



TEACHING & LEARNING HANDBOOK



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1. AISV GUIDING STATEMENTS



1.1. AISV VISION, MISSION AND VALUES

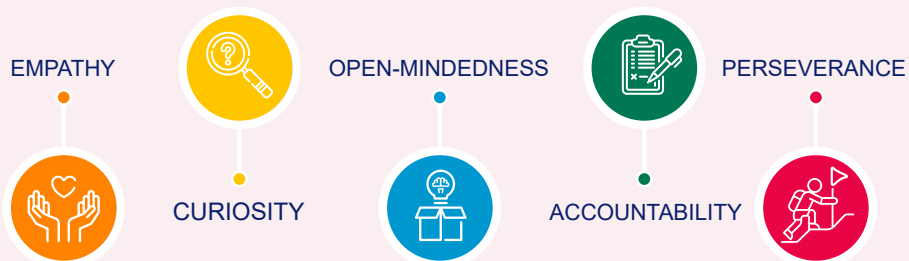
VISION

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



1.2. ACTIVE LEARNERS AND GLOBAL CITIZENS

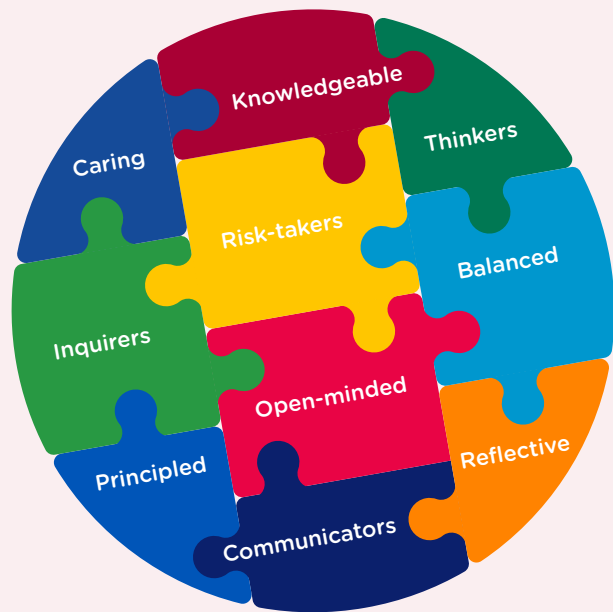
As an active learner, I:

- Am mentally and physically present; participate enthusiastically in learning.
- Use imagination and creativity to inquire, explore and reflect.
- Take responsibility for my own learning and show independence.
- Accept challenges and demonstrate perseverance through setbacks.
- Collaborate with others to gain understanding, solve problems and achieve high quality outcomes.
- Communicate effectively and appropriately.

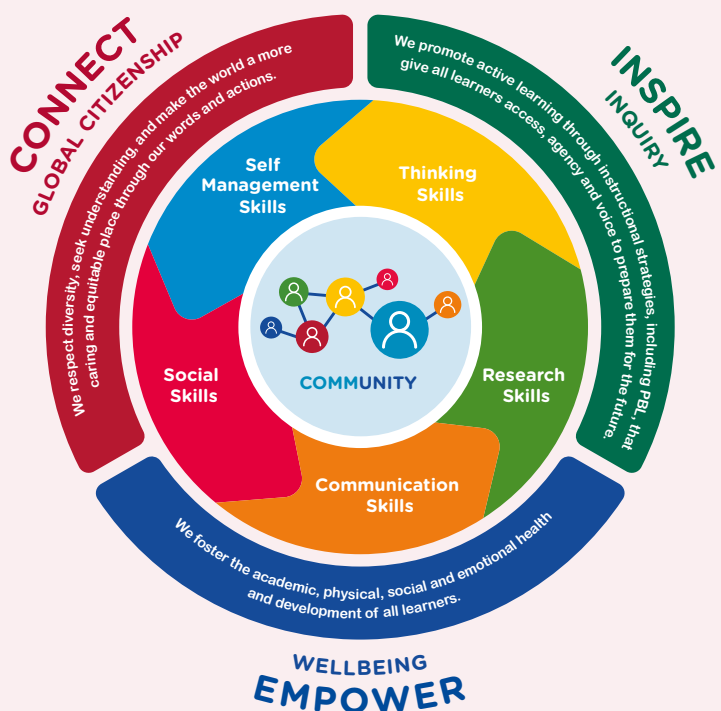
As global citizens, we:

- Believe diversity makes the world stronger and more interesting.
- Learn about and make connections with different people, perspectives, places, languages, and cultures.
- Understand that we share our world with others and strive to consider the impact of our choices on ourselves and others.
- Believe we can make the world a more equitable and just place by leading through our words and actions.
- Commit to promoting a lifestyle of service and sustainability.

1.3. LEARNER PROFILE



1.4. AISV SCHOOL WIDE GOALS



AISV Diversity, Equity, Inclusion, and Justice (DEIJ):

At AISV, we believe diversity enriches our learning environment and international community life. We actively promote an inclusive culture that embraces all individuals and groups to connect with each other, feel affirmed and empowered to express their whole, authentic selves. In pursuit of justice, we hold ourselves and one another accountable to turn these beliefs into actions.

AISV Definition of Inquiry:

At AISV, inquiry-based teaching and learning inspires curiosity and investigation by addressing individual students' interests and needs. Students actively engage in the learning process. Teachers guide learning through the design of lessons that encourage exploration, application and reflection through open-ended questions, student-led investigations, and opportunities for reflection and discussion. Student ownership translates into the habits and skills to seek solutions, build resilience and be life-long learners.

2. LEARNING AND TEACHING AT AISV

2.1. AISV DEFINITION OF HIGH QUALITY LEARNING

At AISV, high-quality learning is defined by our ability to Connect, Inspire, and Empower, as defined below.

CONNECT

Global Citizenship

We respect diversity, seek understanding, and make the world a more caring and equitable place through our words and actions.

EVIDENCE:	IMPLEMENTATION STRATEGIES:
<ul style="list-style-type: none">● Publish and promote our definition.● Data relating to admissions, language (including mother tongue), curriculum, student behavior, hiring, scholarships.● Inclusive admissions practices.● Inclusive hiring practices.● Demographics of faculty and student populations.● Publications of curriculum review cycle/ curriculum revisions.● GSA participation/events in local and regional communities.● Community survey data correlated to global citizenship.● Behavioral data.● Curriculum reports to show where and how global citizenship is embedded throughout the program.● Use various measures (including external tests) to demonstrate student growth and achievement in Modern Languages.● Community events, sports, and after-school activities.● Service Exhibitions.	<ul style="list-style-type: none">● Define global citizenship at AISV.● Continue the implementation of the DEIJ statement as it applies to all systems throughout the school.● Revise Admissions Policy.● Review curricula and resources to ensure representation of diverse perspectives.● Continue and showcase work of GSA.● Assess school climate through an inclusive process to gauge and improve the global citizenship of the community.● Develop common language and standards for global citizenship; add drop-downs on curriculum maps.● Optimize student learning in Modern Languages.● Continue outreach with different community members:<ul style="list-style-type: none">○ Social media○ Local schools/institutions○ CLO meetings○ VISSA○ Nordic League○ CEESA● Develop service learning at all levels across the school.

INSPIRE

Inquiry

We promote active learning through instructional strategies, including PBL, that give all learners access, agency and voice to prepare them for the future.

EVIDENCE:	IMPLEMENTATION STRATEGIES:
<ul style="list-style-type: none">• Documented curriculum, including differentiation strategies that provide access to curriculum.• Data from classroom observations.• Exhibitions, student-led conferences, courses and activities that allow student choice; e.g., extracurriculars.• Student growth data (grades including ATLs, external tests).• Teacher growth and professional learning data.• College admissions data.• Survey data from students, teachers, parents, and alumni.• Data from accrediting agencies: CIS, NEASC, IBO.• TGA and PL docs.• IE data.• Student survey/reflections.	<ul style="list-style-type: none">• Continue to prioritize and develop student-centered work, such as PBL units.• Curricular review and development, especially PBL units.• Rollout Reggio-inspired PK program.• Use “look-fors” and inquiry rubric for classroom observations and feedback.• Continue analyzing data for each division and across the school to inform instruction and assess the program’s overall effectiveness.• Continue fidelity to the TGA process.• Continue to build IE program, including enrichment.• Digital citizenship.• Continue work with the Futures Committee.

EMPOWER

Wellbeing

We foster the academic, physical, social and emotional health and development of all learners.

EVIDENCE:	IMPLEMENTATION STRATEGIES:
<ul style="list-style-type: none">• Wellbeing data from surveys.• Recruitment and retention.• Attrition data and exit interviews with leaving staff, students, and families.• Student Support Services audit.• Designate/hire Lead for Student Support Services.• Collaboration with external agencies.	<ul style="list-style-type: none">• Continue to develop the VCL program in response to data from various stakeholders.• Through professional learning, develop awareness of current educational trends that prepare students for the future.• Continue to refine the work of Student Support Services including identification and support of student needs.• Publish university dashboard criteria.

2.2. AISV COMMON TEACHING EXPECTATIONS

Through our standards-based, inquiry-driven curriculum, we believe that learning is the main focus of our efforts. We understand that supporting students’ well-being is foundational to academic performance. Teachers design inquiry-based investigations and units that engage students to participate actively in learning

experiences. We differentiate learning to meet the needs of all students in the most inclusive environment. As an international school, AISV offers a curriculum that fosters understanding of and connections with different people, places and languages in real-world contexts. Our common expectations and approaches support our Guiding Statements and are aligned with the AISV Teaching Performance Standards (see 2.3).

2.3. AISV TEACHING PERFORMANCE STANDARDS

CURRICULUM AND PEDAGOGY

Alignment

Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and the approaches to learning skills. Materials and tasks align with students' academic levels. Teacher varies the materials used to include text, the Internet, software applications, people, places, events, and the world.

Teaching Approaches

Teacher uses research-based teaching approaches and strategies that develop students' conceptual and/or procedural understanding and content-specific practices/habits of thinking on a daily basis.

Differentiated Instruction

Teachers use multiple strategies – such as time, space, structure and material – to differentiate for individual learning strengths and needs. Teachers provide targeted and flexible supports within the strategies. Teacher uses whole/small/cooperative groups, partner and individual instructional groupings.

Use of Scaffolds

Teacher provides scaffolds that are clearly related to the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to the students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.

International Mindedness

Teacher plans for and provides frequent opportunities for students to develop global citizenship and international mindedness. Curricula develops social and intellectual skills to navigate effectively across cultures.

Learning Target Connected to Standards

Lessons are based on grade level standards. The daily learning targets align to the standard and students can rephrase the learning target in their own words. Students know why the learning targets are important.

Lessons connected to previous and future lessons, broader purpose and transferable skill

Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lesson builds on each other in a logical progression.

Communication of Learning Standards and Success Criteria

Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s) throughout instruction. Success criteria are present and align to learning targets. Students use the success criteria to communicate what they are learning.

ASSESSMENT

Standards/Learning Objectives

Assessment tools align with standards. Teacher assess all learning standards for the course. Evaluate academic achievement only by performance against the standard, without adding other criteria (such as behavior, late work, etc.)

Types of Assessment

Teacher includes diagnostic, formative and summative assessments for each unit and use a variety of assessment methods/formats. Criteria used to evaluate work is documented and transparent; i.e., rubric.

Use of Assessment

Teacher provides specific, timely feedback and uses the results to inform teaching. Teacher provides opportunities for students to reflect on, assess and set goals for their own learning.

Collection Systems for Assessment Data

Teacher has an observable system and routines for recording assessment data and uses the system to inform instructional practice and report on Student's progress.

STUDENT ENGAGEMENT

Questioning

Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe deeper understanding.

Ownership of Learning

Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.

Capitalizing on Student Strengths

Teacher capitalizes on students' strengths (academic, background, life experiences and culture/ language) and applies this knowledge in a variety of ways connected to the unit goals.

Opportunity and Support for Participation

Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student-led.

Student Talk

Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others. Teacher consistently acts as effective facilitator or coach.

CLASSROOM ENVIRONMENT AND CULTURE

Classroom Arrangement and Resources

The physical and psychological environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the classroom supports and scaffolds student learning and the purpose of the lesson. Students use the resources and the arrangement of the room for learning.

Learning Routines

Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.

Use of Learning Time

Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.

Rapport

Teacher and students demonstrate positive teacher-student and student-student relationships that foster student well-being and develop their identity as learners. Teachers promote authentic interactions so that all are valued for their contributions.

Classroom Norms

Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures, honesty and fairness. Students self-monitor or remind one another of the norms.

PROFESSIONAL COLLABORATION AND COMMUNICATION

Collaboration with Peers and Administrators to Improve Student Learning

Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice or student and teacher learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and development. Teacher occasionally facilitates group discussions, forges consensus and negotiates outcomes. The teacher collaborates with colleagues to ensure access to the curriculum for all students.

Team Teaching at AISV

Team Teaching at AISV is defined as "a group of two or more teachers working together to plan, conduct and evaluate the learning activities for the same group of learners" (Rottier, 2001). This approach requires teachers to be flexible and open-minded as they collaborate with their subject and/or grade level peer(s) to provide consistency in instruction, resources, assessments, demonstrations of learning, and expectations between the classroom communities. This includes: same standards, common assessments with the same rubric, and consistent moderation of summative assessments.

Communication and Collaboration with Parents and Guardians

Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher and student communicate accurately and positively about student successes and challenges.

Communication with the School Community about Student Success

Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.

Support of School Curricula, Policies and Initiatives

The teacher contributes positively and effectively to the curriculum development and monitoring processes. Teacher supports and looks for opportunities to take on leadership roles in developing and implementing the school's initiatives, mission, vision and values. Teacher follows school policies and implements school curricula. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.

Ethics and Advocacy

Teacher's professional role toward adults and students is friendly, ethical, professional and supports all students. Teacher advocates for fair and equitable practices for all students. Teachers model the skills and attitudes of a global citizen, including cultural sensitivity, positive attitude, and international-mindedness.

2.4. DEFINITION OF INQUIRY AT AISV

At AISV, inquiry-based teaching and learning is a process that fosters student learning by inspiring curiosity and investigation. Teachers guide learning through the design of lessons that encourage exploration, application and reflection. Students are actively engaged in the development of their skills and understanding. Students benefit from an inquiry-based approach by having a greater level of ownership in their educational process. This ownership translates into the habits and skills to seek solutions, build resilience and continue learning.

