



Student Guide

2023-2024

We are a fully authorized IB World School offering the IB Diploma Program (DP).

We are a candidate school for the Primary Years Program (PYP) and Middle Years Program (MYP), and are pursuing full authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education that we believe is important for our students.

Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.

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Welcome Letter

Dear Students and Families,

Welcome to Split International School!

As we open our doors to another promising year, we want to take a moment to extend our warmest greetings to each of you. We understand that every new year brings with it a mix of excitement and nervousness, and we're here to support you every step of the way.

This handbook is a cornerstone of our shared journey. Think of it less as a list of dos and don'ts and more as a roadmap to help navigate our school's culture, expectations, and daily life. We've put together essential details about schedules, procedures, and the standards we hope to see in both academic and behavioral realms. We believe that by understanding and aligning with these, our school days will run smoother, our learning will be more effective, and our community will be ever more united.

During the first week, we'll explore and review this handbook together with students. We will strive to ensure every student feels confident about what's inside. As parents, we ask you to review this handbook as well, so that you can understand the processes in place to support your children and see our commitment to helping them become active and positive members of our school community.

Here's to an inspiring year of discovery, camaraderie, and growth! We genuinely believe in the potential of each and every student, and hope each and every family will find a home with us in the Split International Community.

Warmly,

Jill Budimir
Elementary School Principal

John Rogosic
High School Principal

Mission and Values

Split International School is a hub of diversity and inclusion, where the pursuit of knowledge meets a commitment to global and community engagement. Our mission is to foster a community of engaged scholars, where students are immersed in a rigorous, supportive, and innovative educational environment. Our core values revolve around equipping and empowering our students with the necessary skills, knowledge, and ethos to make meaningful contributions to the global community. We believe in fostering a love for learning, promoting mutual respect and understanding, and encouraging a sense of responsibility and empathy, ensuring that our students emerge as thoughtful and informed global citizens.



SIS Mission Statement

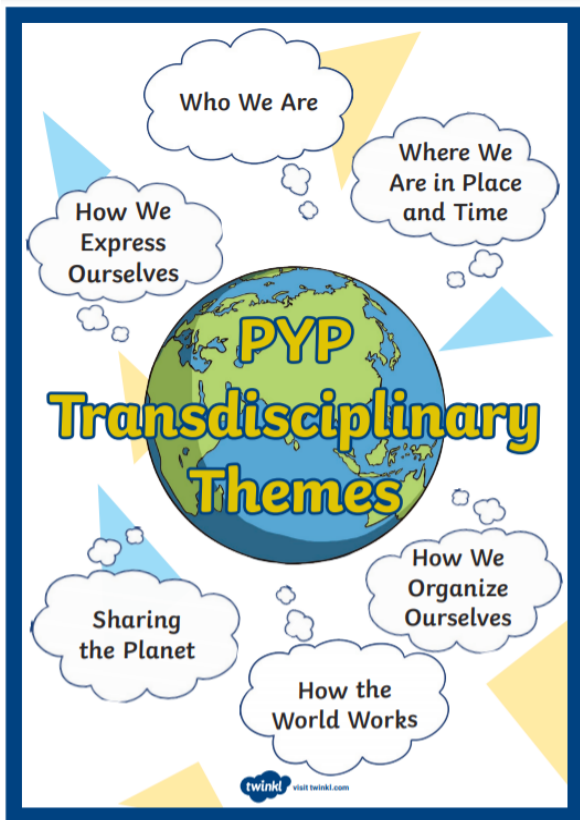
Split International School is a diverse and inclusive community of engaged scholars, with a rigorous, supportive, and innovative educational program that equips and empowers students to contribute to the global community.

School Program Overview

At Split International School, our comprehensive educational journey is structured into three pivotal programs: early elementary, the Middle Years Programme (MYP), and the Diploma Programme (DP), each designed to cater to the unique developmental needs and academic aspirations of our students. The PYP lays the foundational stones for learning, focusing on the development of the whole child. The MYP takes an integrative approach to education, helping students make practical connections between their studies and the real world, while fostering intellectual and personal growth. The DP is a culmination of the IB experience, offering a rigorous and balanced curriculum designed to prepare students for success in higher education and beyond. Each program is infused with our mission and values, ensuring a coherent and enriching learning experience that empowers students to contribute to a globally connected community.

PYP Program Overview

The Primary Years Programme (PYP) is the foundational framework for our elementary school's 1st through 4th grade classes, where we place an emphasis on Transdisciplinary Themes. It's designed to address real-world problems and help students make meaningful connections beyond subject boundaries, fostering an understanding of our shared humanity.

