled devices are to be used by students on campus.

Bus Rules for Students

Students using the school bus service and their parents must review these rules as stated below and sign an agreement to follow these guidelines in order to ensure bus safety. There is a monitor on the bus responsible for behavior. Failure to follow these rules may result in suspension from the bus and forfeiture of bus fees.

Students shall:

- Be at the bus stop before the bus arrives. Help keep the bus on schedule.
- Wait in a safe place, clear of traffic. Stay ten feet away, if possible, from where the bus stops.
- Go directly to an available or assigned seat without disturbing other students and remain seated while the bus is moving.
- Wear a seatbelt.
- Students are not to use profanity or violence toward others.
- Observe classroom conduct. Obey the driver's suggestions promptly and respectfully.
- Refrain from eating or drinking on the bus. Help keep the bus clean and sanitary.
- Remember that loud talking, laughing, or unnecessary confusion can momentarily distract the bus driver's attention and may result in a serious accident.

- Keep heads, arms and hands inside the bus at all times. Refrain from passing objects from or into the bus.
- Be courteous to fellow students and the bus driver. Respect the rights of the other students.
- Remain seated until the bus stops for unloading.
- Do not touch the first aid equipment or fire extinguishers without the permission of the bus driver.
- Use emergency doors for emergencies only.
- Do not throw objects from the bus.
- Be picked up and dropped off on a regular route, at regular designated entry and exit point.
- Do not bring any type of animal on the bus.
- Keep aisles clear and free from obstructions at all times.

Personal Means of Transportation

Students traveling to or from school are expected to follow Lithuanian safe biking rules, which are located on the official police website at <http://vilnius.policija.lt/index.php/lt/patarimai/5454-patarimai-dviratininkams>.

When entering the parking lot, follow the traffic flow and keep a close watch on cars because drivers do not always see cyclists. Upon reaching the gate, please dismount and walk your bicycle inside. Bicycles are not to be ridden on campus—please walk your bicycle on campus. The exception is PK3 through Kindergarten students who are allowed to use tricycles and scooters on the playground in front of the school.

Personal transportation devices such as skateboards, bikes and scooters are not to be ridden on campus.

Parking Lot

If entering the parking lot during regular drop off and pick up times, the drop arm will be up, allowing access. If the drop arm is down, call the number on the drop arm to speak with the guard.

Follow the arrows upon entering the parking lot. Keep a keen eye out for anyone walking or riding a bicycle so that you can avoid an accident.

Small children sometimes dart away from their parents and can step in front of a vehicle without warning.

Do not block access for other drivers. Please make sure your vehicle is parked in a designated parking space. If a space opens in the parking lot and your student is not in eyesight, please park in the regular slots. If you are unsure, ask the guards on duty. If they ask that you move your vehicle, please comply immediately. Students' bicycles and motorbikes parked at school are not the school's responsibility. Our students' safety is our first priority.

8.4. SAFETY AND SECURITY

The safety and security of students is a primary concern of all staff members. Student and parent cooperation are required in order to ensure a safe and secure school.

Students are asked to:

- Move about the school in a safe manner. No running in the corridors.
- Avoid rowdy or dangerous play.
- Not crowd playground equipment.
- Exert special care on the streets near the school. Look both ways before crossing the street.
- Follow the directions of teachers, learning assistants, and other school personnel.

Parents can help by:

- Keeping the school apprised of current phone numbers, addresses and emergency contacts.
- Driving very carefully in the vicinity of the school, and especially exerting great caution when picking up and dropping off children.
- Ensuring that the appropriate teachers know who is authorized to pick up each child.
- Ensuring cars are only parked in designated parking spaces.

Please note that anyone (including students and parents) may be refused access to campus if a safety concern is identified.

8.5. AISV CAMPUS ACCESS

AISV's welcoming and friendly atmosphere is one of our hallmarks. However, because the safety of your children is our number one priority, we have several policies in place related to campus access.

AISV Closed Campus Policy

In an effort to ensure the security of your children at school, we have a closed campus policy. This is a standard procedure in numerous international schools around the world. The AISV campus is open Monday through Friday starting at 8:00 a.m. and closes promptly at 5:00 p.m. All students, not involved in an after school activity, athletics or tutoring, who are still on campus before or after that time will be taken to the Afternoon extension program in the library or the cafeteria. If it is necessary for you to leave your child at School after 4 p.m. or drop them off before 8:00 a.m. you must inform the school and you may be charged a fee for supervision.