Teachers can use a rubric as a guide to become an Inquiry-Based Teacher (see appendix 13.3).

Inquiry 2.0 - To put our definition of inquiry into action, AISV encourages the use of Project Based Learning (PBL), “a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.”

PBL Works



2.5. APPROACHES TO LEARNING (ATLS)

“Approaches to teaching and learning are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. These approaches and tools, intrinsically linked with the IB learner profile attributes, enhance

student learning and assist student preparation for DP assessment and beyond.”

These skills are explicitly taught throughout the school at developmentally appropriate levels, assessed and reported on, using the AISV ATL rubric, at each grading period.

2.6. APPROACHES TO LEARNING (ATL) RUBRIC

Middle and High School

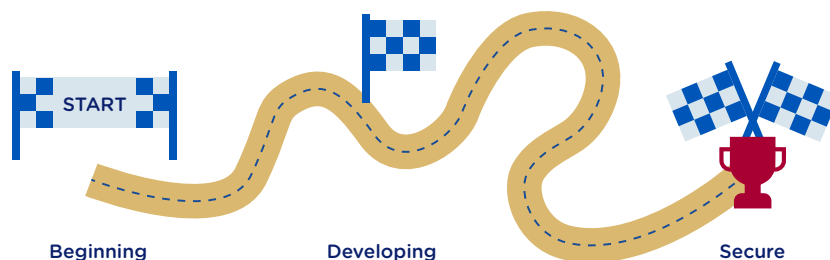
ATL	BEGINNING	DEVELOPING	SECURE
THINKING SKILLS	<ul style="list-style-type: none"> Given strategies, is able to test new ideas. Understands that there are multiple alternatives. With scaffold, can create solutions. Begins to identify strengths and weakness of personal learning strategies. 	<ul style="list-style-type: 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.

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.			

3. CURRICULUM AT AISV

3.1. OVERVIEW

“A guaranteed and viable curriculum is the school-level factor with the most impact on student achievement” (Thomas Marzano, *What Works in Schools*).

What is the Purpose of a Written Curriculum?

- To translate our mission/vision into practice.
- To help teachers to cause the intended learning.
- To ensure that all students have access to the intended learning.
- It is the contract between the school and the students/parents, to describe what students will learn, how they will learn and the evidence we will have of that learning.
- To ensure continuity in learning across the school, regardless of changes in faculty.

AISV’s educational program aims to be holistic, challenging and developmentally appropriate. The curriculum at AISV is designed to be accessible and relevant for all students who are admitted to the School. Admission is granted according to the School’s ability to meet the student’s needs. The Admissions Policy references the School’s curriculum program:

The School’s program is challenging and requires high levels of motivation and commitment from every student. Admission is granted according to academic ability and the disposition to be a successful student. The school reserves the right to refuse admission to any student who may not have the academic achievement or demonstrated dispositions to be successful at AISV.

The academic program in tandem with co- and extracurricular programs reflects the School’s Guiding Statements (GS) and provides a high quality education with an inquiry-based focus, encouraging innovation, promoting international

mindedness and cultivating a supportive community.

Standards are the backbone of the curriculum. In PK-Grade 10, we use the following standards:

Arts (Visual & Music)	NCAS
ELA	CCSS
World Language	CEFR
Math	CCSS
Non-native Lithuanian	ACTFL
Lithuanian	CCSS
PE	SHAPE
PK	Head Start
Science	NGSS
Social Studies	AERO
Technology	ISTE
Wellbeing	ASCA: Mindsets and Behaviors for Student Success

In Grades 11 and 12, the learning objectives for all courses come from IBDP.

These standards, along with a commitment to a “standards-based approach” in assessment and instruction, allow all our students access to the curriculum and help guarantee a progression as students move through the School. AISV uses a curriculum documentation platform (Atlas Rubicon) to provide consistency and accessibility for all teachers.

Inquiry-based instruction encompasses a range of teaching approaches by stimulating learning with a question or issue and promoting students’ active engagement in constructing new knowledge and understandings. Teachers who use these approaches act as facilitators of learning. AISV has developed definitions of inquiry and active learning to guide students and teachers. Students’ demonstration of these characteristics are assessed in the end-of-term Approaches to Learning (ATLs) grade.

Social-emotional wellbeing is addressed in the AISV Community Life program as well as in the classrooms.

Teachers use technology in age-appropriate ways, integrating subject area content, to enhance students' learning. As digital citizens, AISV students “..recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and..act and model in ways that are safe, legal and ethical.” according to ISTE standards.

The co-curricular program is very strong, making frequent links to Lithuanian heritage and culture. Service opportunities are also part of the co-curriculum across the School. There is a broad array of extracurricular activities, including after-school programs and participation in local, national and regional events.

The curriculum inside and outside of classes promotes global citizenship and intercultural learning. The AISV Language Policy ensures that all students from Grade 1 study at least one language, apart from the curriculum that is delivered in English, and offers the possibility of mother-tongue classes delivered by a parent or tutor. Non-Lithuanian students in Grades 1-10 take Lithuanian Language and Culture classes to gain a greater understanding of their host country. International mindedness is also promoted through co-curricular activities, such as monthly assemblies, service projects and community celebrations. Also, students in Grades 5-11 take trips abroad to compete in regional and international tournaments as well as participate in the annual Week Without Walls. Using the School's definition of “international community member,” selected students throughout the School are recognized with the International Citizen award at the end of the year.

3.2. 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 event or field trip, they should inform the office or the organizing teacher in a written form prior to the event/field trip date.

Trips Outside Vilnius

AISV offers opportunities 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.

3.3. CURRICULUM: A SHARED RESPONSIBILITY

Teachers:

- Review the AISV Teaching and Learning Handbook, clarifying any questions with the Deputy Director or Divisional Principal. This Handbook contains “big picture” documents which will help you understand teaching and learning at AISV and guide your planning and work in the classroom.
- Review documents on Atlas Rubicon (<https://aisv-lt.rubiconatlas.org>), including subject standards (under the References tab), subject area philosophy, course descriptions and unit maps to ensure you have a clear idea of the expectations for your subject area and grade level(s).
- Update information for your grade/course (course description/syllabus) and the yearly calendar on Atlas Rubicon in September each year.
- Ensure that all units on Atlas Rubicon reflect your teaching. All areas of the map should be populated.
- Plan with specials teachers (Language, Art, Music, PE) and grade level colleagues to make trans-disciplinary links; include standards from other subject areas on your maps to document these links.
- Work with specialists (Tech, EAL, IE) to ensure that differentiated strategies are documented in the appropriate section.
- Introduce enduring understandings and essential questions at the beginning of each unit and post in the classroom.
- Prepare product/performance tasks and other major assessments with accompanying rubrics before you begin teaching each unit.
- Provide students with copies of major assessment criteria and exemplars of work at the beginning of the unit.
- Record any suggested revision to the unit in the Reflection section of the unit map.

- Periodically share work samples and major assessments with divisional/subject area teams.
- Analyze student assessment data (such as the MAP testing data) in order to make inferences about the utility/validity of different features of the written curriculum and to inform teaching practice.
- Request additional/new resources to implement or enrich the curriculum.
- Follow the Curriculum Change Guidelines to suggest major changes to your curriculum.

Divisional Principals:

- Provide curriculum leadership to teachers within the division.
 - support the development and documentation of curriculum.
 - lead the analysis of the curriculum for vertical articulation.
 - promote research-based best practice in assessment and instruction.
- Serve as an instructional coach to enhance, enrich and support student learning.
- Use data to assess and improve divisional programs.
- Liaise with other division principals to ensure coherence and alignment in programs and practice across the school.
- Orient new teachers to AISV curriculum, practices and resources.
- Use data to assess and improve the program in the division.
- Work with teachers to set individual and divisional goals.

Deputy Director:

- Establish/review/maintain a comprehensive set of teaching and learning policies and practices that are consistent with the School's Mission and Vision and communicate these to faculty and parents through written documents and presentations.
- Ensure that curriculum documentation and implementation meet accreditation standards.

- Coordinate all accreditation and authorization processes.
- Oversee the planning, development, articulation and delivery of a guaranteed and viable standards-based, inquiry-driven curriculum across the school.
- Assist teachers in researching, developing, implementing and evaluating current and new curriculum, materials, equipment and strategies to ensure consistency and articulation.
- Establish accountability for curriculum documentation and implementation.
- Collaborate with Divisional Principals to identify faculty members and teams who will lead curriculum initiatives for grade levels/subject areas.
- Monitor a five-year curriculum review cycle.
- Observe classroom instruction for the purpose of encouraging, guiding and supporting faculty in achieving established student learning results.
- Establish and carry out data-driven procedures for assessing the coherence and overall effectiveness of the School's educational program.
- Provide and support professional learning opportunities that will improve skills and strategies for effective curriculum development, assessment and classroom instruction.
- Provide faculty with resources and references, including professional periodicals, bulletins, books and other materials, related to curriculum and instruction.

- Assist in developing classroom teaching strategies that allow for the effective use of educational technology.
- Support the school-wide standardized testing program including interpreting results and establishing information procedures for parents, faculty and board members.
- Conduct or participate in workshops, committees and conferences designed to promote the effective delivery of the educational program at AISV.
- Work closely with the School Leadership Team, Divisional Principals and individual teachers on strategies and planning related to the educational program and its delivery.

3.4. CURRICULUM REVIEW CYCLE

A curriculum review cycle involves:

- Review of the present foundational curriculum documents: department philosophy and guiding statements, standards and benchmarks, course descriptions, scope and sequence/pacing documents (Atlas Rubicon calendar), Atlas maps in light of
 - the school's mission and vision
 - current best practice in the subject area and
 - results of student assessment
- analysis of vertical articulation (Are standards and benchmarks being addressed from K-12?)
- review and selection of departmental resources for budgeting, approval and purchase the following year

YEAR	REVIEW BEGINS	IMPLEMENTATION
2020-21	IT Economics Wellbeing programs IB Core	ELA Language A Math
2021-22	Sciences (IBDP Biology/Physics/ Chemistry) PE/Health Social Studies	IT Economics Wellbeing programs IB Core
2022-23	Art Music Performing Arts IBDP ESS	Sciences (IBDP Biology/Physics/ Chemistry) PE/Health Social Studies
2023-24	World Languages Lithuanian NN and MT Language B IBDP History	Art Music Performing Arts IBDP ESS
2024-25	ELA Language A Math	World Language Lithuanian NN and MT Language B IBDP History

3.5. CURRICULUM CHANGE GUIDELINES AND PROCEDURES

Purpose/rationale:

The intent of this policy is to ensure that the educational programs in each subject area at The American International School of Vilnius provide optimal learning experiences for students, support the school's Guiding Statements, are consistent over time and fulfill the contract between the school and students/parents, describing the specific learning students will be exposed to across the school.

Scope:

Curriculum change includes changes to the course offerings, standards/benchmarks, title(s), number of contact hours or progression of courses.

Procedures:

1. Proposed course changes, with detailed description, rationale for the proposed change

and budgetary implications should be submitted to the SLT through the Deputy Director during the first year of the subject area's Curriculum Review Cycle or in response to learning/ programmatic needs. The proposal should:

- Be supported by school data or research on current educational best practice
- Ensure vertical and horizontal articulation.
- Support school-wide goals, planning and budgeting processes.

2. Course and program changes must be approved by the School Leadership Team (SLT). The College Counselor might also approve, if applicable.

3. The SLT will decide whether to approve the change(s).

4. If changes are approved, the Deputy Director, Division Principal and subject area teachers will develop and implement a roll-out plan to ensure continuity in the progression of the program (in terms of standards, benchmarks, resources, teaching assignments, etc.) until the change is fully in effect.

3.6. ELEMENTS OF INTERNATIONAL SCHOOL STANDARDS-BASED CURRICULA

ELEMENT	QUESTION	DESCRIPTION	EXAMPLES
Guiding Statements Mission, Vision and Values	How do we define quality learning? What do we want our learners to be like?	The overarching goals, values and attitudes we strive to promote for all members of our community.	<ul style="list-style-type: none"> ● High quality education ● International mindedness ● Innovative culture ● Inquiry-based teaching and learning ● Supportive community
Standards	What skills, knowledge and practices, will lead to understanding?	The content, skills and practices specific to the subject area.	<ul style="list-style-type: none"> ● Know causes of WW 1 ● Use measurement tools ● Explain that cultural diversity is inevitable when there is mass migration.
Unit Plans	How can we best guide the day-to-day work of teachers?	The 4–6 week plan for each topic/problem which describes learning standards, essential questions, major assessments, key learning activities, resources.	
Essential Questions	How do we guide inquiry?	A “big” question related to a given unit that provokes deep thought, sparks meaningful connections with prior learning and personal experiences and naturally recurs, creating opportunities for transfer to other situations and subjects.	How does where we live influence how we live?
Enduring Under-standings	What are the “big ideas” or concepts students should take away from our school?	A collection of the important ideas that learners should understand, which transcend disciplines.	Human beings are interdependent with their environment.
Content and skills	What should students know and be able to do?	The knowledge and skills that students should acquire throughout the unit of study.	
Learning activities	How will learners acquire understanding?	A short list of teaching methods every teacher will use, based on research; often specific to disciplines or age levels.	<ul style="list-style-type: none"> ● Engage students in the writing process at least twice monthly ● One of every two science lessons will be a practical lab.
Assessment Tasks and Guidelines	How will learners demonstrate understanding?	Assessment Tasks, Strategies and Tools Holistic and Scoring Rubrics, Checklists, Criteria Actual samples of unit and/or common assessments.	
Resources	What materials will be used to support understanding?	List of resources which support the implementation of the curriculum.	<ul style="list-style-type: none"> ● Texts ● Videos ● Software ● Websites
Scope and Sequence	How will learners develop understanding over time?	A matrix of grade levels and assessed standards and benchmarks and/or assessment tasks, pacing map, year-long plans.	

(modified from PTC/TTC for International Educators- Steps in Unit Writing,)

4. WELLBEING

4.1. 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.

4.2. 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.

4.3. 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.

4.4. 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

- Advisory
- Encore classes
- Approaches to Learning
- Assemblies
- Division-specific events and projects

High School

- Community Life class: Health, Advisory
- 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/>

After-school and Co-curricular Activities

Lower School students can select from a broad array of afterschool activities. Middle and High School students can select encore/elective classes, based on student choice, within the school day in addition to after school offerings that allow students to explore their interests.