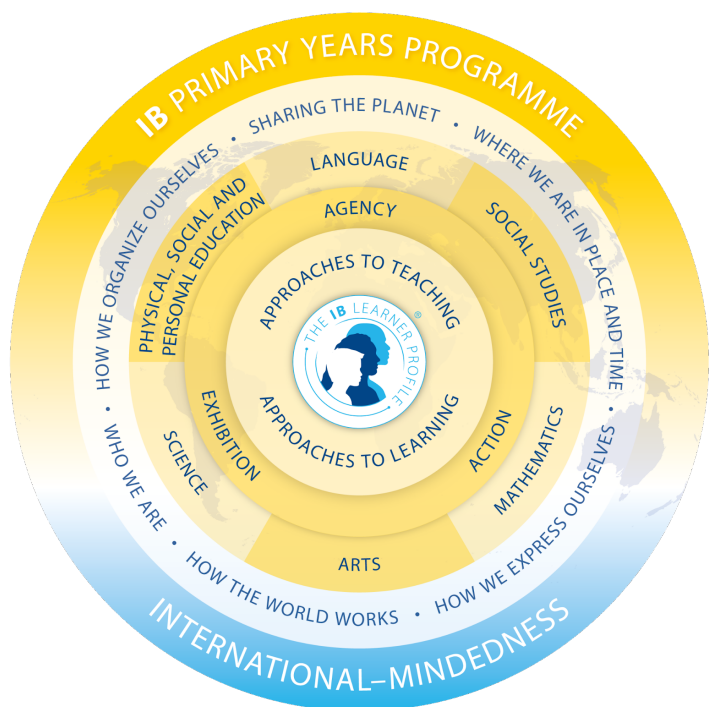


The PYP encourages students to explore one of the transdisciplinary themes during their daily lessons. In these lessons, students work on a variety of skills and concepts ranging from reading or writing, a science standard, to community and social studies concepts. This approach provides coherence, depth, and richness to our educational program. Significant choice is embedded within the program to ensure student engagement in various projects. Inquiry drives the units forward, allowing the class to discover and investigate each new concept, creating a dynamic and interactive learning environment.

Our curriculum covers six core subjects: Language Arts, Social Studies, Science, Math, Arts, and Technology, alongside Personal, Social, and Physical Education. Language Arts and Math are based on the US Common Core benchmark standards, Social Studies and Science are derived from Croatian standards for "Priroda i Društvo". All students learn Croatian as a second language.

PYP students undergo a reading and math assessment in mid-September, known as the MATS screener. This aids in forming differentiated reading groups, allowing students to collaboratively read books at their level. The students receive word lists for spelling and word study, tailored to their levels, along with modified assignments for English Language Learners. Students excelling in math may be considered for placement in advanced math levels.

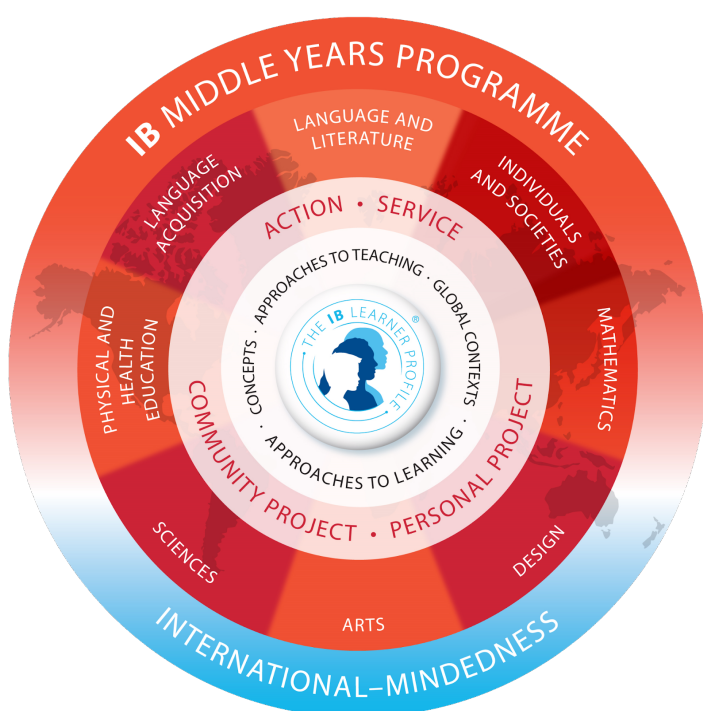
Our framework is underpinned by a flexibility that accommodates a diversity of student needs and learning styles. Differentiated Word Study and reading groups ensure that every student can engage with the material at an appropriate level, empowering them to progress at their own pace.



MYP Program Overview

The Middle Years Programme (MYP) at the Split International School, for grades 5-10, stands as a globally recognized educational framework that seamlessly integrates practical learning and real-world application, catering to students of varied interests and academic capacities. Our MYP curriculum is meticulously designed to foster active, internationally minded learners with a deep sense of empathy and a robust intellectual capacity, preparing them to lead lives filled with purpose and meaning. The programme offers students the flexibility to explore their learning preferences, develop a strong sense of personal identity, and take appropriate risks, encouraging reflection on learning experiences.

The curriculum is broad and balanced, encompassing eight subject groups. Core subjects include Language Acquisition with a focus on Croatian, Language and Literature emphasizing English Literature, Individuals & Societies (including History and Geography), Integrated Sciences, Mathematics, Arts, Physical and Health Education, and Design.