Student/Parent Access during School Hours

- At Sroves, school is in session daily from 8:15 a.m. – 3:30 p.m., followed by after school activities.
- At Subacius, school is in session daily from 8:15 a.m. – 3:30 p.m., followed by after school activities. Except on Wednesdays when school ends at 3:00 pm.
- At the conclusion of school/activities students must promptly leave the school campus via their designated mode of transportation.
- AISV students who are late to school must check in at the reception desk before going to their classroom.
- AISV parents visiting a class or going to an appointment while school is in session must

check in with the security guards, sign the school logbook and obtain an AISV badge.

Student/Parent Access after School Hours

- Students may request access to the school after 4:00 p.m. on regular school days, and will be permitted on campus with a staff escort.

On weekends and holidays, AISV's campus is closed. Any requests for access during these times require written approval from the Activities Director.

Visitor Access

A visitor is anyone who is not a student, parent, or authorized primary caregiver of an AISV student as listed in the enrollment agreement. This includes, but is not limited to, prospective students, visitors with appointments, walk-ins, regular vendors and delivery personnel.

- All visitors must register with the security guard before obtaining access to AISV campus.
- Procedures to visit campus include, but are not limited to:
 - Confirming an appointment with the Receptionist before access is granted
 - Entering visitor information in school logbook
 - Issuing an AISV badge
 - Inspecting all deliveries
 - Escorting delivery personnel at all times during delivery

Anyone entering the campus may be checked by AISV security to ensure that no weapons or any unauthorized material enter the school campus.

8.6. EMERGENCY PROCEDURES

Please consult the AISV emergency procedures Handbook, Which is available on the resources page of the WA.

9. APPENDICES

9.1. APPENDIX # 1: BRING YOUR OWN DEVICE POLICY

Dear Parents and Students,

The American International School of Vilnius has a Bring Your Own Device (BYOD) program which is mandatory for the entire Upper School (Grades 6-12). This is one way that we are promoting the value of building an innovative School culture, by integrating the use of technology across the curriculum. By using technology effectively in the classroom, we aim to make students' learning even more successful and productive. Therefore, students are required to bring a fully charged laptop with earbuds each day to school.

The best scenario for successful technology integration is when everyone is on the same page, so that the learning process can go on without interruption or delay because of technical difficulties or incompatibility issues. Therefore, students are expected to bring laptops that satisfy or exceed the following minimal technical requirements:

- CPU: Dual 1.5 GHz CPU processing speed (Intel or AMD equivalent)
- Disk space: 128 GB (except for Chromebooks)
- RAM: minimum 4GB RAM
- Wi-Fi: 802.11n, 802.11ac or faster
- Battery: needs to last at least 4 hours
- Ports: at least 1 USB port, Audio in/out, built in microphone and camera

Having in mind the variety of laptops available on the market, we do not require an exact brand or operating system, but any laptops with the previously mentioned requirements, running Windows OS, Mac OS and Chrome OS could be used in class, since the majority of applications we use are web-based.

Students are expected to follow these common rules:

- Students will bring their laptops fully charged each day.
- Students can bring a charger if needed and use the classroom plugs for emergency charging.
- Students are responsible for their devices at school and should never leave them unattended.
- Students are expected to be careful with food/drinks around their devices.
- We advise students to label their devices with their first and last names.
- Students are responsible for the protection of their passwords and are encouraged not to share them and to change them regularly.

9.2. APPENDIX # 2: DIGITAL CITIZENSHIP AGREEMENT

American International School of Vilnius Grades 6-12 Digital Citizenship Agreement

The American International School of Vilnius believes that the Internet and digital devices offer vast, diverse, and unique resources to students, parents, faculty and staff. Our goal in providing Internet access and allowing student devices is to promote educational excellence by facilitating innovation, communication and collaboration. In order to meet our goal, users are expected to abide by and model the accepted Digital Citizenship Agreement (DCA), which includes but is not limited to:

- 1. RESPECT Yourself** - I will show respect for myself through my actions. I will select online names that are appropriate. I will consider the information and images that I post online. I will consider what personal information about my life, experiences, experimentation or relationships I post.
- 2. RESPECT Others** - I will show respect to others. I will not use electronic mediums to flame, troll, bully, or stalk other people. I understand AISV is a community of learners and any form of cyberbullying will not be tolerated. I will not visit sites that are degrading to others, pornographic, racist or inappropriate.
- 3. RESPECT for Property** - I will respect the property of others including school IT property such as networks, hardware, software, or other user's files and data. This includes, but is not limited to, the creation, uploading, or downloading of computer viruses or other malicious software. I will use school

equipment such as Chromebooks responsibly and will reimburse the school for damages or losses due to neglect.