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:

- Support for Community Life Classes.
- Short-term individual and group counseling.
- Consultation/ collaboration with teachers.
- Parent counseling.
- Referrals to outside specialists and centers.
- Leadership of the Mediation Committee.
- Participation in the Student Success Team in all divisions.
- Designated Child Protection Coordinator at AISV.

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](#).

5. CLASSROOM MANAGEMENT STRATEGIES AND STUDENT BEHAVIOR

5.1. 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.

5.2. 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.

5.3. 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

5.4. BEHAVIOR MANAGEMENT PRACTICES

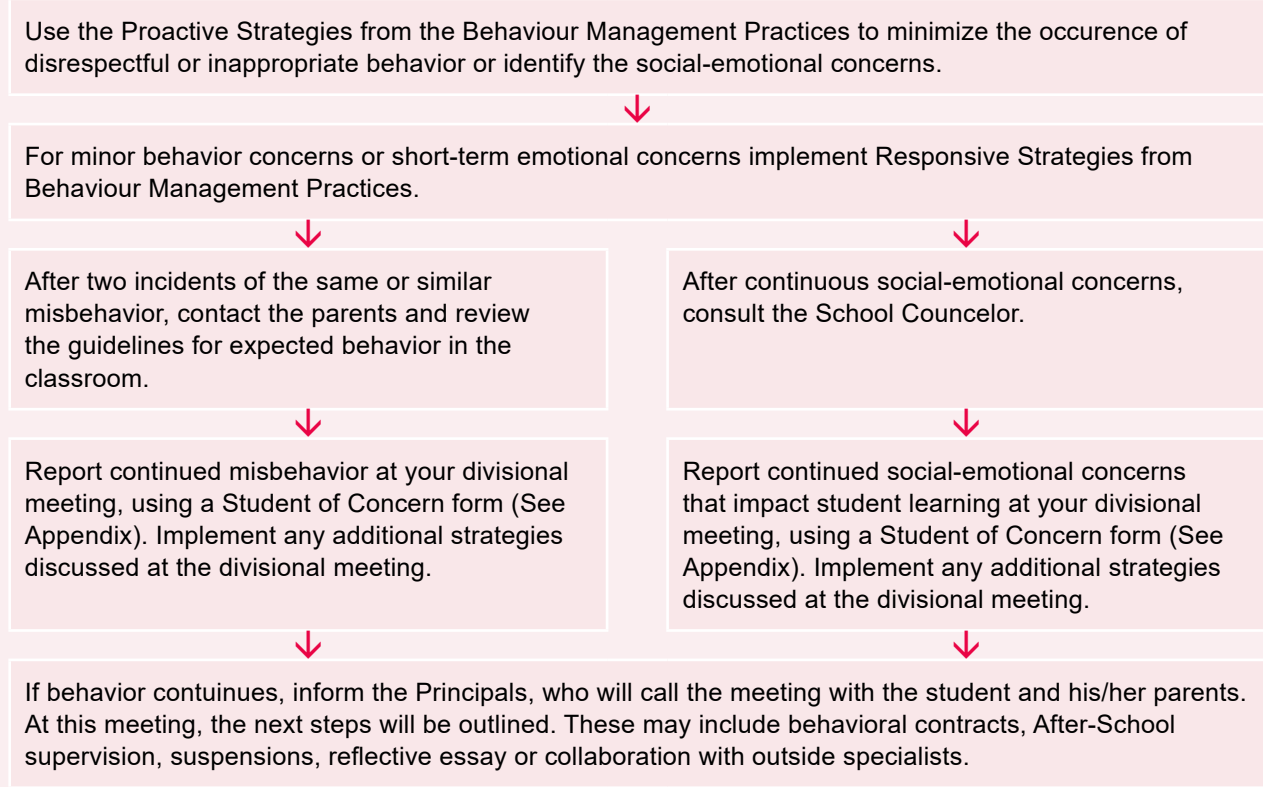
DECREASED EMPHASIS ON:	INCREASED EMPHASIS ON:
A reactive culture where behavior management resides with individual teachers	<p>A proactive, responsive culture where there is collective responsibility for behavior.</p> <p>Proactive strategies:</p> <ul style="list-style-type: none"> ● Greet students at 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. <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 a 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. 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.

5.5. 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.

5.6. 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; and
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.

Process for Reporting Harassment, Intimidation, or Bullying & Next Steps

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

5.7. 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).

5.8. 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 Lower School 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.

5.9. 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 Advisory or specialist teacher. ● If a repetitive incident 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

5.10. 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.

5.11. LEVELS OF INCIDENTS/INFRACTIONS FOR THE MIDDLE AND HIGH SCHOOL

Level 1	<p>All minor misbehaviors including, but not limited to:</p> <ul style="list-style-type: none"> 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)
Level 2	<ul style="list-style-type: none"> Chronic Level 1 Behavior. Unexcused absence from class. Hiding, Stealing, or Theft.
Level 3	<ul style="list-style-type: none"> 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).
Level 4	<ul style="list-style-type: none"> 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).
Level 5	<ul style="list-style-type: none"> 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.

5.12. PROGRESSIVE CONSEQUENCES IN MIDDLE AND HIGH SCHOOL

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 on the infractions and incidences sheet in 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.

5.13. DIGITAL CITIZENSHIP AGREEMENT (DCA)

All students and parents sign the AISV Acceptable Use Policy, in which they agree to ethical behavior guidelines when using school resources. All 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.

5.14. AISV STUDENT 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.

5.15. DEFINITIONS OF ACADEMIC DISHONESTY

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.

5.16. 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 Re-Take 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 malpr

5.17. ACADEMIC HONESTY IN THE IB DIPLOMA PROGRAM

Academic Honesty in the IB Diploma Program

Academic Honesty is an important focus of both the International Baccalaureate Organization and AISV. As stated in the IB document "Academic Honesty in the IB Educational Context,"

"All IB students understand the importance of acknowledging others because it is a central feature of the constructivist, inquiry-based approach promoted in all IB programmes; yet, in the DP, this requires the explicit teaching and learning of specific conventions accepted in a community of learners for being transparent about the use of ideas and work of others."

Students must use great care to always clearly acknowledge the ideas and words of other authors used in their work. Under no circumstance may students rely on outside help, such as a tutor, to write any piece of IB work being submitted for assessment.

AISV provides IB students with the tools they need to ensure academic honesty. Students are taught how to use various research methods and the requirements of the citation systems in both their courses and their Core classes. They receive direct one-on-one guidance from a dedicated EE Coordinator with proven research skills. In addition, they have access to and are required to use Turnitin.com, the leading online plagiarism checker.

Every candidate studying the Diploma Program, as a condition of enrollment and regardless of their registration category, must sign a Statement of Academic Honesty stating that all work they submit for assessment will be their own authentic work. This will cover all class assignments, homework assignments and work undertaken for IB assessments. In addition, for each assignment submitted to the IB for external or internal assessment, the candidate must sign a Statement of Authenticity, which declares that the work submitted by the candidate is the correct and final version, and that the candidate gives consent for the work to be submitted to the IB. In addition, all IB teachers check the authenticity of student work through the use of Turnitin.com. The school will not submit work which has not been authenticated by both the teacher and the student.

According to the IB Organisation, “Candidates themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was deliberate or a careless act. The same principle applies to collusion.” The IB defines malpractice as “behavior that results in, or may result in, the

candidate or any other candidate gaining an unfair advantage in one or more assessment component.” (“General Regulations: Diploma Programme”)

Consequences of Academic Malpractice

The AISV Academic Honesty Policy applies to all students in the IB Program, and the IB imposes further strict consequences for malpractice. If a candidate is suspected of malpractice on an AISV assessment component, the sanctions outlined above for High School students will be applied.

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 Statement of Authenticity 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. Please note that 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. Further information about the consequences of academic malpractice may be found in the “General Regulations: Diploma Programme.”

Code of Conduct for IB Examinations

Both mock and externally-assessed examinations are governed by strict codes of conduct to ensure that the assessment takes place in a fair, safe and comfortable environment. Students must familiarize themselves with expectations for conduct during the examinations as outlined in the AISV IB Handbook.

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.

6.1. 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 timely feedback to students and parents.

Students are responsible for:

- Being aware of the school's homework expectations.
- Asking questions when necessary to ensure you will be able to complete the assignment.
- 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 next class, 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

6.2. 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 Freckle, IXL, Razz Kids or other technology options to support reading and math skill-building.

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.

6.3. MIDDLE SCHOOL GUIDELINES

AISV provides agendas to students to help them organize their assignments, commitments and daily schedule. Parents are encouraged to check this agenda and AISV shared Google calendar nightly to ensure students are completing their assignments. Teachers post class reminders, notes and assignments on their individual Google classroom, Google shared calendar, Managebac or/and email. The Middle School teachers will coordinate major projects and assessments dates to ensure equitable loads.

In general, 6th, 7th and 8th grade students can expect approximately 60-90 minutes of homework each evening. Frequently, homework at all grade levels will also include studying/ reviewing for assessments.

6.4. 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.

7. AISV ASSESSMENT POLICY

7.1. 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.**

7.2. 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 task/instruments are differentiated for those students with identified needs.

Assessment affects all stakeholders within the school community.

TEACHERS USE ASSESSMENT TO:

- 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.

SCHOOL LEADERS USE ASSESSMENT TO:

- 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:

- 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.

PARENTS USE ASSESSMENT TO:

- Understand their student's progress relative to the learning standards/learning objectives.
- Understand feedback to support their student's learning goals.

7.3. AISV ASSESSMENT PRINCIPLES, PRACTICES AND INDICATORS OF SUCCESS

	AISV Assessment Principles To improve student learning, effective assessment:	AISV Assessment Practices Based on our assessment principles, we:	AISV Indicators of Success We have evidence of our assessment principles in practice when:
STANDARDS/LEARNING OBJECTIVES	<ul style="list-style-type: none"> ● Compares a student's performance to course standards/learning objectives in the written curriculum. ● Contains clear descriptions of performance standards/objectives from which grades are derived. ● Is valid, reliable, efficient, and transparent. 	<ul style="list-style-type: none"> ● Ensure that the design and content of the assessment tool are aligned with the standards/objectives being assessed. ● Ensure that all learning standards/objectives for the course/grade are assessed. ● Assess each learning standard/objective a sufficient number of times to provide clear evidence of achievement. ● Provide rubrics or assessment criteria prior to assessments. ● Maintain exemplars for assessed standards/objectives. ● Evaluate academic achievement only by performance against the standard(s)/objective(s), without adding other criteria (such as late work, participation, behavior, etc.) ● Avoid giving zeros in evaluation. 	<ul style="list-style-type: none"> ● Clear links exist between standards/objectives, assessment, and instructional practices. ● All standards/objectives at each grade level/course are assessed. ● Criteria used to evaluate work is documented and transparent. ● Students are shown examples of work for different levels of performance. ● Academic achievement is reported separately from Approaches to Learning. ● Student learning data is not skewed by awarding zeros.
TYPE/VARIETY OF ASSESSMENT	<ul style="list-style-type: none"> ● Includes a variety of measures throughout the learning process. ● Addresses individual learning needs and styles. ● Is rigorous, addressing different levels of thinking. ● Requires students to apply their learning in new contexts. ● Provides multiple opportunities for students to demonstrate their learning. 	<ul style="list-style-type: none"> ● Include diagnostic, formative and summative assessments for each unit. ● Use a variety of assessment methods and formats. ● Ensure that summative assessments measure understanding and use of knowledge in context. ● Provide multiple opportunities when appropriate. 	<ul style="list-style-type: none"> ● Assessment practices are diagnostic, formative and summative. ● Educators provide students with authentic, novel and varied performance tasks. ● Students have multiple, varied assessment opportunities to support learning and encourage their success.
CURRICULUM PROCESS	<ul style="list-style-type: none"> ● Is integrated into planning and teaching at classroom and schoolwide level (curriculum review, resources, and PL). ● Is common across the same courses with different teachers. 	<ul style="list-style-type: none"> ● Use backward design to plan assessments before teaching. ● Scaffold assessment tasks so that students have access to the full range of grades in any given reporting period. ● Collaborate with teaching partners to develop and moderate common summative assessments. 	<ul style="list-style-type: none"> ● Assessments and criteria are included on curriculum maps in Rubicon Atlas. ● All summative assessments in the same course are common.
USE OF ASSESSMENT	<ul style="list-style-type: none"> ● Provides students and teachers with useful feedback that informs future instruction and learning. ● Requires students to be active participants in the assessment process. ● Encourages reflection and growth. 	<ul style="list-style-type: none"> ● Provide specific, timely feedback. ● Use the results of assessments to inform teaching. ● Include opportunities for reflection, self-assessment and goal-setting. 	<ul style="list-style-type: none"> ● Moderation of internal assessment and review of external assessment data are used to inform instruction and revise curriculum.

7.4. 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 Approaches to Learning that support academic learning. 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		

7.5. AISV GRADING AND REPORTING MIDDLE AND HIGH SCHOOL PRACTICES

7.5.a Guidelines for Middle and High School Assessment Practices

1. Assessments should allow students access to the full range of achievement descriptors.

2. Teachers must 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 6-8, at least three formative assessments and three summative assessments will be reported per trimester. In Grades 9-12, at least two formative assessments and two 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 at least four weeks before the end of the reporting period.

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. See the Re-Take Policy in Appendix 12.13.

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. Re-Take 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 Grade 8, students will spend the third trimester working on a collaborative, culminating project in some of their core classes. In preparation for IB exams, students in Grades 9-11 will sit formal, end-of-year exams for classes.

7.5.b Grading Scale and Descriptors

SCALE 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 the subject-specific grade descriptors published by the International Baccalaureate Organization.

Please see this document for detailed grade descriptors by subject.

7.5.c Incomplete Assessment

High School:

Formative Assessment:

- If a student fails to submit a formative assignment by the deadline, they are assigned a Supervised Lunch and 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 assigned a Supervised Lunch and 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 trimester. This means that students will have to complete recovery work over the winter break for trimester 1, or the summer break for trimester 2 or 3 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.

Middle School:

The Middle School promotes a growth-mindset so that students are “more likely to embrace challenges, persist in the face of failure, see effort as the path to mastery, learn from setbacks and criticism, and find lessons and inspiration in the successes of others” (Marshall 2018). Students can only learn from their mistakes if we teach them the skill to understand what they did wrong. Timely completion of classwork, homework, assignments, and assessments are essential for students to be successful and capable learners. Completing school work consistently on time and with care and effort demonstrates secure self-management skills. As such, when a student does not complete assigned work it is important that the teacher let the student know that this behavior needs immediate improvement and will limit academic growth.