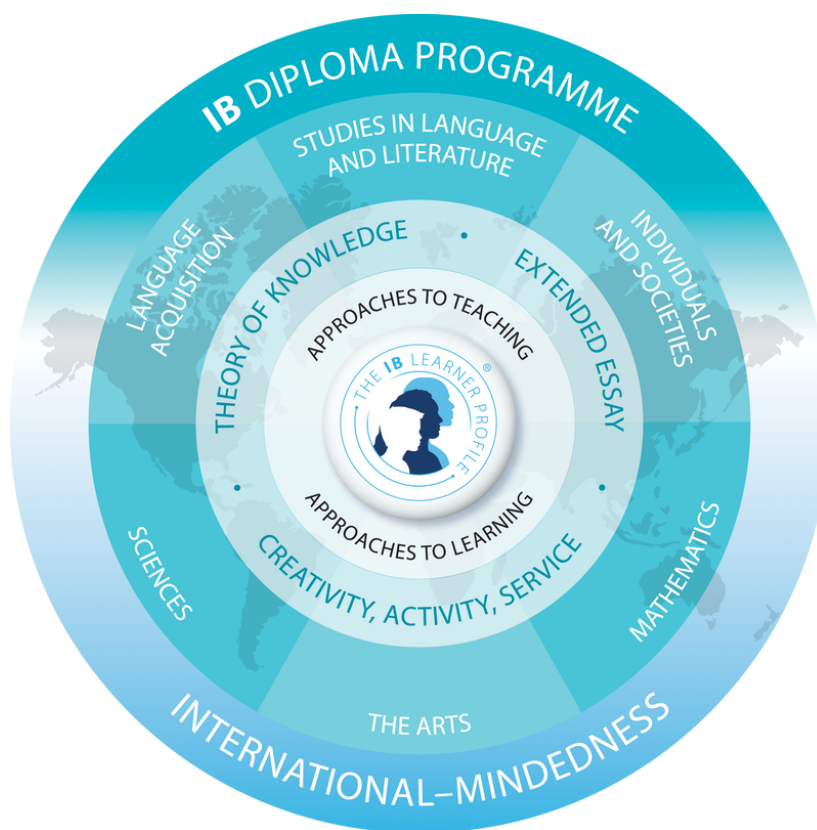
Language Acquisition emphasizes the contextual study of Croatian, with opportunities for native speakers to delve into Croatian literature. Both German and Spanish languages are available to our students in high school, and German language support for native speakers is offered at all levels. Literature courses emphasize the relation between text and moral, social, political, and cultural domains, fostering analytical skills through various interactive teaching methodologies like class discussions and Socratic seminars. The Individuals & Societies / History enables students to understand and interpret complex information from various disciplines traditionally studied under humanities and social sciences, aiming for a holistic understanding of the world in both local and global contexts.

Sciences and Mathematics in the MYP enable students to explore the subjects through the lens of real-world applications and contexts. Our comprehensive visual and performing arts program offers a diverse set of student experiences, including visual arts, digital arts, and performing arts, allowing students to develop creative and analytical skills and understand the arts in context and cultural histories. Physical and Health Education emphasizes active learning through physical activity, focusing on knowledge, skills, and attitudes contributing to a balanced and healthy lifestyle. Design courses focus on both technology and other areas, emphasizing at all times the holistic nature of the design process.

Our MYP experience provides a comprehensive, balanced, and real-world connected curriculum, aiming to cultivate well-rounded, empathetic, and critically thinking individuals, prepared to make meaningful contributions to the world. Students are encouraged to explore diverse subjects, reflect on their identities, and develop essential skills that will aid them in their lifelong learning journey.

DP Program Overview

The International Baccalaureate Diploma Programme (IB DP) is a globally recognized, rigorous two-year educational program for students aged 16-19, designed to develop intellectual, personal, emotional, and social skills to live, learn, and work in a rapidly globalizing world. The curriculum is structured into six subject groups with a core comprising the Extended Essay, Theory of Knowledge (TOK), and Creativity, Activity, Service (CAS). The subjects include Studies in Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, and the Arts. Students are encouraged to engage in both humanities and science subjects, promoting a well-rounded knowledge and understanding.



The DP courses are undertaken over two years, at the end of which students sit a set of external examinations, recognized across many countries globally for university admissions. The assessment methods are multifaceted, focusing on understanding and application of knowledge rather than mere factual recall, enhancing analytical, synthesis, and evaluation skills. For detailed information about the IB DP and its recognition, please refer to the IBO website or connect with our school counselor.

Our university advising process initiates in the second semester of 8th grade and continuously supports students throughout high school and into their course selections for the IB DP program. The advising endeavors to aid students in aligning their course selections and academic journey with their future aspirations and university requirements. For an in-depth understanding of our advising process, please refer to the advising section of this guide.

The IB DP at our school is a comprehensive and integrated program designed to develop multifaceted individuals ready to excel in future endeavors. Its balanced approach ensures students are aptly prepared to navigate and contribute to our intricate, interconnected world, enabling them to attain global recognition in university admissions.

Interactive and Experiential Learning

At the Split International School, our students engage in contextually-based Interactive and Experiential learning in all of our classes and subject areas.