4. RESPECT Intellectual Property -I will request permission to use resources. I will suitably cite any and all use of websites, books, and other media. I will use free and open source alternatives rather than pirating software. I will purchase, license and register all software. I will purchase my music and media.

5. PROTECT Yourself - I will ensure that the information, images and materials I post online will not put me at risk. I will report any attacks or inappropriate behavior directed at me. I will protect passwords, accounts and resources.

6. PROTECT Others - I will protect others by reporting abuse and by not forwarding inappropriate materials or communications.

Failure to abide by the Digital Citizenship Agreement may result in one or more of the following:

- Disciplinary action when school culture is impacted.
 - The notification to the appropriate legal authorities for prosecution, if required.
 - Responsibility for damages to all IT equipment, networks, and hardware or software systems resulting from deliberate or willful acts of vandalism.
- NOTE: The American International School of Vilnius has full access to all systems on our network for monitoring purposes.

Student: I understand and will abide by the American International School of Vilnius' Digital Citizen Agreement.

Name

Signature Date

Parents: I have read the American International School of Vilnius' Digital Citizen Agreement with my child. We have taken the time to openly discuss, understand and commit to the Digital Citizenship Agreement.

Name

Signature Date

This document was adapted from the Digital Citizenship AUA located at <http://edorigami.wikispaces.com/Digital+Citizen+AUA> and is licensed by American International School of Vilnius under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Absence of the laptop

AISV understands that student's laptop might need repairs and we have a few Chromebook loaners for this situation. We ask that parents write a note explaining the need to borrow a school laptop during school hours. If the student does not have a note, the AISV receptionist will call home to confirm the need for a loaner.

9.3. APPENDIX # 3: FIELD TRIP REGULATIONS FOR STUDENTS

AISV Field Trip Regulations for Students

- Students shall behave the way they are expected to behave at school and follow all policies as defined in the AISV Community Handbook. This includes following rules of interpersonal conduct and following instructions.
- Students must display appropriate respectful behavior at all times to: their peers, teachers, bus drivers, hotel personnel and other people.
- Smoking, any other use of tobacco, the drinking of alcohol and the use of drugs are not permitted and will result in the student being sent back home early at the parent's expense. Students who violate this policy risk expulsion from AISV.
- Violation of these regulations will be reported to the parents and the director of the school immediately and further disciplinary actions based on the school's rules as indicated in the AISV Student/Parent handbook will follow.
- Students must obey the curfew set by the staff and remain in the room to which they are assigned. Any student who is found to have violated curfew will be sent back home immediately at the parent's expense.
- If any student is suspected of using or possessing alcohol or drugs, parents will be notified, and AISV staff will ask for permission to check bags, and luggage for any substance which violates AISV school policy. If permission is not given, the student will be sent back home immediately at the expense of the parent.
- I (name of a parent) understand and do not hold liable any AISV staff for the consequence of my son or daughter violating any or all of the stipulations listed above. I understand that AISV staff will carry out their duties as chaperones according to the schedule that is organized, and that my or daughter bears responsibility for any harm or injury that may result from not following the guidelines above.

Name of Student

Signature of Student

Date

Signature of Parent/Guardian

9.4. APPENDIX # 4: PRE-PLANNED ABSENCE FORMS

The American International School of Vilnius Absence Request Form Kindergarten – Grade 5

Note: This form must be completed and submitted to the office one week or at the earliest known time prior to the anticipated absence. Student illness, death or critical illness in the family, response to a legal process, medical appointment (which cannot be scheduled outside of school day), school sponsored events which conflict with normal school hours, and all Central and Eastern Europe Schools Association (CEESA) sponsored trips are considered excused absences and do not count against the 20 total absences allotted.

Student Grade

Dates of absences

First day Last day

Reason for absence (to be filled out by parents):

.....
.....
.....

Parent Signature and Date

.....

.....
Director's Signature

The American International School of Vilnius

Absence Request Form

Grades 6-12

Note: This form must be completed and submitted to the office one week or at the earliest known time prior to the anticipated absence. Student illness, death or critical illness in the family, response to a legal process, medical appointment (which cannot be scheduled outside of school day), school sponsored events which conflict with normal school hours, and all Central and Eastern Europe Schools Association (CEESA) sponsored trips are considered excused absences and do not count against the 26 total absences or 15% allotted.

IB students must be present for at least 85% of their classes to be eligible to earn the IB diploma.

Student Grade

Dates of absences

First day Last day

Reason for absence (to be filled out by parents):

.....
.....
.....