Please note that late work does not include work that was assigned when a student was absent from class. Please refer to the ‘Make-Up Work’ policy in the Community Handbook for further details.

The consequences for not submitting work on the deadline are as follows:

1st offense – Supervised lunch is assigned in order to complete work. The deadline of the late work is at the discretion of the teacher; however, a standard deadline is the following class.

2nd offense – Supervised lunch is assigned in order to complete work

3rd offense – Extended Day is assigned and parents are informed

4th offense – Extended Day is assigned and conference with Principal, Parents, & Student

Extended Day Program:

The Extended Day is a program for students who neglect to complete class work, homework, assignments, and assessments on time. This faculty-supervised period meets once a week, after school and is required for any student so assigned by a teacher, advisor, or Principal. The student and parents must be notified at least one school day before their assigned Extended Day.

During this Extended Day, students must only work on items that are school-related and must respect the expectations of the supervisor. Any student assigned to Extended Day must fulfill their obligations before attending any after-school activity or obligation. Sometimes by mutual agreement between home and school, a student may be placed in Extended Day regularly in an effort to promote and reinforce positive work habits.

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.

Students who do not complete work to demonstrate evidence of their learning will not receive an 'Incomplete' for the course. In addition, any student receiving tuition reduction may no longer be eligible for the program.

7.5.d Middle 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 parent or teacher request.

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

7.5.e High School Reporting

At various intervals in the learning cycle, teachers formally report on student learning and progress to parents and students through conferences and report cards.

DIVISION	REPORT	DATE(S)
Grades 9-12	Progress conferences Report Cards	Trimester 1 – Oct. Trimester 3 – April. Trimesterly – November*, January, April* and June.

*Report cards in November and April contain grades and comments for students who are not meeting grade-level expectations. All other reports cards will contain grades and comments for all students.

7.6. ASSESSMENT IN THE IB DIPLOMA PROGRAM

Assessment in the IB Diploma Program

The most important aim of the Diploma Program assessment is to “support curricular goals and encourage student learning.” (Guidelines for developing a school assessment policy in the Diploma programme).

There are two types of assessment completed by IB students during the school IB Diploma Program- School-based assessment and IB assessment.

School-Based Assessment

School-based assessment is used by teachers to discover how well a student is progressing in a particular subject. This can include assignments completed in class or at home, tests, quizzes, projects or mock examinations. These assessments are generated by, assigned by, and marked by the teacher.

- School-based assessment is criterion-related, which means that it is based on evaluating course aims and objectives.
- School-based assessment is designed to help students understand what the assessment expectations, standards and practices are.
- School-based assessment is not optional. All IB Diploma candidates must undertake and complete all work assigned by their teachers.
- School-based assessment may be summative or formative in nature. Summative assessment will take place at least 2 times per reporting period in each course. In all courses, summative assessment will be preceded by formative assessment.
- All school-based assessment is marked using IB-specific criteria and grading descriptors. All summative assessment is awarded a grade (1-7) on the IB scale. All formative assessment will result in feedback which help a student better judge their own performance and help them develop strategies to improve.

- School-based formative assessment takes a number of forms throughout the duration of the two-year program. This can include self-evaluation, peer evaluation or adapted formal assessment formats.
- School-based assessment is structured according to the components and weights of each individual IB course, which are communicated clearly to students at the outset of the course.
- Students are expected to attend all classes in which they are enrolled unless for appropriate medical reasons or unless they have prior permission. Students who miss classes regularly severely affect their chances of earning the IB Diploma and the AISV diploma.
- Appropriate medical documentation will be required for students missing school-based assessments and deadlines.
- Technical difficulties or other foreseeable issues such as holidays or school commitments are not acceptable excuses for missing school-based assessment deadlines.
- Failing to meet school-based assessment requirements may severely affect students' chances of gaining the Diploma. Students that miss classes without permission or who routinely fail to submit school-based assessments may be removed from the full IB program.

Mock Examinations

Mock examinations are designed to allow teachers to assess student readiness for the formal IB exams. They are conducted twice during the program — at the end of the first year, and during the 3rd trimester of the second year. These examinations are assessed by AISV subject teachers. An effort is made to prepare students not only for the content of the final exams, but also to familiarize them with how the exams are administered. As such, students must follow a code of conduct similar to that imposed by the actual final exams. All mock exams will be recorded as a major school-based assessment.

At the end of each trimester, teachers assign a trimester grade by considering all student work and academic progress during the trimester

and valuing the most accurate demonstration of student performance. This grade is communicated on an IB scale (1-7) to students and parents through Managebac.

IB Assessment

IB assessment is assessment which is either assessed or moderated by examiners that work for the IBO. There are three different types of IB assessment: internal assessment, external assessment and examinations. All three count towards the final subject grade at the end of the two years.

Internal assessments (IAs) are set according to subject. Each subject has a different weighting attached to its IA as a proportion of the final mark. Students and parents can find this information in the course guide for each subject. The subject teacher marks internal assessment work. A sample of students' work is then sent to an IBO moderator and checked against world-wide marking standards. The teacher's marks are adjusted if required. Internal assessments in groups 3, 4, 5, and 6 will be completed in English. Group 1 and 2 internal assessments are completed in the language of the subject.

Like internal assessments, external assessments are written during the course of the two year program and submitted to be examined externally. However, unlike internal assessments, external assessments are not marked by the teacher. Instead, the mark is determined by an external examiner.

Internal and external assessment dates are spread over the 2 years of the IB Diploma course. This reflects the nature and structure of the IB Diploma Program, as well as students' needs. These deadlines are set to spread the workload for students across the two-year course. These deadlines are non-negotiable and work will not be accepted after these deadlines without a valid reason and appropriate documentation.

The IBO sets strict rules regarding the submission of draft work. Students need to understand these before commencing work so that they understand the parameters in which they are working. These limits involve the number

of drafts submitted, who is able to look at the drafts and the role of the teacher.

At the instructor's discretion, and with advanced warning, students may be given a school-based-grade (1-7) for their external or internal assessments that count as a major assessment. The IB score awarded, however, is determined by an external IB examiner.

Students failing to submit external or internal assessments with no valid reason will be awarded an N grade and a zero mark for that component. The award of an N grade will prevent a student from gaining a Diploma. Students with valid reasons outside of their control must see the IB Coordinator as soon as possible. Please note that failure to meet AISV deadlines for internal assessment may result in revocation of a student's IB registration for a particular course or component.

Examinations

Examinations are taken in May of the second year and results are available in July.

The final examination results are made up of subject grades, in the range from 1 to 7 at HL and at SL, and grades from E to A for TOK and Extended Essay. Students can obtain a maximum of 45 points total on their exams. In order to obtain such a result, they must earn 7 points in each of the 6 exams as well as obtain 3 bonus points for TOK and EE.

Moderation of School-Based and IB Assessment

Where more than one teacher is involved in the teaching of a course, teachers collaborate and moderate both school-based and IB assessment to ensure that all assessment is marked to the same standard and that the understanding of IB criteria is consistent across the courses.

Homework in the IB program

Homework is given in all courses. Long-term assignments require careful planning. All student homework must be authentic and completed by the student. Parents will be most helpful to their children by providing a routine time and a place for homework to be completed. Students in the IB



Program should expect to complete at least 3-4 hours of homework each day, though this amount will vary. In addition, frequently there are summer assignments, often reading, that are required and assessed during the first few weeks of school. Self-discipline is therefore essential in order to complete assignments on time.

7.7. PARENT-TEACHER-STUDENT CONFERENCES

As mentioned above, progress conferences are scheduled with parents in the first and third trimesters in high school and in the first trimester for lower and middle schools. 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, Middle and High Schools 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.

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8. AISV LANGUAGE POLICY

8.1. 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.

8.2. 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.

AISV Values

Meaningful learning opportunities

AISV language programs develop the academic language skills and knowledge to face the challenges of the next level of study and ultimately the IB program. To this end, language teachers employ the most current methodology, strategies and technology available to them.

Celebration of diversity

In addition to English, all students take Lithuanian classes. Because language is an inherent part of cultural identity, learning the language of the host country provides the opportunity for students to better understand and appreciate Lithuania, enriching their international perspective and overall educational experience. Students also learn additional languages so that they can become multilingual, for the educational and professional opportunities this skill may open to them in a global community.

Empowered international community

We support each student in learning many languages. AISV recognizes that the acquisition of language must be seen as a continuum along which each individual student progresses at his/her own rate. In addition, by offering Lithuanian language classes we are committed to supporting local culture and community.

AISV supports students and parents in making language choices through informational sessions about language development and presentations about the School's language programs.

d. How do we teach to achieve those aims?

As language is the vehicle for learning in all subject areas, every teacher within the school is a language teacher. Language teaching at

AISV aims to develop students' ability to think, understand and communicate in English, Lithuanian and another language. In all classes, we explicitly teach language to promote cognitive growth, foster personal and cultural identity and enrich international understanding.

8.3. 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) – 90
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	

8.4. 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 learning 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. All students in Grades 11 and 12 are enrolled in the English Language A (Language and Literature) course in order to prepare them for tertiary education in English.

8.5. 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 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 Modern Language program are to develop communication and cultural awareness, and to prepare students to be global citizens, workplace-ready and independent, lifelong learners.

8.6. 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.

8.7. 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 and German in Lower School and from Grades 6-12, French, German 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.

8.8. 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.

In order to be admitted into the IB Program, Grade 11 students must have at least a **WIDA 5**. For this reason, students admitted into Grades 9-10 must be aware that they will need to reach this level before being admitted to the program. (Grade 9, **WIDA 3** and Grade 10, **WIDA 4**)

8.9. 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.



9. AISV STUDENT SUPPORT SERVICES

9.1. 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.

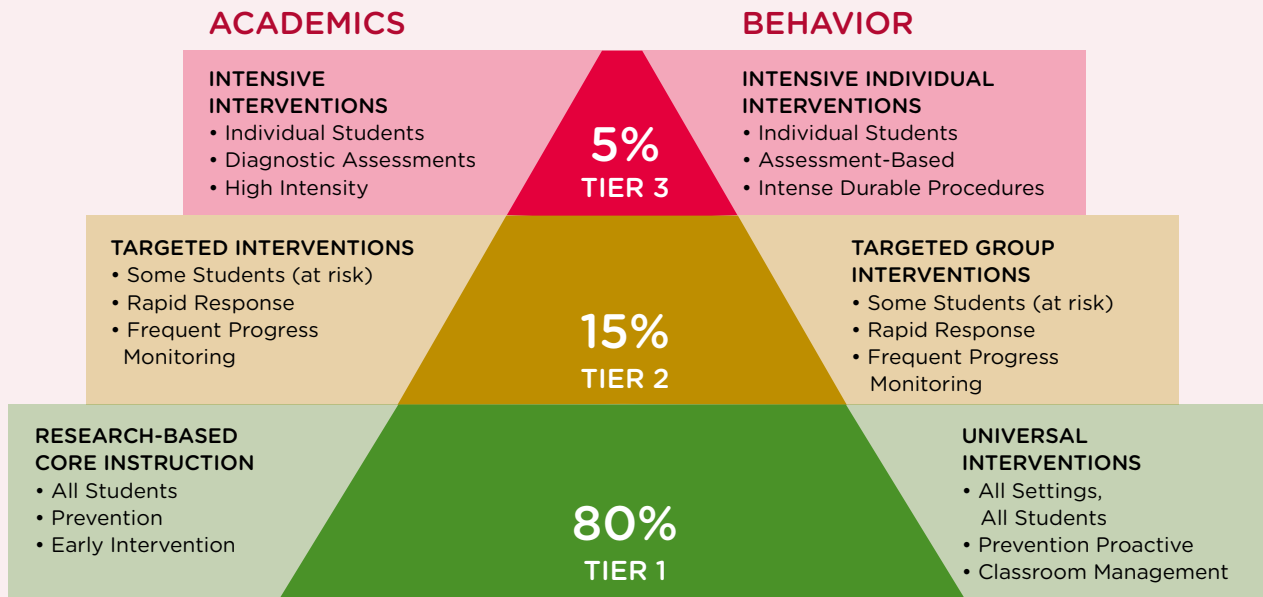
AISV can provide educational services for a carefully managed number of students with a range of physical, academic or emotional needs. If a student is referred for additional

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 learning 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

9.2. 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 Leader.

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.

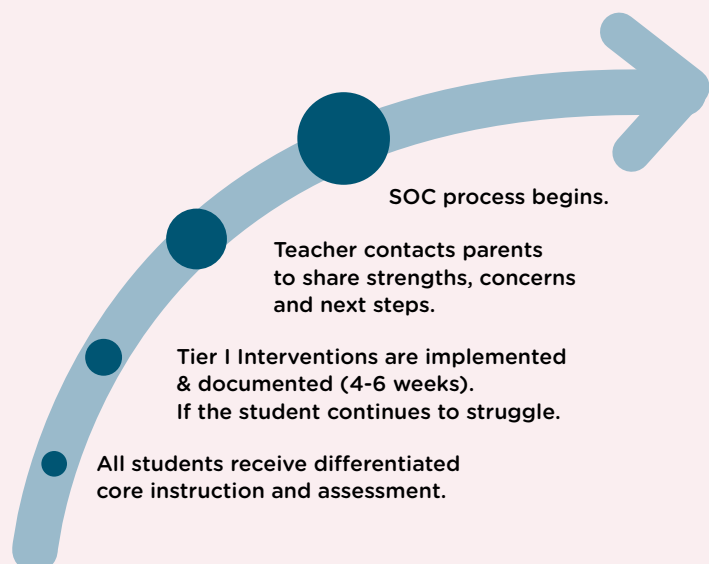
- Regularly monitors student progress and performance.
- Respects confidentiality.
- Supports learners in the classroom and small group settings.

9.3. INCLUSIVE EDUCATION PROCEDURES

Path for students that have not been identified:

The classroom teacher provides differentiated core instruction for all students. When students struggle, the teacher uses Tier I interventions and begins data collection. If after 4-6 weeks the interventions are successful, the teacher should communicate with the IE teachers and parents to determine future steps. If the student continues to struggle despite interventions for 4-6 weeks, the classroom teacher initiates the SOC process.