Interactive learning strategies engage learners by encouraging their active participation and engagement in the classroom or learning environment. This engagement manifests itself through group discussion, classroom seminars, exploration of case studies, and other categories characterized by active mental stimulation and verbal or written expression.

Experiential learning techniques engage learners physically, mentally and emotionally in a multisensory experience. A common component of project-based learning, experiential techniques are by their nature interactive, but include additional sensory components. Physical construction, modeling and simulation, friendly classroom competitions, acting and role playing and physical movement all fall under the experiential learning umbrella, which is characterized by both emotional stimulation and physical expression.



Academic Assessment

At Split International School (SIS), we perceive assessment as a vital tool to guide our students through their developmental journey. Our assessment approach is centered around an inclusive and diverse learning environment, ensuring every student is understood and supported.

Philosophy and Purpose of Assessment at SIS

- Encourages optimal effort and supports educational journeys.
- Provides clear, immediate feedback guiding students to improvement.
- Uses diverse methods including authentic assessments to address different learning backgrounds and needs.
- Informs instruction, emphasizing collaboration, presentation, and approaches to learning.

Types of Assessment

- Diagnostic Assessment:
Informs about students' current levels, helping in placements and identifying needed support.
- Formative Assessment:
Occurs regularly, offering immediate insights and opportunities for improvement through varied activities.
- Summative Assessment:
Measures students' accomplishments through extensive exams or projects.

Individualized Education

SIS prioritizes individualized education, working closely with students and families, providing differentiated learning, and offering accommodations as necessary, all aimed at student success.

Grading Overview

Elementary School (1st - 4th Grade): Follows the Croatian 1-5 scale, emphasizing formative activities and providing detailed mid-year reports.

Middle School/Early High School (5th - 10th Grade): Implements an independent 1-7 grading scale, with grades assigned based on criteria and formative and summative assessments.

Upper High School (11th - 12th Grade): Adopts the IB 1-7 grading scale, with final grades recorded in the Croatian registry on a 1-5 scale. For the IB DP, students must fulfill additional requirements such as the Extended Essay, Internal Assessments (IAs), Group 4 Project, and CAS requirements. Diploma points are awarded for TOK and EE based on a set matrix, with a maximum of 45 points available. Students must meet specific conditions to be awarded the IB Diploma.

Grade Conversion and Additional Details

Grades are converted between international and Croatian scales as approved by the Croatian Ministry of Science and Education, and IB examinations are recognized by the Croatian government. For a detailed explanation and extensive understanding of our assessment policy, grading scales, and individualized education plans, please refer to the school's full assessment policy available for review.

Assessment Retake Policy

Our primary goal is to foster a rich learning environment that encourages student development and understanding. Consequently, we offer a retake policy to facilitate enhanced learning opportunities and comprehension for our students.

- **At the teacher's discretion**, students may be allowed the opportunity to revise or repeat a particular assignment if the teacher feels that it will have a substantial learning benefit.
- Students who receive a grade of C-level or below may be allowed to participate **if the teacher decides** to allow a revision/retake or correction opportunity for that assignment.
- A student engaging with a re-take or revision may not earn full credit for the assignment. The maximum grades which students may improve their score are in the table below.

IB Grade	Original Grade (HR/US)	Maximum Revised Grade
6 or 7	5 or ~A	No retakes given.
5	4 or ~B	No retakes given.
4	3 or ~C	B
3	2 or ~D	C+
2 or 1	1 or ~F	C-

Homework Guidance

The Split International School understands the balance between academic growth and development, and the need for a balance between academics, extracurricular activities, and personal and family life. Homework is designed to complement and enhance classroom learning, by allowing students the opportunity to practice practical skills, prepare for class discussions, and teach them about organization and time management.

Target Average Homework Load

- PYP Students (1st - 4th) - Approximately 30-60 minutes per evening
- MYP Students (5th - 8th) - Approximately 60-90 minutes per evening
- MYP / DP Students (9th-12th grade) - Approximately 90-120 minutes per evening

Time Management and Planning

Not every student will take the same amount of time to complete their HW. Should your student regularly take more than the target homework time, please reach out to their teachers to discuss ways in which we can work together to support them. Occasionally students will have larger assignments. Students are encouraged not to leave these until the last minute, but instead to use them as an opportunity to develop planning and time management skills.

Late Homework

Students need structure to develop and grow. Homework provides an opportunity for this structure, and the development of time management skills and personal responsibility. Students will be given a reasonable opportunity to submit late homework assignments, which will be accepted by their teachers with an appropriate point deduction, at the discretion of individual teachers, for specific subject areas and assignments. Generally speaking, a 25% deduction is applied for each day that an assignment is turned in late. Students with approved absences are granted extensions equivalent to the number of days absent, at the discretion of the teachers / school administration.