Parent Signature and Date

.....

Principal's Signature and Date

.....

Instructor Signature (for each class to be missed): Student meets every teacher for assignments and collects signatures, which do not have to be in order.

Class 1 Class 5

Class 2 Class 6

Class 3 Class 7

Class 4

Please sign and return this form to your divisional principal.

Parent Signature and Date

.....

Student Signature and Date

.....

9.5. CRITERIA FOR GRADE ADVANCEMENT

In regards to grade placement for incoming students, AISV Admissions Policy states:

The Admissions Committee determines 1) admission to the school and 2) grade placement, based on past records, interviews and developmentally appropriate entrance tests, including MAP and WIDA.

Based on the student's academic experience and initial assessment results, the school will determine grade placement and all other program options in the best interest of the student. Grade placement may be based on many factors, not merely age.

In order to ensure that students are given the best opportunities for both academic and social success, AISV has a placement policy to guide parents and the school regarding grade level placement. Generally, a student must reach the age of the class listed below by the 1st of November of the current school year.

Pre-K 3 students must be at least three years old by November 1st of the academic year and they must be toilet-trained. If space allows, 2-year-olds may be considered for admission with the condition that they stay in Pre-K 3 for two years.

Pre-K 4 students must be at least four years old by November 1st of the academic year and they must be toilet-trained.

Kindergarten – age 5
Grade 1 – age 6
Grade 2 – age 7
Grade 3 – age 8
Grade 4 – age 9
Grade 5 – age 10

Grade 6 – age 11
Grade 7 – age 12
Grade 8 – age 13
Grade 9 – age 14
Grade 10 – age 15

AISV understands that a student may have individual talents and abilities that justify an exception to this policy, but the Admissions Committee will use concrete, factual data to reach their decision regarding placement. To determine if an exception to the general policy is warranted, the committee will consider references from the previous school and initial assessment results, especially in developmental and attentive abilities, English and Math, to determine if there are reasons to move a student beyond the indicated grade.

Within the student's grade level, differentiation of resources and instructional strategies that enhance the learning of students who require additional challenge. Parents or teachers may request cognitive testing to determine if a student qualifies for extended learning through the School's Inclusive Education (IE) program. The decision to advance a student should be made only in exceptional circumstances.

In the case that parents request that their child advance to another grade level, the criteria for consideration are:

1. Age
2. Schooling history
3. Transcripts (for incoming students)
4. MAP or other standardized test results
5. Development of Approaches to Learning - see Rubric
6. Comments from past/current teachers

The Approaches to Learning Rubric includes:

- Self-management, organization and affective skills
- Communication and information literacy
- Social skills and collaboration
- Thinking skills

Comments from past/current teachers that include information about student's:

- Content knowledge/skills
- Current performance
- Work Habits
- Social/emotional skills, including relationships with peers
- Recommendation for/against grade level advancement

Considering the above information, the Admissions Committee (DL, Counselor, teacher/advisor, Director/Deputy Director, Admissions Officer) will make a final decision and communicate with parents.

9.6. IB DESCRIPTORS AND OTHER LINKS

All IB classes are assessed with the use of subject-specific grade descriptors published by the International Baccalaureate Organization. Please see this document for detailed grade descriptors by subject.

9.7. AISV LANGUAGE COURSE CHANGE FORM

This form must be completed to change Language courses. Changes will only be considered for sound educational reasons. In order to have a change request considered, you must obtain signatures indicating approval by the teachers and Divisional Principal. After this, you must also have your parent sign for final approval.

	COURSE AND LEVEL	TEACHER SIGNATURE
Course to be dropped		
Course to be added		

Student Name (print)

Student Signature Date

Divisional Leader Signature Date

Parent Name (print)

Parent Signature Date

9.8. ACKNOWLEDGMENT FORM

AISV Community Handbook Acknowledgement Form

I have read, or have had explained to me, the 2023-2024 AISV Community Handbook which contains the Rules and Regulations regarding student expectations and other policies. I agree to follow these rules, and I understand that if I violate the rules, I will be held responsible and consequences may include a loss of privileges, suspension, and even expulsion. By signing below, I demonstrate that I understand and agree to abide by the Policies, Rules, and Regulations contained in the AISV Community Handbook. Please return this signed document to your advisor (6-12 grade) or classroom teacher (Pre-K to grade 5) no later than September 15, 2023.

Student Name

Homeroom/ Advisory Teacher

Grade level

Student Signature

(Parents/guardians of elementary students may sign for their students.)

Date

By signing below, I certify that I have received and reviewed the Handbook with my child.

Parent