Prior to beginning the Student of Concern (SOC) process, the teacher should communicate with parents that her/his interventions have not been successful and the process to seek input and support at the divisional level has begun.





Student of Concern Process:

1. The teacher completes Step 1 (Identifying the concern) of [AISV Divisional Level Students of Concern \(SOC\) worksheet](#).

2. The SOC worksheet should be shared with the Divisional Principal and member of the Student Success Team (SST).

3. The SST and teachers involved will present Step 1 at a Divisional or SST Meeting. The SST completes Step 1: Identify Tier 1 strategies already tried and Step 2: Discuss interventions and create an Intervention Plan to encourage positive results, which includes ways to document results.

a. The team will also designate someone to observe strategies in action.

b. The teacher will communicate the action plan to parents.

4. The teacher will consistently implement and document the results of the Tier 2 strategies (intervention) for at least 3-6 weeks. If needed, an SST member may observe the intervention in action.

5. After 3-6 weeks, the success of the strategies will be discussed and documented in the AISV Divisional Level Students of Concern Worksheet. The decision is made to continue the strategy, modify/change the strategy.

6. If there is no positive change after 3-6 weeks, either

a. New strategies may be suggested

b. The student may be referred for outside services/diagnostics

7. If b, the SST will meet and determine possible IE services. Depending on the case, one member of the Student Support Department will be responsible for documentation, including notes from meetings, interventions, measurable goals, time frame and the person who will be responsible for observing the implementation of interventions. These notes should be published to the SST. A member(s) of the SST should communicate with parents. Testing or individualized interventions may be part of Tiers 2 or 3 of the RTI process.

Path for students that have been identified as having a disability or need:

1. The IE teacher will provide documentation (diagnosis, recommended strategies) to all the child's teachers.

2. The IE teacher will conduct observations and collect data.

3. The SST will meet and based on all available information, make a decision (keep, develop, modify) on the child's IEP/ILP/AAP.

The ILP will state annual goals and should be reviewed at least once per year and include a teacher/parent meeting to ensure a common direction and consistent approaches for the student. Accommodations and modifications for individual students are possible and will

be identified formally through student IEP/ILP/AAP. The goals and strategies are evaluated throughout the year with the class/subject teacher, learning support staff, student and student's parents working in partnership.

References:

Bartlett, K., Kusuma-Powell, O., Pelletier, K. and Powell, W. *The Next Frontier: Inclusion in International Schools, A Practical Guide for School Leaders*, June 2011.

The IB Community Blog, "[What is Inclusion?](#)" 26 August 2016.

[Learning diversity and inclusion in IB programmes](#), IBO, January 2016, updated December 2018.

[Response to Intervention](#), Livingston Parish Schools.

9.4. INCLUSIVE EDUCATION IN THE IB DIPLOMA PROGRAM

Inclusive Education in the IB Program

The IBO defines inclusion as "an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers." At AISV, we are committed to supporting the IB policy for diversity and inclusion by ensuring that all learners are able to reach their full potential. As stipulated by the IB, inclusion at AISV is achieved by a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

Inclusion in the IB program is based on the policies and procedures outlined in the IB document "Access and inclusion policy." At AISV, inclusion can take many forms. In teaching and learning, this can include affirming individual identity to build self-esteem, building on prior knowledge, scaffolding learning and extending those students who are ready and able. The IB also provides for inclusion in assessment, which means that students with learning needs may qualify for inclusive assessment arrangements. The need for these arrangements is determined by the Inclusive Education Teacher, School

Counsellor and IB Coordinator, in consultation with parents and teachers.

There are two types of inclusive arrangements, those which do not require authorization from the IB and those which do.

Inclusive assessment arrangements not requiring authorization from the IB include:

- A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group.
 - The coordinator may arrange for appropriate seating to meet the needs of individual candidates.
 - A care assistant, or if necessary a nurse, may be in attendance if this is required.
 - A candidate who normally uses an aid (such as a coloured overlay, coloured filter lenses, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a visual aid or a magnifying aid) is allowed to use the aid in examinations.
 - For a candidate with hearing challenges, a communicator may be used to convey the coordinator's or invigilator's oral instructions without authorization from the IB.
 - If a candidate has difficulties in reading or attention, examination directions may be clarified by the invigilator or a designated reader.
 - For a candidate who has colour blindness, a designated person is permitted to name colours in an examination.
 - A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions.
 - A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions.
- Inclusive assessment arrangements requiring authorization from the IB include but are not limited to:
- Access to modified papers and examination papers in Braille
 - Changes to the print on examination papers (enlarged print or a change in font)



- Printing on coloured paper
- Access to electronic (PDF) examination and reading software
- Additional time for IB assessments
- The use of Graphic Organizers
- The use of a Word processor
- The use of speech recognition software
- The use of a reader
- The use of transcription
- The use of sign language interpreters

If a student is deemed to require inclusive assessment arrangements which do not require IB authorization, these will be provided at the discretion of the IB Coordinator and as far as possible within the school resources. If a student is deemed to require inclusive assessment arrangements which do require IB authorization, an application is sent to the IBO for approval with the consent of the candidate and the candidate's family. Applications should be submitted as early as possible and before November 15th of the student's senior year in order to qualify for inclusive arrangements during their May exams. Access arrangements must not only apply to students during summative IB assessments but also be available throughout the course of study ("Access and Inclusion Policy").

9.5. 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. Learning Assistants in elementary classrooms receive training to co-teach and differentiate to support ELLs. In the Upper School, the EAL teacher uses immersion and coaching models to support all students' learning.

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.

9.6. 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.

9.7. 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.

9.8. 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.

10. 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.

10.1. 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).

10.2. 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 which the IB recommends at least 150 hours for the required combination of experiences
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 6 trimesters
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 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).

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.

Updated August 14 2017

11. AISV TEACHER GROWTH AND APPRAISAL POLICY

11.1. PURPOSE

AISV's mission is to inspire, empower and motivate all learners, including teachers. As advocates of inquiry-driven learning, we believe educators should be self-directed in their professional growth and development. This self-direction ensures that learning is personalized and meaningful. We value an innovative culture where learners are supported and guided by reflection and feedback.

11.2. SUMMARY

Teacher appraisal is based on professional growth determined by progress towards, or the achievement of yearly goals. Teachers establish annual goals, linked to school-wide goals, based on their interests or needs. The data collected in the professional portfolio are evidence for meeting goals. At the end of the school year, teachers reflect on their performance and meet with supervisors to present professional portfolios and assess their progress towards goals. The end-of-year review, written by the supervisor, summarizes the teacher's professional growth over the school year and serves as an appraisal, as well as a map for future growth. This appraisal is separate from the Code of Conduct and Ethics as noted in the Employee Handbook (Teacher Work Ethics section 3).

11.3. PROCEDURES

1. Teachers complete the self-appraisal (Teaching and Learning Handbook, Section 12.4) based on the AISV Teaching Performance Standards (Teaching and Learning Handbook Section 2.3).

2. Teachers set three annual SMART goals linked to school-wide goals, based on their interests or needs (Teaching and Learning Handbook Section 12.5).

3. At the beginning of the year, teachers meet with their supervisors to review their goals.

4. Teachers collect data throughout the year to build their professional portfolio. The following items should be included in the professional portfolio:

- 2 designated supervisor observations and feedback
- 2 peer reviewer observation and feedback (Teaching and Learning Handbook Section 12.6).
- Your peer observation(s) of colleagues (optional)
- Student feedback
- Student achievement data that relates to goals (MAP, photos, exemplars and other data collections)
- List of PL's attended and reflections/presentations
- List of involvement in/contributions to AISV student activities

5. Mid-year, teachers meet with their supervisor to reflect on growth toward goals.

6. At the end of the year, teachers complete the reflection form (Teaching and Learning Handbook Section 12.7).

7. Teachers meet with their supervisors to present professional portfolios and assess their progress towards goals.

8. The supervisor writes and shares an end-of-year review.

Updated 12 Nov. 2019



12. AISV PROFESSIONAL LEARNING POLICY

12.1. PROFESSIONAL LEARNING MISSION AND BELIEFS

As educators, faculty and staff are part of the AISV learning community and committed to their own ongoing learning. Therefore, the school seeks to provide professional learning (PL) opportunities, through various modes of delivery, that:

- Increase educator effectiveness and student achievement.
- Use data to drive student achievement.
- Include on-site and external opportunities.
- Allow teachers to pursue continuous learning and active engagement in self-improvement.
- Build a shared vision that enhances reflection, collaboration and collegiality.
- Are meaningful and relevant to the learner.

12.2. PROFESSIONAL LEARNING OPPORTUNITIES

Opportunities are published by the Deputy Director, IB Coordinator and Divisional Leaders; teachers are also encouraged to seek relevant opportunities.

12.3. PROFESSIONAL LEARNING CRITERIA

For approval, the PL opportunity:

- Is aligned with the school's Guiding Statements and strategic plan.
- Relates to institutional priorities, program needs, school wide, divisional and/or departmental initiatives and goals (e.g.; the curriculum review cycle).
- Represents the school through presentation or committee participation at international events.
- Includes commitment to communicate new learning (conferences, courses, etc.) through in-house professional learning workshops and to serve as a local expert for colleagues.
- Occurs prior to Jan. 1st of the final contract year.
- Allows for a cost-effective and equitable distribution of funds by taking into account the value of the opportunity and the staff member's previous professional learning.

Rubric for PL Approval

CRITERIA	3	2	1
Alignment with the School's Vision, Mission and/or Strategic Plan	The learning opportunity is directly aligned with the School's vision, mission, values and /or strategic plan and supports student learning.	The learning opportunity is loosely connected with the School's vision, mission, values and/or strategic plan and supports student learning.	Though it may be an interesting learning opportunity, it currently has little direct connection to the School's vision, mission, values and /or strategic plan.
Relates to Program Needs, School wide, Divisional, Departmental, and/or Individual Goals	The learning opportunity connects specifically to established institutional priorities, program needs, school wide, divisional, and/or individual goals. The details regarding this connection and how it relates to the teacher's position is clearly stated in the application.	The learning opportunity connects to institutional or priorities, program needs, school wide, divisional, and/or individual goal, but these are not clearly stated in the application or not a high priority at this time.	The learning opportunity reflects the applicant's professional/personal interests but is loosely connected to institutional priorities, program needs, school wide, divisional, and/or individual goals.
School Representation	The teacher will be representing the school and making AISV more visible; e.g., presenting or committee participation.	The teacher is representing the school through attendance and active participation.	The learning opportunity provides limited occasion for the teacher to represent the school.
Communication of Learning	The teacher has an active willingness to share learning with colleagues school wide or within the division, and where possible has a proven history of such sharing. Ideas for sharing are included on the application.	The teacher is willing to share new learning with teammates or department members.	The teacher is not comfortable with sharing with colleagues.
PL History	The teacher has never received PL funding before.	The teacher has received PL funding, but either <ul style="list-style-type: none"> ● Has not received it in the last year or ● Is applying for a funding for a different kind of PL opportunity 	The teacher has received funding for more than one PL opportunity in the last year.
Cost Effectiveness	This opportunity is the most cost-effective option to acquire the new learning; e.g., location, cost of flights, substitute considerations	There are other options for learning that are more cost effective, but the teacher has given the reason why this option is preferred.	This is not the most cost effective option to acquire the new learning.

12.4. PROFESSIONAL LEARNING PROCEDURES

1. Teacher fills out PL Application form, saves a copy for his/her personal records, prints the form and turns it into the Deputy Director.
2. Using the rubric above, the Deputy Director and Divisional Leader fully approve, partially approve or deny the application. The decision

is presented to the SLT and the Deputy Director communicates the decision to the applicant.

3. If the application is approved, the applicant works with the Office Manager to coordinate
 - Conference registration
 - Travel
 - Hotel
 - Per diem

13. APPENDICES

13.1. AISV GLOSSARY

AAP (Accommodation Awareness Plan)

A formal plan that schools develop to give students with diagnosed disabilities the supports they need. These plans don't require individualized instruction, but may call for accommodations such as extended time on tests, frequent breaks, small group testing, etc. (This plan is the AISV equivalent to a 504 Accommodation Plan in the US).

Academic language

Academic language is the language used in the learning of academic subject matter. It also involves the aspects of language strongly associated with literacy and academic achievement, including specific academic terms and speech registers related to each field of study.

Academic language proficiency

Academic language proficiency refers to an individual's knowledge of technical vocabulary, jargon, and concepts of a particular discipline as well as skills in comprehending, speaking, reading, and writing.

Accommodations

Accommodations are changes to instruction or assessment administration that are designed to increase students' access to materials or enable them to demonstrate what they know by mitigating the impact of their disability. They also are designed to provide equity, not advantage,

for children with disabilities. Accommodations might include assistive technology as well as alterations to presentation, response, timing, scheduling, or setting. When used appropriately, they sometimes reduce or even eliminate the effects of a child's disability, but they should not reduce or lower the standards or expectations for content. Accommodations that are appropriate for students' assessments do not invalidate assessment results.

Achievement

The measure of what a student knows or can do.

AISV Community Life

A comprehensive school counseling program that incorporates the academic, social/emotional and college/careers well being of all students at AISV

AISV Divisional Level Students of Concern Worksheet

A document that helps track students of concern. The worksheet that is completed first by the teacher providing information such as strengths, needs, academic/behavior data and strategies used. During divisional meetings, additional information and strategies are suggested.

Analytic Scoring

A type of rubric scoring that separates the whole into categories of criteria that are examined one at a time. Student writing, for example, might be scored on the basis of content, organization, and language. An analytic scale is useful as a diagnostic tool when there are several

dimensions on which the piece of work will be evaluated. (See Rubric.)

Assessment

The process of observing learning; describing, collecting, recording, scoring, and interpreting information about a student's or one's own learning.

Assessment Criteria

Criteria against which a student's performance is measured as evidenced by work produced.

Assessment Strategies

The method or approach that teachers use when gathering information about student learning, for example: observation, selected response, open-ended tasks, performance, process journals, portfolio assessment or standardized tests.

Assessment Tasks

The activity or series of activities with which students engage in order to assess their learning.

Assessment Tools

The instrument teachers use to measure and record assessment information and data collected, for example, anecdotal records.

Assistive Technology (AT)

Technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible. Assistive technology can include mobility devices such as walkers and wheelchairs, as well as hardware, software and peripherals that assist people with disabilities in accessing computers or other information technologies.

ATLs

Approaches to learning: thinking, communication, social and self-management skills.