School Calendar and Holidays

2023-2024 School Calendar

Split International School
 Kninska Ulica 9, 21204 Dugopolje, Croatia
 +385 91 618 2877
 www.splitinternational.org



July 2023						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2023						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2023						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2023						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2023						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2023						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sep 1	Family Orientation Day
Sep 4	First Day of School for Students
Oct 18	Fall Student Conferences - No Classes
Oct 30 - Nov 3	Fall Break - School Closed
Nov 1	All Saints Day
Nov 18	Remembrance Day
Dec 22 - Jan 8	Winter Holidays 1 - School Closed
Feb 19- Feb 23	Winter Holidays 2 - School Closed
Apr 1 - Apr 5	Spring Break - School Closed
May 1	Labor Day
May 30	Statehood Day
June 8	Corpus Christi
June 14	Last Day of School for Students
Total of 175 Student Contact Days	

January 2024						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2024						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2024						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2024						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2024						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2024						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

School Closed
 Parent Teacher Conferences/ Orientation
 First & Last Day of School

Transportation Services

Students commute to The Split International School from a variety of locations including Seget, Trogir, Kastela, Podstrana, Stobrec, Solin, and Split. The school provides optional bus and shuttle services, available for an additional, subsidized fee, making daily commuting convenient for students and families. These services cover extensive routes, ensuring a wide reach to accommodate students from various neighborhoods and surrounding areas.

Parents who prefer to commute to school and drop off and pick up their children can do so at the designated Kiss n Ride area. This area is established to ensure the safety and convenience of the students and to streamline the drop-off and pick-up process. We ask that families dropping off their own students arrive between 8:45 and 9:00 am.

Meal Services

Students have the option to enroll in a catered meal plan, where they can select from a varied monthly menu. This service is available monthly, and priced at a cost of 5 euros per day. For those bringing lunch from home, microwaves are available for reheating food.

The lunch schedule is structured, with 1st - 4th Grade having lunch from 11:45 - 12:15, 5th-8th grade from 12:15 - 12:40, and 9th-11th grade from 12:45 - 13:10.

PYP students have assigned seating during lunch at the teachers discretion, and a dedicated recess period later in the afternoon. MYP and DP students have a choice where they sit after they pick-up their lunch from the line or warm up their food. Students may sit inside the cafeteria, at the picnic tables outside, or across the field at the benches near the outside classroom. During the social / club portion of their lunch hour, students have the flexibility to attend clubs or receive academic support at our tutoring center.

Clubs and Activities

To offer a well-rounded student experience, SIS conducts a multitude of clubs as part of the extra-curricular activities. Teachers facilitate these clubs, aligning with their interests and skill sets, varying from academic discussions to sports and the creative arts. These clubs are strategically scheduled either during lunch periods or after school to provide students with diverse and flexible engagement opportunities. Students are encouraged to initiate, organize, and facilitate clubs of their interest with the support of a staff member.

Student Support Services

Language Support

At Split International School (SIS), we recognize the diverse linguistic backgrounds of our students. Language development is pivotal to fostering intellectual growth, celebrating cultural diversity, and preparing students for broader international engagement, aligning with our mission and purpose statement. All our teachers actively contribute to enhancing every student's language proficiency, aiding their holistic development. Continuous assessment through growth tracking tests and teacher observations ensure sustained progression and support adjustment according to the evolving needs of each student.

Students in 1st through 6th grades also participate in a "Language Lab" each week, designed to support them in language learning in focused ESOL groups, help them develop their mother tongue development, work on their Croatian language development for native speakers, or strengthen their English writing skills for native speakers. Students in 7th through 12th grades receive additional language support on an as-needed basis. Please see our school's Language Policy for more details.

English Language Learner (ESOL) Support

Students who are identified during the student screening process, or by teachers during the course of their lessons, may be eligible for additional language support. Each student receives an individualized student support plan, tailor-made to aid their unique learning paths. This support may include modified assignments, access to translators, additional English language assignments or courses, ESOL assistance during class, or pull-out ESL sessions in small groups.

Mother Tongue Language Support

SIS takes pride in its inclusive and multilingual environment, fostering connections between students' cultural and linguistic heritage. Beyond English and Croatian, students are encouraged to explore and nourish their native tongues. We offer German mother tongue support and are continually exploring avenues to introduce more on-campus language support based on our community's needs. The partnership with local non-profits like Bravo and CVIT facilitates mother tongue support to our French, Russian, and Ukrainian speaking students.

Our approach extends to providing flexibility in learning, acknowledging formal and informal opportunities like after-school programs, online courses, guided independent study, and student clubs. During our innovative 'Language Lab' sessions, students have the liberty to delve into independent language learning, thus preserving and enhancing their linguistic diversity. Every student's journey is recognized and supported, ensuring the harmonious growth of our multilingual community.

Croatian Foreign Language and Language & Literature Classes

We have Emergent, Capable and Proficient classes, and students are grouped and given tasks based on their placement into one of six leveled groups. Emergent class offers Phase 1 and 2 in the same class, and Capable class offers Phases 3 and 4. In phases 5 and 6, instead of proceeding with Language Acquisition classes at a proficient level, these students are given an opportunity to progress into Croatian Language and Literature. This is the level where native speakers are placed and are provided instruction on the grade level material from the Croatian National Curriculum.

Continuous assessments, formative and summative, map the progression in alignment with national standards, assuring that our approach meets the evolving linguistic needs of our diverse student body. Students are evaluated at the start of each year, and as needed throughout the year, and may be moved between language acquisition levels based on their progress. More details are available in our school's language policy.

Counseling and Advising

School Counseling

At The Split International School, we deeply value the mental and emotional well-being of our students. To support this, we have a trained international counselor, Jana Weiler, dedicated to assisting students in navigating the challenges and pressures that may arise during their educational journey. Jana's approach is student-centered and compassionate, focusing on fostering a safe and confidential environment where students feel understood and supported.

The school counseling services provide individual and group sessions, addressing various concerns such as stress, anxiety, relationships, and any other personal, social, or emotional challenges. Students are welcome to come to the counseling office during their lunch / social time, or at other times throughout the day should they feel the need for support.

Our support program also extends into our FLEX time block each week for 5th-12th grade students, where students receive social, emotional, and reproductive health lessons. Our approach involves preventative and developmental components aimed at enhancing students' life skills, coping mechanisms, and resilience.

Jana collaborates closely with teachers, parents, and external professionals when necessary, to ensure a holistic approach to the students' well-being, making referrals and coordinating support services as needed. The emphasis is always on creating an inclusive and supportive atmosphere, enabling every student to thrive emotionally and socially, reflecting positively on their academic performance and overall school experience.

University and Career Advising

The journey towards post-secondary education and career aspirations at The Split International School begins as early as the end of 8th grade. Recognizing the importance of early planning and informed decision-making, our University and Career Advising program, led by our experienced counselor Jana, provides continuous guidance to students throughout their high school years.

From the outset, students are encouraged to explore and identify their academic interests and career aspirations. Jana offers tailored support in researching suitable university programs, understanding admission requirements, and uncovering scholarship opportunities. Collaborating with a network of global higher education institutions, she ensures students have access to the latest information and trends in tertiary education.

In addition to one-on-one sessions, Jana conducts workshops to guide students and parents through the university application process, addressing any concerns and ensuring a seamless transition from high school to the next phase of their academic journey. Through this comprehensive approach, students are empowered to make well-informed choices, aligning their university selections with their long-term goals.

Academic Resources and Support

Through our innovative library resources and focused tutoring services, we are dedicated to fostering a vibrant and supportive learning environment that caters to the diverse needs of our students, promoting intellectual growth and academic excellence.

Library Resources and Study Hall

Our school library is a multifaceted resource, functioning as a haven for readers and a hub for academic exploration. It's open during the lunch social block for independent study and before and after school for exploring and borrowing from our diverse collection of over 2500 titles suitable for all ages, available in a variety of languages to accommodate our multicultural student body.

In addition to our extensive in-house collection, students have access to a wealth of online databases, including JSTOR and Web of Science, providing access to a myriad of journals, professional articles, and scholarly publications. This ensures that students can delve into exhaustive research and access authoritative and credible sources to augment their learning. Details for accessing these resources can be found in the student section of our website.

We are also proud participants in the “Bibliobus” program, an innovative traveling library initiative launched in March 2023. The Bibliobus visits our campus on the 1st and 3rd Thursdays of each month, bringing with it an extensive array of resources from the “Gradska Knjiznjica Marku Marulic,” allowing our students to explore and borrow from a wider catalog of over 83,000 books. The program, funded by the EU, the Split-Dalmatia county government, and our school’s yearly subscription fee, provides all participating students with a free library card, expanding their access to knowledge. Specific books may be requested from the library catalog to be delivered directly to our campus during each visit.

Tutoring Center

The Tutoring Center is another pivotal resource available to students from grades 5-12, functioning during the lunch/social block. It serves as an academic support hub where students can seek clarification on various subjects, get help with their homework, and reinforce their understanding under the guidance of skilled tutors.

Teachers allocate specific office hours each week to assist students, providing a personalized learning experience to address individual academic needs. This enables students to develop effective study strategies and strengthen their conceptual understanding.

Students who are struggling academically or find themselves on academic probation may be mandated to attend sessions at the Tutoring Center until noticeable improvement is achieved, ensuring that every student has the opportunity to excel in their academic endeavors.

Soft-Start September

The Split International School has established its Soft-Start September (SSS) initiative as part of its commitment to universally accessible education for all of its students. We understand that our students are joining us from a variety of different national, linguistic, cultural, and educational backgrounds. In order to facilitate a successful transition to our program, we have established September as a month dedicated to working with students in a gentle and collaborative manner to ease them into our program. Our team has organized a number of “team-building” field trips and cultural events to allow students to better get to know each other and their teachers.



Gentle transition period

We understand that in their previous schools, different teachers had different submission protocols for assignments, headings, and classroom policies. As part of our soft-start transitional period, we do not penalize students for procedural differences. Instead, we gently introduce students to our school, while being flexible and understanding that new habits take time to develop.

Comprehensive educational diagnostics and placements

Teachers know students best while in their classrooms. In addition to our family information survey and student pre-screener testing packet, we have dedicated the month of September to establishing an educational baseline for each student in each subject area.