Attainment

The measure of concepts, knowledge and skills that a student has at a given point in time.

Authentic Assessment

Assessment that measures realistically the knowledge and skills needed for success in adult life. The term is often used as the equivalent of performance assessment, which, rather than asking students to choose a response to a multiple-choice test item, involves having students perform a task. There is a distinction, however, in that authentic assessments are

performance assessments that are not artificial or contrived. In authentic assessment, the performance serves a real-life purpose, such as writing a letter to a real person or solving a real-life problem.

Backward Design

A process that educators use to design learning experiences and instructional techniques to achieve specific learning goals. Backward design begins with the objectives of a unit or course—what students are expected to learn and be able to do—and then proceeds “backward” to create units that achieve those desired goals.

Basic Interpersonal Communication Skills (BISC)

Language needed for social interaction; everyday language, social language, or surface fluency. It is the language of everyday communication contexts. BISC is not sufficient to meet the cognitive and linguistic demands of an academic classroom.

Behavior Intervention Plan (BIP)

A plan that targets one to three of a student's undesirable behaviors with interventions that are linked to the functions of the behavior; each intervention specifically addresses a measurable, clearly-stated targeted behavior. A BIP can include prevention strategies, which stop the behavior before it begins, as well as replacement behaviors, which achieve the same function as the disruptive behavior without causing disruption.

Behavior Management

Responding to, preventing and de-escalating disruptive behavior.

CCSS

Common Core State Standards used for English language and Mathematics.

CIS/MSA

Council of International Schools and Middle States Association, AISV's accrediting agencies.

Classroom Management

The way in which a class is arranged, in terms of planning every aspect of lessons, routines, procedures, interactions and the discipline in the classroom.

Cognitive Academic Language Proficiency (CALP)

Language needed to learn new information, think in more abstract ways, and carry out more “cognitively” demanding communicative tasks required by the core curriculum; referred to as school language, academic language, or the language of academic decontextualized situations.

Common Assessment

An assessment instrument or task that is designed by a group of teachers for all students in a given grade or course.

Co-teaching

A teaching strategy in which two or more teachers work together, sharing responsibilities to help all students succeed in the classroom.

Criterion Related Assessment

An assessment process based on determining levels of achievement against previously agreed criteria.

Descriptors

A description of different ranges of student accomplishment that correspond to the achievement level that should be awarded.

DCA

Digital Citizenship Agreement

Diagnostic Assessment

An assessment that diagnoses prior knowledge. (See Pretest).

Differentiated Assessment

Various assessment options that correspond to the learner outcomes and address the varied learning styles and needs of students in the class.

Differentiated Instruction

Differentiated instruction refers to an educator’s strategies for purposely adjusting curriculum, teaching environments, and instructional practices to align instruction with the goal of meeting the needs of individual students. Four elements of the curriculum may be differentiated: content, process, products, and learning environment.

English as an Additional Language (EAL)

The courses, classes, and programs designed for students learning English as an additional language.

English Language Learners (ELL)

Learners who are identified as still in the process of acquiring English as an additional language or students who may not speak, understand, and write in English with the same facility as their classmates.

Evaluation

A description of student behavior that is used to make informed decisions about continued instruction, programs, activities and judgments about student attainment.

Exemplar

Sample of student work that serves as a concrete standard against which other samples are judged.

Experiential Education

Education that emphasizes personal experience of the learner rather than learning from lectures, books, and other secondhand sources. Experiential education, sometimes called experiential learning, may take the form of internships, service learning, school-to-work programs, field studies, cross-cultural education, and leadership development.

External assessment

Evaluation of student work by an agency outside of the school; e.g., IBO.

Feedback

Information about a student’s performance on a task, used as a basis for improvement. Feedback should be relevant, specific, timely and constructive.

Formative Assessment

An assessment given primarily to determine what students have learned in order to plan further instruction and improve student performance. Formative assessments may include: homework, observations, discussions, reflections, etc.

Grade

A measure (usually a number and/or descriptor) corresponding to levels of student achievement; e.g., the 1-7 IB scale for DP.

Grading

The attachment of a grade symbol (usually a number and/or descriptor) to one or a group of assessments that are derived from and aligned to the standards/objectives of a course.

IBDP

International Baccalaureate Diploma Program

Inclusion

The practice of educating all children in the same classroom, including children with physical, academic, language needs. Inclusion classes often require a special assistant to the classroom teacher. In a fully inclusive school or classroom, all of the children follow the same schedules; everyone is involved in the same activities.

Inclusive Education

Program that is intended to provide additional support to students and teachers who need additional strategies and resources to maximize the student's success.

Individualized Education Program (IEP)

In the US, a written legal document that defines the program of special instruction, supports and services students need to make progress and succeed in school.

Individual Learning Plan (ILP)

A written document developed at AISV, that describes the program of special instruction, supports and services students need to make progress and succeed in school.

Inquiry-based learning

A student-centered approach to teaching and learning in which the learner is an active participant and teachers are facilitators, providing encouragement and support to enable the students to take responsibility for their learning.

Internal Assessment (IA)

The assessment of a student's work that is carried out by a student's teacher(s).

Interventions

Sets of teaching procedures used by educators to help students who are struggling with a skill or lesson succeed in the classroom.

Language acquisition

The process of acquiring another language.

Language proficiency

The level of competence at which the student is able to use language for both communicative and academic purposes. To be proficient in a second language means to effectively communicate or understand thoughts or ideas through the language grammatical system and its vocabulary, using its sounds or written symbols.

Learning Objectives

The skills, knowledge and understanding that will be assessed in a given (IBDP) course.

Measures

The different ways in which evidence about a student's performance against standards is collected. For example, anecdotal records, written tests, performances and portfolios. (See Assessment Strategy).

Moderation

The process by which all teachers of one subject or subject group in a school ensure a common understanding and application of criteria and descriptors.

Modifications

Curricular adaptations that compensate for learners' needs by modifying expectations. Modifications are only made for students with an IEP or ILP.

Mother tongue

Language(s) spoken in the home by family members or caregivers who reside in the child's home; sometimes used as a synonym for first language, primary language, or native language.

Native Language

The first language of an individual.

Norm-Referenced Assessment

A test in which a student or a group's performance is compared to that of a norm group. The results are relative to the performance of an external group and are designed to be compared with the norm group providing a performance standard. Often used to measure and compare students, schools, districts, and states on the basis of norm-established scales of achievement.

Peer evaluation/assessment

Assessment of a student's work, product or learning processes by classmates.

Performance task

A task that measures the student's ability to apply knowledge in a real-life setting. The performance is assessed using a rubric, or analytic scoring guide to aid in objectivity.

Personalized teaching and learning

Schooling that emphasizes the needs of students as individual human beings. To personalize learning, teachers must be able to adapt to students' particular interests and styles, so they must know students well. The term is sometimes used to contrast personalization with individualized instruction, which may be considered more technical and procedural. Some of the ways schools may try to achieve personalization include small classes, advisory systems, independent study, and student-parent-teacher conferences.

PK

AISV's Pre-Kindergarten program, including PK3 and PK4.

Pre assessment

See Diagnostic Assessment.

Progress Monitoring

Progress monitoring is used to assess a student's performance, to quantify his or her rate of improvement or responsiveness to intervention, to adjust the student's instructional program to make it more effective and suited to the student's needs, and to evaluate the effectiveness of the intervention.

Project-based learning

Any programmatic or instructional approach that utilizes multifaceted projects as a central organizing strategy for educating students. When engaged in project-based learning, students will typically be assigned a project or series of projects that require them to use diverse skills—such as researching, writing, interviewing, collaborating, or public speaking—to produce various work products, such as research papers, scientific studies, public-policy proposals, multimedia presentations, video documentaries, art installations, or musical and theatrical performances, for example. Unlike many

tests, homework assignments, and other more traditional forms of academic coursework, the execution and completion of a project may take several weeks or months, or it may even unfold over the course of a trimester or year.

Reporting

The means of communicating a student's progress with students and parents through various channels, such as conferences, progress reports, report cards, etc.

Response to Intervention (RTI)

A process used by educators to help students who are struggling with a skill or lesson. If a child does not respond to the initial interventions, more focused interventions are used to help the child master the skill. RTI strategies address both learning and behavior.

Rubrics

A scoring guide that includes explicit description of performance characteristics corresponding to points on a rating scale.

Scaffolding

The way a teacher provides support to make sure students succeed at complex tasks they couldn't do otherwise. Most teaching is done as the students go about the task, rather than before they start. For example, as a group of elementary students proceed to publish a student newspaper, the teacher shows them how to conduct interviews, write news stories, and prepare captions for photographs. As the students become more skillful, the teacher gives them more responsibility, taking away the scaffolding when it is no longer needed.

Self-assessment

A student's assessment of his/her own work, product or learning processes, usually for the purpose of improving future performance. May involve comparison with a standard, established criteria. May involve critiquing one's own work or may be a simple description of the performance. Reflection, self-evaluation, metacognition, are related terms.

Student Baseline

A student's starting point, determined by data collected through universal screening tools. A student's baseline is used to measure his or her progress throughout the year.

Standards

A set of statements for a subject describing the skills, knowledge and understanding that will be assessed in the course. The assessment criteria correspond to the standards. Student achievement of the standards is rated by the assessment criteria.

Standards-based grading

Systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education.

Student Success Team (SST)

Learning Support is a part of the AISV Student Success Team (SST) which includes the classroom teacher, the Counselor, the IE teacher, EAL support (English as an additional language, if needed) teacher, the Health teacher, and the Divisional Administrator. The team meets to discuss student concerns, identify specific problems, decide on intervention and monitor student progress. The AISV Tier 3 Student Problem Solving Form is completed and updated by the team.

A team comprised of the school psychologist, parents and the school's student support services that meets when a child continues to struggle after attempts have been made to remedy problems without special education services. The SST decides if the student should be evaluated, or if he or she will continue without special education services.

Summative assessment

The culminating assessment for a unit, term or course of study, designed to provide information on the student's achievement level against specific objectives. Summative assessments may include: essays, projects, exams, performances, presentations, simulations, and others!

Teaching and learning cycle

Planning, practice, assessment, reflection, revision, recording, reporting.

Test

A set of questions or situation designed to permit an inference about what the student knows or can do in relation to the standards/learner outcomes.

Tier 1

Tier 1 may also be called universal intervention. (See Response to Intervention)

Tier 2

Tier 2 may also be called strategic intervention. (See Response to Intervention)

Tier 3

Tier 3 may also be called intensive intervention. (See Response to Intervention)

Tier 3 Student Problem Solving Form

Document that identifies the student's problem, hypothesis of why the problem is happening, intervention plan, and review and modify of intervention plan. This document is completed as a team during SST meetings.

Translanguaging

The process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages.

Validity

The test measures the desired performance and appropriate inferences can be drawn from the results. The assessment accurately reflects the learning it was designed to measure.

Weighting

A measure of the relative emphasis of each assessment criterion.

WIDA

World-Class Instructional Design and Assessment

Woodcock Johnson, Fourth Edition (WJIV)

A performance-based test commonly used to help to determine a student's eligibility for special education services.

WWW

Week Without Walls

References

[A Lexicon of Learning](#), Association for Supervision and Curriculum Development.
[Centre for Excellence in Enquiry-based Learning](#)
[Florida Center for Reading Research](#)
[The Glossary of Educational Reform](#)
[MTSS/RTI Glossary](#)
[Special Education Dictionary](#)
[Special Education Guide](#)

13.2. CLASSROOM TEACHER JOB DESCRIPTION

Reports to: Divisional Leader and Deputy Director

Works with: Students, Learning Assistants and Support Teachers, colleagues and parents

Professional Responsibilities

- Carry out all professional responsibilities in alignment with the School's Guiding Statements (GS).
- Develop and implement curriculum (standards, assessment and instruction) that is aligned with the approach indicated by the GS.
- Teach a full-time schedule, according to divisional expectations.
- Complete professional responsibilities (attendance, grading, reporting, meetings, communication with parents, conferences, etc.) in a timely manner.
- Maintain confidentiality about all information and documents related to the School's operation, its staff and students. (See Employees Handbook, 3.1)
- Take an active role in behavioral management and pastoral care of class groups.
- Collaborate actively and positively in team/departmental/divisional/schoolwide meetings and initiatives, including
 - curriculum planning and monitoring.
 - instructional strategies.
 - assessment.
 - classroom issues including discipline, expectations and routines.
 - students' social and emotional well-being.
 - planning and implementation of meaningful Community and Service activities.
 - parent and community communication.
- Align instruction and assessments with that of divisional and subject-area colleagues.
- Participate in internal and external professional learning opportunities by giving and/or attending workshops, conferences, courses, etc.

- Supervise during lunch or break on a rotating basis.
- Participate in divisional and whole-school assemblies, activities, meetings or special events.
- Follow school policies as outlined in the Employee Handbook.
- Participate in planned class/divisional activities and field trips.
- Facilitate student-led conferences.
- Sponsor at least one after-school activity during the year.

Professional Attitudes and Dispositions

- Explore and implement best practices from current research to address the needs of diverse learners.
- Design and implement instruction, activities and assessment that are developmentally appropriate for your teaching position.
- Meet the learning needs of non-native speakers of English in the mainstream classroom.
- Hold yourself accountable for student learning by using assessment results and reflection to continually improve teaching practice.
- Be enthusiastic about working with students.
- Model the skills and attitudes of a global citizen including cultural sensitivity, respect and open-mindedness.
- Collaborate constructively with students, colleagues, parents and members of the greater community.
- Work cooperatively with Learning Assistants and Support Teachers (IE/EAL) teachers to promote access to the curriculum for all students.
- Participate in school initiatives and processes by serving on division or school-wide committees.
- Be flexible and have a sense of humor.
- Exhibit professional demeanor through dress, verbal interactions and written communication with others.

- Demonstrate initiative, be proactive and use constructive problem solving.

Qualifications

- Have a bachelor's or preferably a master's degree.
- Have subject area certification.

- Have a minimum of two year's experience, overseas preferred.
- Have experience in developing curriculum, preferably using the UbD model.
- Have proven English proficiency.
- Be literate in the use of a wide variety of technology applications.