As part of our commitment to meeting students where they are educationally, we work with families to establish if additional teacher support and tutoring is appropriate for students on an individualized basis.

We are proud of the potential of our Soft-Start initiative to ease the adjustment period for new students to our school, and to improve student-teacher relationships through better mutual understanding. This approach is in alignment with the IB philosophy of inclusiveness that drives its inquiry-based and contextual learning approach.

Growth and Diagnostic Testing

We utilize MAP (Measures of Academic Progress) Growth Testing to meticulously track and understand each student’s academic development and learning needs. This adaptive assessment provides precise data, enabling our educators to refine instructional strategies and provide targeted support, ensuring optimal learning outcomes for all students.

MAP Growth Tests are administered twice a year, in October and May, allowing us to monitor students’ progression in various academic domains and track student development over the entire course of their elementary and high school program. These tests are crucial in identifying areas of strength and areas needing improvement, facilitating a more tailored and effective learning experience for every student, aligned with their individual learning paths.

Individualized Student Support

At Split International School, we uphold an inclusive learning environment that emphasizes individualized student support, addressing the unique needs and potentials of every student. This individualized approach ensures that students receive the requisite support and guidance necessary for their academic, social, and emotional development.

Academic Support

Recognizing the varying academic needs and learning styles of students, our school provides a structured academic support system, wherein students struggling with the curriculum receive additional help. Teachers and staff undergo thorough training to identify early signs of academic struggles and to address these challenges through differentiated instruction, personalized learning plans, and additional learning resources. Ongoing assessments and feedback mechanisms are in place to monitor students' progress and adjust support strategies as needed.

Behavioral Support

Our school is committed to maintaining a positive and conducive learning environment. We implement a structured Student Behavioral Support Process aimed at addressing and mitigating behavioral issues. All staff members are proficient in implementing this process, focusing on understanding the triggers, documenting the incidents, and engaging in positive discourse to guide students toward improved behavior.

The school endeavors to work collaboratively with students and parents to foster a safe, nurturing, and productive learning environment, respecting the rights of all students and addressing each student's behavioral and academic needs comprehensively.

More details regarding the behavioral support procedures may be found in a dedicated section at the end of this document, as well as in our Behavioral Support Policy.

Family - School Communication

The Split International School strongly values open, ongoing, and collaborative communication between families and the school. We believe that nurturing a transparent and supportive communication channel is crucial for the holistic development of the students. It enables parents and guardians to be actively involved in their children's learning journey, fostering a shared understanding and mutual respect between families and the school staff.

Parent-Teacher Conferences

Annually, in mid-October, we conduct Parent-Teacher Conferences, providing a dedicated platform for parents and teachers to discuss the progress, achievements, and areas of improvement for the students. These conferences are a vital opportunity to strengthen the collaboration between home and school, ensuring the alignment of goals and expectations for the students' success. Outside of these scheduled conferences, our staff is readily available for meetings or calls by appointment, should any concerns or needs arise. We encourage parents to reach out proactively to discuss any aspects of their child's development or learning experience.

Parent's Organization

The Split International School fosters a vibrant community environment through our dedicated Parent's Organization. This entity works assiduously to facilitate meaningful interactions and fruitful collaborations between parents, staff, and students. The Parent's Organization plays a pivotal role in organizing and executing community events, fostering a sense of unity and shared purpose within our diverse community. These events are integral in promoting cultural exchange, mutual respect, and a harmonious learning environment, vital to the holistic development of our students.

Parents interested in joining the organization or those wishing to contribute ideas or volunteer for events are warmly invited to get involved. To join or to learn more about our activities and upcoming events, please contact us via email at po@splitinternational.org. By engaging in our Parent's Organization, parents can actively participate in shaping our learning environment and enhancing the overall educational experience for all students at Split International School. This partnership is invaluable in cultivating a supportive and enriching environment that fosters continuous learning, development, and mutual respect.

Suggestion, Feedback, and Grievance Procedures

At Split International School, we highly value open dialogue with our families and encourage feedback and suggestions to continually improve our educational environment and operational effectiveness. Below are the detailed procedures to ensure your concerns and suggestions are addressed appropriately and promptly, as well as how to file specific grievances under extraordinary circumstances. Clear channels for communication and feedback allow us to maintain a collaborative environment conducive to the overall development and well-being of our students.

Family Feedback Form

For general suggestions and feedback, families are encouraged to use the Family Feedback Google Form available on the internal community section of our website. Submissions can be anonymous, or families can opt to share their names and contact information.

Regular Family Surveys

The school conducts regular surveys seeking family input on various aspects such as the meal plan, transportation, admissions process, and year-end review. These survey forms are sent to families several times a year.

Specific Concerns and Grievances Regarding a Teacher or Class

Any specific complaints, comments, or feedback regarding teachers, classes, or other operational aspects should be directed to the respective school principal but must be sent through office@splitinternational.org so that the concerns can be properly logged in our system. This ensures a streamlined communication process, and that all concerns reach the appropriate personnel in a timely manner. Anonymous submissions may also be made using the Family Feedback Form if they do not wish to be identified.