13.3. RUBRIC FOR BECOMING AN INQUIRY-BASED TEACHER

Rubric for Becoming an Inquiry Based Teacher

CURRICULUM			
Traditional Approach	Exploring Inquiry	Transitioning to Inquiry	Practicing Inquiry
Student knowledge is solely based on mastery of facts and trial information.	Student knowledge is based on mastery of facts and process skills.	Student knowledge is based on Mastery of facts, process skills, and problem-solving skills.	Student knowledge is based on ability to apply facts and process skills to solve problems and make connections to new situations.
Curriculum is teacher centered and based on prescribed activities with anticipated results.	Curriculum allows for some flexibility for investigations according to the interests of students.	Curriculum allows for flexibility of investigations and units of study according to the interests of students.	Curriculum is student centered and provides flexibility for students to design and carry out their own investigations.
Curriculum is bases on subject specific textbooks.	Curriculum uses multiple textbooks and resources.	Curriculum uses multiple textbooks, internet and other software resources.	Curriculum uses texts (written, visual, spoken), the internet, software, people, places, events, and the world.
LESSON PRESENTATION			
Traditional Approach	Exploring Inquiry	Transitioning to Inquiry	Practicing Inquiry
Teacher is center of lesson.	Teacher is center of lesson and sometimes acts as a facilitator.	Teacher is center of lesson and frequently acts as facilitator.	Teacher consistently acts as effective facilitator and coach.
Teacher frequently lectures and uses demonstrations and activities to verify information.	Teacher usually lectures and does demonstrations and activities to explain information.	Teacher occasionally lectures and uses demonstrations and activities to reinforce concepts.	Teacher occasionally lectures and uses investigations so students can demonstrate understanding.
Teachers use only demonstrations and structured activities.	Teacher uses demonstration and attempts open-ended activities.	Teacher uses demonstrations and open-ended activities and occasionally attempts teacher-initiated and student initiated inquiries.	Teacher uses an inquiry process approach and consistently provides teacher-initiated and student-initiated inquiries.

Teacher plans only whole-class instruction.	Teacher plans whole-class instruction but occasionally uses small group instruction.	Teacher plans whole-class instruction and regularly uses cooperative learning groups.	Teacher effectively plans for whole group instruction as needed and frequently uses cooperative learning groups.
Teacher has difficulty with unexpected results.	Teacher begins to accept unexpected results.	Teacher easily accepts unexpected results.	Teacher accepts and anticipates unexpected results.

COMMUNICATION

Traditional Approach	Exploring Inquiry	Transitioning to Inquiry	Practicing Inquiry
Teacher rarely allows student to share information with each other through small-groups discussions and dialogue.	Teacher occasionally allows students to share information with each other through small group discussions and dialogue.	Teacher frequently expects students to share information with each other through small group discussions and dialogue.	Teacher consistently expects students to share information with each other through small group discussions and dialogue.
Teacher speaks mainly from the front of the room.	Teacher usually speaks from the front of the room and occasionally moves about.	Teacher frequently moves about the room speaking from different areas.	Teacher effectively moves about the room, speaking from different areas to monitor and enhance learning.
Teacher communicates by standing above or over students.	Teacher occasionally communicates to students by kneeling by or sitting on a student seat to make eye level contact.	Teacher frequently communicates to students by kneeling by or sitting on a student seat to make eye level.	Teacher consistently communicates to students by kneeling by or sitting on a student seat to make eye level contact.
Teacher provides little positive reinforcement.	Teacher provides occasional positive reinforcement.	Teacher provides frequent positive reinforcement.	Teacher provides frequent and equitable positive reinforcement.
Communication is mostly from teacher to student and rarely from student to student.	Communication is usually from teacher to student by occasionally from student to student.	Communication is occasionally from teacher to student but frequently from student to student.	Communication effectively varies from teacher to student and from student to student according to the situation.

ENGAGEMENT OF STUDENTS

Traditional Approach	Exploring Inquiry	Transitioning to Inquiry	Practicing Inquiry
Teacher engages students through oral questioning and discussion.	Teacher engages students through oral discussion and open-ended questions.	Teacher engages students through open-ended discussions and investigations.	Teacher engages students through open-ended discussions, investigations, and reflections.

Students are mostly passive but teacher uses some hands-on activities.	Students are occasionally active; teacher uses hands-on activities but attempts some open-ended investigations.	Students are mostly active; teacher uses hands-on activities but attempts open-ended investigations and encourages student-directed explorations.	Students are consistently active; teacher use hands-on and minds-on activities that encourage open-ended, student initiated investigations and explorations.
Teacher rarely solicits information from the students.	Teacher occasionally solicits information from the students.	Teacher frequently solicits information from the students.	Teacher frequently and effectively solicits information from the students.

CLASSROOM ORGANIZATION

Traditional Approach	Exploring Inquiry	Transitioning to Inquiry	Practicing Inquiry
Student desks are arranged in rows with seating assigned by the teacher; focus is toward the front of the room; teacher desk in front center of class.	Student desks are usually arranged in rows or in groups assigned by the teacher for occasional group work; teacher desk is to the side of the classroom.	Student desks are arranged in groups assigned by teacher and students for cooperative learning groups; teacher desk at side or in back of classroom.	Teacher and students share decisions around room and seating arrangements to maximize student interactions, work, and discussions.
Supplies and materials are sequestered; teacher permission is needed for students to access and use items.	Some supplies and materials are readily available for students to access on own; teacher permission is needed for students to access and use certain items.	Many supplies and materials are readily available for students to access and use on own; teacher permission is needed for students to access certain items.	Most supplies and materials are readily available for student to access and use on their own; teacher permissions is needed for certain students to access and use certain items.
Classroom does not contain centers or areas for students to work independently; room arrangement remains he same for the entire school year.	Classroom occasionally contains centers; room arrangement changes occasionally.	Classroom regularly contains centers and areas for independent work; room arrangement changes occasionally.	Classroom contains centers and areas for student to work or read independently; room arrangement change regularly.
Walls are mostly bare with a few commercially made posters displayed.	Posters and some student work displayed on walls.	Some posters, but mostly student work displayed on walls.	Walls are filled with work representing all students in the class.

QUESTIONING SKILLS

Traditional Approach	Exploring Inquiry	Transitioning to Inquiry	Practicing Inquiry
Teacher asks mostly low-level, recall, and knowledge questions.	Teacher asks recall and comprehension level questions, attempts application and evaluation level questions.	Teacher poses higher-level and open-ended questions.	Teacher uses all levels of questioning and adjusts level to individual students.

Teacher uses questions to impart knowledge and solicit a desired response from students.	Teacher uses questioning skills to initiate discussion.	Teacher uses questioning skills to assess prior knowledge and initiate interactions between teacher and students and students and students.	Teacher uses questioning skills to assess prior knowledge, facilitate discussions and construct knowledge.
Teacher leads students to answer questions correctly and provides correct answer.	Teacher leads student to answer questions correctly, attempts prompting strategies.	Teacher frequently uses probing, prompting and redirectioning techniques.	Teacher consistently uses probing, prompting and redirectioning techniques.
Teacher rarely asks open-ended questions.	Teacher sometimes attempts to pose open-ended questions.	Teacher frequently poses open-ended questions.	Teacher consistently poses open-ended questions.
Teacher does not use wait time strategies.	Teacher occasionally uses wait time strategies.	Teacher frequently uses wait time strategies.	Teacher consistently and effectively uses wait time strategies.
Teacher provides answers when students cannot answer questions.	Teacher attempts rephrasing techniques when students cannot answer questions.	Teacher frequently uses prompts and rephrasing techniques when students cannot answer questions.	Teacher consistently and effectively uses prompts and rephrasing techniques when students cannot answer questions.

ASSESSMENT PROCEDURES

Traditional Approach	Exploring Inquiry	Transitioning to Inquiry	Practicing Inquiry
Teacher frequently uses worksheets to assess learning; students record learning on teacher designed sheets.	Teacher reduces the use of worksheets to assess learning; teacher attempts having students record on student designed sheets.	Teacher seldom uses worksheets to assess learning; students record on student designed sheets and/or journal with some success.	Teacher seldom uses worksheets to assess learning; students record on student designed sheets and/or journal with complete success.
Teacher mostly uses objective- type testing.	Teacher uses objective testing and attempts to implement authentic assessment.	Teacher varies assessments to include objective testing, portfolios, rubrics, and other authentic assessments.	Teacher consistently and effectively varies assessments to include objective testing, portfolios, rubrics, and other authentic assessments.
Teacher assesses students based on content information only.	Teacher assesses students based on content and skills.	Teacher assesses students based on content, skills and problem-solving skills.	Teacher assesses students based on concepts, knowledge, attitudes, transdisciplinary skills and action taken because of new learning.
Teacher works as an individual.	Teacher works with another teacher to share inquiry strategies and activities.	Teacher works in collaboration with others to develop and share inquiry strategies.	Teacher works in collaboration with others in study group sessions to share units, articles and success stories.



13.4. AISV TEACHER SELF-APPRAISAL FORM

Teachers will self-evaluate at the beginning of each school year. Please rate yourself on a scale

of 1-5 where 1 is ineffective and 5 is highly effective. Use the results of your self-appraisal to write your personal goal.

Teacher Self-Appraisal

CURRICULUM AND PEDAGOGY		
Ineffective		Highly Effective
Alignment		
Instructional materials and tasks do not align with the purpose of the unit and lesson. Units and lessons do not align with grade-level standards.	1 2 3 4 5	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' academic levels. Teacher varies the materials used to include text, the Internet, software applications, people, places, events, and the world.
Content-Specific Teaching Approaches		
Teacher rarely uses discipline specific teaching approaches and strategies that develop students' conceptual and/or procedural understanding and discipline specific practices/habits of thinking	1 2 3 4 5	Teacher uses research based teaching approaches and strategies that develop students' conceptual and/or procedural understanding and content specific practices/habits of thinking on a daily basis.
Differentiated Instruction		
Teacher does not use strategies that differentiate for individual learning strengths and needs	1 2 3 4 5	Teachers uses multiple strategies – such as time, space, structure and material – to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies. Teacher uses whole/small/cooperative groups, partner and individual instructional groupings.

Use of Scaffolds

Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills. If teacher uses scaffolds, he or she does not release responsibility to students	1 2 3 4 5	Teacher provides scaffolds that are clearly related to the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to the students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.
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International Mindedness

Teacher provides little or no commitment to developing global citizenship and international mindedness through the curriculum.	1 2 3 4 5	Teacher plans for and provides frequent opportunities for students to develop global citizenship and international mindedness. Curricula develops social and intellectual skills to navigate effectively across cultures.
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Learning Target Connected to Standards

Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	1 2 3 4 5	Lessons are based on grade level standards. The daily learning targets align to the standard and students can rephrase the learning target in their own words. Students know why the learning targets are important.
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Lessons connected to previous and future lessons, broader purpose and transferable skill

Lessons are rarely linked to previous and future lessons.	1 2 3 4 5	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lesson builds on each other in a logical progression.
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Communication of Learning Standards and Success Criteria

Teacher rarely states or communicates with students about the learning target or success criteria.	1 2 3 4 5	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the of the learning target(s) throughout instruction. Success criteria are present and align to learning targets. Students use the success criteria to communicate what they are learning.
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ASSESSMENT

Ineffective

Highly Effective

Standards/Learning Objectives

Assessment tools do not align with standards. Teacher does not assess all learning standards for the course. Teacher does not evaluate academic achievement by performance against the standard, without adding other criteria (such as behavior, late work, etc.)	1 2 3 4 5	Assessment tools align with standards. Teacher assess all learning standards for the course. Evaluate academic achievement only by performance against the standard, without adding other criteria (such as behavior, late work, etc.)
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Types of Assessment

Teacher does not include diagnostic, formative and summative assessments for each unit and uses a variety of assessment methods/formats. Criteria used to evaluate work is not documented and transparent; i.e., rubric.	1 2 3 4 5	Teacher includes diagnostic, formative and summative assessments for each unit and uses a variety of assessment methods/formats. Criteria used to evaluate work is documented and transparent; i.e., rubric.
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Use of Assessment

Teacher does not provide specific, timely feedback and uses the results to inform teaching. Teacher does not provide opportunities for students to reflect on, assess and set goals for their own learning.

1 2 3 4 5

Teacher provides specific, timely feedback and uses the results to inform teaching. Teacher provides opportunities for students to reflect on, assess and set goals for their own learning.

Collection Systems for Assessment Data

Teacher does not have an observable system and routines for recording assessment data. Teacher does not use the system to inform instructional practice and report on student's progress.

1 2 3 4 5

Teacher has an observable system and routines for recording assessment data. Teacher uses the system to inform instructional practice and report on student's progress.

STUDENT ENGAGEMENT

Ineffective

Highly Effective

Questioning

Teacher does not ask questions to probe and deepen student understanding or uncover misconceptions.

1 2 3 4 5

Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe deeper understanding.

Ownership of Learning

Teacher rarely provides opportunities and strategies for students to take ownership of their learning.

1 2 3 4 5

Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.

Capitalizing on Student Strengths

Teacher has little knowledge of how students' strengths (academic, background, life experiences and culture/language) and applies this knowledge in a variety of ways.

1 2 3 4 5

Teacher capitalizes on students' strengths (academic, background, life experiences and culture/language) and applies this knowledge in a variety of ways connected to the unit goals.

Opportunity and Support for Participation

Teacher does not use engagement strategies and structures that facilitate participation and meaning making by students. Few students have the opportunity to engage in discipline-specific meaning making.

1 2 3 4 5

Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student-led.

Student Talk

Talk is dominated by the teacher and/or student talk is unrelated to the discipline.

1 2 3 4 5

Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others. Teacher consistently acts as effective facilitator or coach.

CLASSROOM ENVIRONMENT AND CULTURE

Ineffective		Highly Effective
Classroom Arrangement and Resources		
Physical environment of the classroom is unsafe or resources are not accessible to all students to support their learning during the lesson.	1 2 3 4 5	The physical and psychological environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the classroom supports and scaffolds student learning and the purpose of the lesson. Students use the resources and the arrangement of the room for learning.
Learning Routines		
Learning routines for discussion and collaborative work are absent.	1 2 3 4 5	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.
Use of Learning Time		
Instructional time is frequently disrupted.	1 2 3 4 5	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.
Rapport		
Teacher and students do not demonstrate positive teacher-student and student-student relationships that foster student well-being and develop their identity as learners. Teachers do not promote authentic interactions so that all are valued for their contributions.	1 2 3 4 5	Teacher and students demonstrate positive teacher-student and student-student relationships that foster student well-being and develop their identity as learners. Teachers promote authentic interactions so that all are valued for their contributions.
Classroom Norms		
Classroom norms are not evident and/or do not address risk-taking, collaboration, respect for divergent thinking or student cultures.	1 2 3 4 5	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures, honesty and fairness. Students self-monitor or remind one another of the norms.

PROFESSIONAL COLLABORATION AND COMMUNICATION

Ineffective		Highly Effective
Collaboration with Peers and Administrators to Improve Student Learning		
Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.	1 2 3 4 5	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice or student and teacher learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and development. Teacher occasionally facilitates group discussions, forges consensus and negotiates outcomes.
Communication and Collaboration with Parents and Guardians		
Teacher rarely communicates in any manner with parents and guardians about student progress.	1 2 3 4 5	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher and student communicate accurately and positively about student successes and challenges.
Communication with the School Community about Student Success		
Teacher maintains student records. Teacher rarely communicates student progress information to relevant individuals within the school community.	1 2 3 4 5	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.
Support of School Curricula, Policies and Initiatives		
Teacher is unaware of or does not support school initiatives. Teacher violates a school policy or rarely follows district curricula.	1 2 3 4 5	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing the school's initiatives, mission, vision and values. Teacher follows school policies and implements school curricula. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.
Ethics and Advocacy		
Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	1 2 3 4 5	Teacher's professional role toward adults and students is friendly, ethical, and professional and supports all students. Teacher advocates for fair and equitable practices for all students. Teacher challenges adults attitudes and practices that may be harmful or demeaning to students.

Adapted from: Center for Educational Leadership and Inquire Within, D. Llewellyn

13.5. AISV TEACHER GOAL SETTING FORM

S	Specific and strategic: The goal is straightforward and clearly written. Consider who, what, when, where, why and how in developing the goal.
↓	
M	Measurable: The success toward meeting the goal can be measured. Include a numeric or descriptive measurement.
↓	
A	Attainable: The goal is realistic. Consider the needed resources (time, money, etc.) and make sure goal can be reasonably achieved.
↓	
R	Relevant and results-oriented: The goal is linked to school/divisional/departmental goals/mission. Describe what will be different as a
↓	
T	Time-bound: Goals have a clearly defined time-frame. Include a target or deadline date.

1. Each teacher will set three goals to accomplish within the school year.

2. All teachers should complete the teacher self-appraisal.

3. The teacher's goals should be derived from the results of the self-appraisal and related to school-wide goals:

Wellbeing

- We foster social, emotional, and physical well-being for all members of our community.

Active Learning

- We personalize learning to develop a community of responsible and creative inquirers.

Identity and Citizenship

- We understand and value diversity and strive to positively impact the world around us.

SMART Goal Planning Form

Teacher	
Grade Level/Courses	
Date	
Goal 1: Active Learning	
Specific and strategic	
Measureable	
Relevant and results-oriented	
Time-bound	
Goal 2: Wellbeing	
Specific and strategic	
Measureable	
Attainable	
Relevant and results-oriented	
Time-bound	
Goal 3: Identity and Citizenship	
Specific and strategic	
Measureable	
Attainable	
Relevant and results-oriented	
Time-bound	

13.6. AISV WALK THROUGH TEMPLATE

“AISV’s mission is to inspire, empower, and motivate all learners, including teachers. As advocates of inquiry-driven learning, we believe educators should be self-directed in their professional growth and development. This self-

direction ensures that learning is differentiated and meaningful. We value an innovative culture where learners are supported and guided by reflective feedback.”

AISV Teacher Growth & Appraisal Policy

Teacher Name	Supervisor Name	Class Observed	Date & Times

****Please note that all domains might not be observed during the Walk Through.**

DOMAINS	LOOK FORS	SUPERVISOR’S COMMENTS
Classroom Environment and Culture	<ul style="list-style-type: none"> ● Physical Space: seating permits space for writing, conferencing, mini-lessons, sharing. ● Resources are readily available to students (word walls, etc.). ● Examples of student work are modeled and discussed. Project work includes photos and a description of the process from beginning to end. ● Positive teacher-student and student-student rapport are evident. ● Learning routines are evident. ● Classroom norms are evident. 	
Pedagogy and Teaching Strategies	<ul style="list-style-type: none"> ● The teacher demonstrates strong pedagogical skills, balancing direct instruction with modeling, facilitating, and/or coaching students as appropriate. ● Students are asked to clarify, reflect, and extend their thinking and their responses. ● Who is doing most of the talking? Students engage in more than just passive listening. ● Through proximity, interaction, and presence, students are on task, included, and engaged. ● Students are actively engaged in learning. ● Multiple strategies are used to differentiate for individual learning strengths and needs. 	

DOMAINS	LOOK FORS	SUPERVISOR'S COMMENTS
Student Engagement and Ownership	<ul style="list-style-type: none"> ● Students meet guests to explain what's happening at that moment, including learning outcomes. ● Tasks require students to show their "know-how" / "what for" / "why" on something important and challenging, not just their knowledge. Students are able to explain what they are learning ● Students collaborate to define the task, the process, and/or the solution; collaboration extends beyond the classroom. ● The teacher is a facilitator of student-to-student talk. ● Students are given options to solve a teacher-directed problem with possible collaboration. ● The teacher capitalizes on the student's strengths. 	
Curriculum and Assessment (Authentic Connections)	<ul style="list-style-type: none"> ● The learning experience provides real-world relevance and opportunity for students to apply their learning to a real-world situation (authentic connections). ● Lessons are standards-based and inquiry-driven. Students are aware of the standards and the success criteria. ● The learning experience is directly relevant to students and involves creating a product that has a purpose beyond the classroom that directly impacts the student ● Opportunities for global citizenship & international mindedness. ● Assessment to inform instruction and to give targeted feedback. 	
Student Reflection and Feedback	<ul style="list-style-type: none"> ● Do you have opportunities for reflection or goal-setting in this class? ● How often do you discuss your reflections or progress toward goals with your teacher? ● How do you keep track of what you've done? ● Do you have opportunities to choose the activity you want to work on? ● Can you tell me why you are completing this specific content or utilizing this platform? ● How does your work with this content help you with what you do in the rest of the class? ● Do all students in this class receive the same assignments and activities? ● Do you have multiple opportunities to demonstrate mastery through varied, relevant, rigorous activities? ● How does your teacher give you feedback on your work? How often? 	

13.7. AISV END OF YEAR REFLECTION FORM

Teacher's name:		
Grade level/courses:		
Date:		
Goals		
Goal (Write your goal for each area)	Progress Rating 1 (not met) – 5 (accomplished) + explanation	Evidence
Reflection What went well for you this year? What would you like to improve?		
Planning for the future How will you build on these goals for next year?		
Resources What support/resources will you need?		

13.8. 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 Leader. 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

13.9. CRITERIA FOR CONSIDERATION OF GRADE ADVANCEMENT

Within the student's grade level, differentiation of resources and instructional strategies 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.

13.10. LOWER SCHOOL DIGITAL CITIZENSHIP AGREEMENT

AISV Digital Citizenship Agreement

Lower School

<p>Be Responsible</p>	<p>I will use technology at AISV for learning activities only.</p> <ol style="list-style-type: none"> 1. I will only use the learning websites, search engines and databases provided by my teachers and parents. 2. I will treat all technology equipment with care: <ol style="list-style-type: none"> a. I will carry the device securely with two hands. b. I will avoid having food and water bottles next to the devices. c. I will only use laptops and iPads on a flat and stable surface 3. I will use online tools approved for under-13 users with teacher and parental knowledge. 4. Academic Honesty: I will respect the copyright laws by citing the source of the content I use in my work/projects. This means I will share information about who and where I got my information. I will avoid plagiarism by creating and sharing my own work and ideas, as well as by citing others' work and ideas.
<p>Be Safe</p>	<ol style="list-style-type: none"> 1. I will keep my password private (even from my best friends) and I will respect other people's passwords. I understand that I will be required to share my password with my teachers. 2. I will not share personal information about myself or anyone else. This includes names, addresses, phone numbers, photos, family information, etc. 3. I will tell my teachers and parents if I feel uncomfortable with the information I find on a website, email or document. I will tell my teachers and parents if I feel uncomfortable with the information I find on a website, email or document. 4. I will always log off accounts and the computer after every use.
<p>Be Respectful</p>	<ol style="list-style-type: none"> 1. I will use kind and appropriate language to/with all community members when using technology for communication and learning activities inside or outside of school. 2. I will ONLY record or photograph people and post images with their permission. 3. I will only login as myself and will never pretend to be another person. I will never open, modify or delete other people's work. 4. I understand that my work on the computer or iPad is not private and that my activities at school may be monitored and recorded.

I understand that if I don't follow any part of this agreement, my technology privileges will be restricted or removed and I may face further consequences.

Lower School Digital Citizenship Agreement for Students (please return to your teacher)

Student Name

Grade Date

Student: I understand the Digital Citizenship Agreement and promise to follow it.

Parent: I have discussed these agreements with my child, he/her agrees to follow them and I will help him/her do so.

.....
Student Signature

.....
Parent Signature

13.11. MIDDLE/HIGH SCHOOL DIGITAL CITIZENSHIP AGREEMENT

AISV Upper School Digital Citizenship Agreement

Technology at the American International School of Vilnius is an integral part of the school's mission, vision, and core values. The Digital Citizenship Agreement (DCA) applies to all technology devices student use on school grounds either school-owned or personal devices. This includes, but is not limited to: laptops, desktops, tablets, mobile phones, etc.

The use of digital devices and access to the school's infrastructure is considered a privilege and requires responsible use. The following guidelines are meant to help students be responsible users of technology in their lives. Breach of the DCA will result in disciplinary action by the school, as outlined in the AISV Community Handbook and potential legal action.

Technology Maintenance

Technology devices require respect and proper care to ensure they function appropriately when needed. Students are responsible for maintaining their devices and protecting them from damage.

1. Externally

- Safeguard technology with a protective case, sleeve and/or carrying bag
- Charge devices completely prior to arriving at school
- Avoid close proximity to food and beverage when using a device
- Label devices permanently with your full name

2. Internally

- Install all required software prior to arriving at school
- Run antivirus scans and repairs regularly
- Maintain an organized system for storing and locating files
- Backup device hard drive regularly through online or external storage

- Access school bandwidth for only school work and communication
- Protect passwords: never share them except with parents, use a variety of characters, change them regularly

3. Damage

- Repairs and replacements are a key responsibility as the owner of a device
- Students without a device due to damage will arrange for a loaner Chromebook from the library

Digital Citizenship

Just as AISV expects students to represent the school well in communities throughout Vilnius, students are expected to use digital devices ethically and represent AISV well in all online communities.

1. Software

- Legal licensing and registration is required for all software used on digital devices for school work and communication
- Understand that bit torrents for illegal "free" movies or software come with the cost of malicious viruses and malware that are harmful to your device and data, therefore are strictly forbidden at AISV

2. Digital Etiquette

- Maintain a professional digital footprint that represents you well as a learner
- Communication online should only be something you could say in person
- Awareness that the information posted on the internet is permanent
- Cyber-bullying and inappropriate communication is prohibited

3. Internet

- a. Use of online content (images, sites, videos, etc) will be suitably cited
- b. AISV provides filters to protect from access to inappropriate information. If a user accidentally accesses inappropriate content, it is the user's responsibility to immediately report this incident to their teacher
- c. Access to the internet is solely for educational uses related to classroom expectations
- d. Responsible use of the Internet includes:
 - Research
 - Communication
 - Web-based Learning Applications
 - Responsible Social Networking
 - Educational Learning Networks
 - Publishing content online
- e. Responsible use of the Internet if permitted by the teacher:
 - Listening to music
 - Watching School Appropriate Videos
 - Educational use of online games
 - Downloading media from the internet

f. Unacceptable Use:

- Violent first-person shooter (FPS) games at any time
- Taking or editing pictures and video of other people without permission
- Uploading photos/videos of other people without permission
- Gaming without permission
- Access to inappropriate content (e.g. pornographic material, vulgarity, gambling, militant/extremist material, hate speech, etc.) is unacceptable and cannot be stored, shared, or displayed on student devices.
- Malicious attempts to harm or destroy equipment or the data of other users on the school network is prohibited
- Accessing other user accounts is strictly forbidden

4. Communication Tools

- Classroom policies regarding the use of technology will be specific to the teacher's needs and philosophy
- Student use of the school's network and internet access is not considered confidential and is monitored by the IT staff to ensure appropriate use.

Student Grade

Advisory Teacher

Student Signature Date

Parent Signature Date

13.12. MIDDLE SCHOOL RE-TAKE POLICY

In the Middle School, we promote a growth-mindset so that students are “more likely to embrace challenges, persist in the face of failure, see effort as the path to mastery, learn from setbacks and criticism, and find lessons and inspiration in the successes of others” (Marshall 2018). Students can only learn from their mistakes if we teach them the skill to understand what they did wrong. This Re-Take Policy will allow students to improve their grades and, more importantly, help them to understand their errors to gain a deeper understanding of the content.

This Re-Take Policy is available to all Middle School students, no matter the grade on their assessment (even students who earned a 7). Students may have multiple opportunities to demonstrate their learning on an assessment as long as it is completed within the trimester time frame. Our goal is to have everyone succeed!

The guidelines for the Re-Take Policy are:

- It is the student's responsibility to entirely complete the 'Re-Take Contract' and initiate a conversation with the teacher within one class period after the assessment is given back.
- A 'Re-Learn' session may be required by the teacher in order for the student to review the areas in which the student needs to improve.

The 'Re-Learn' session will be completed outside of class without any interruption to regular classroom instruction and activities.

- The Re-Take will assess the knowledge or skills that were incorrect/not yet learned. The Re-Take may be in a different format (i.e. oral response).
- The date of the Re-Take is decided by the teacher and student. If a student misses the Re-Take, then parents will be notified.
- The original and Re-Take assessments will be analyzed for evidence of the student's growth and the teacher will replace the lower grade with the higher grade.
- Students who have a first offense of academic dishonesty must complete a Re-Take of the assessment.
- Re-Takes are not to be used as a regular practice by a student or as a substitute for effort.

Please note that any of these guidelines may be adjusted at the judgment of the Middle School teacher.

References:

Marshall, Kim. "In Praise of Assessment (Done Right)." *Phi Delta Kappan*, vol. 99, no. 6, 2018, pp. 54–59., doi:10.1177/0031721718762424.

Updated June 18, 2020

13.13. AISV STUDENT NATIONALITIES 2021-22