Grievances Regarding Principals or School Leadership

Families wishing to address the school board directly, especially in cases of extraordinary circumstances or issues, may do so by sending a written letter or an email with the letter attached as a PDF. These can be delivered to the school office via traditional mail or emailed to office@splitinternational.org, addressed to the SIS School Board.

Academic Program Suggestions & IB Program Related Concerns

Families with concerns or grievances specifically related to changes in the academic program, such as decisions related to the additional or removal of specific course offerings, or other pertinent issues, should address their concerns to the SIS Educational Committee. Concerns should be detailed in a written letter and can be submitted via traditional mail or emailed as an attached PDF to office@splitinternational.org.

Clear and Concise Communication

When raising a concern or providing feedback, please be as clear and concise as possible, detailing specific incidents or suggestions. Addressing letters or emails directly to concerned parties such as the School Board or the Educational Committee, but sending them via the main office email account (office@splitinternational.org) ensures a quicker resolution. Utilizing the anonymous feedback form on the website or participating in surveys allows the school to gather varied inputs while respecting individual privacy.

Absence Procedures

At Split International School, we understand that students might need to be absent for various reasons such as sickness, family obligations, or planned vacations. We have established procedures to manage student absences effectively while ensuring that the learning of the student is impacted as minimally as possible.

While we emphasize the importance of consistent attendance, we recognize the inevitable need for absences. Our procedures are designed to maintain a structured learning environment while offering flexibility and support to students and families dealing with absences. Our school strives for seamless communication between the families and the school to address attendance-related concerns, ensuring the well-being and continual learning of our students.

Reporting Absences

All absences, whether unplanned due to illness or pre-planned occurrences like travel, should be promptly reported through our dedicated [Absence Request Form](#). For unplanned sickness or absences, parents are requested to inform the school each day of the absence, unless a medical professional has provided a clear indication of the required days off. For planned absences, parental notification should be made as far in advance as possible, with a minimum of 3 days in advance. *A maximum of five days per year of vacation can be counted as excused absences; any additional vacation days will be marked as unexcused.*

Managing On-Campus Sickness

If a student falls ill during the school day, they should report to the main office, where staff will attend to them, assess their condition, and, if necessary, contact parents for further instructions. Students should not contact parents directly to request a pick-up from school without first informing the office and having the situation assessed.

We urge parents not to send students to school if they exhibit symptoms like vomiting, diarrhea, or fever within the last 24 hours. Students displaying active cold symptoms are recommended to undergo a Covid test, and any positive cases must follow the prescribed Covid protocols.

Work Assignments

Students with excused absences will be granted extensions equivalent to the duration of their absence to complete their assignments. For instance, a student absent for two days will receive a two-day extension beyond the assignment's deadline. It remains the responsibility of the student and parent to ensure that missed work is made up. Students with extended absences or extenuating circumstances will receive specific accommodations regarding their extensions, and may not adhere to the 1:1 absence to extension ratio.

Attendance Monitoring

Attendance is recorded daily, and chronic absences, even if excused, are noted as they can impact academic performance and social connections adversely. Parents will be notified if a student is marked absent without prior reporting to the office. Regular attendance is encouraged to ensure academic progress, foster social connections, and enhance student self-esteem. If a student exhibits recurring tardiness, a level 1 behavioral referral will be issued, and appropriate interventions will be discussed to encourage punctuality.

School Visitors and Early Dismissal

At Split International School, the safety of our students and staff is paramount. To ensure a secure and conducive learning environment, we have established stringent campus visitor guidelines. All visitors are required to sign in at the main desk, stating their name and visitation purpose. Visitors will be logged and provided with a pass, which must be worn throughout their visit. Respect for the learning environment is crucial; visitors must maintain silence and avoid disruptions. Photography or capturing of images or videos without the requisite consent from staff and subjects is strictly prohibited. All visitors are obliged to identify themselves and disclose their visit's purpose when asked by any staff member. Post-visit, visitors must sign out at the main office and return the visitor pass.

For early student release, advance notice must be sent to office@splitinternational.org, detailing date, time, reason, and the identity of the person picking up the student. Parents/guardians should report directly to the main office and are not allowed access to classrooms or other secure areas. A logbook sign-out is mandatory before leaving with the child. This policy aims to maintain a balanced and secure atmosphere for both learning and interaction within our school community.

Student Information, Privacy, and Media

At Split International School, we prioritize the utmost confidentiality and protection of student records, abiding rigorously by national and institutional policies. Our disclosure policies are explicit, outlining the circumstances under which information sharing is permissible, and we uphold stringent protocols to manage mandatory disclosures. In instances where disclosures are essential, we ensure transparent communication with parents, addressing any concerns with sensitivity and clarity.

We encourage students to confide in their teachers, providing a safe and supportive environment for them to share their thoughts, concerns, and experiences, always with an assurance of confidentiality within the boundaries of safety and legal obligations.

We respect the autonomy of our students and their families when it comes to media consent. Families have the absolute right to decline media waivers, and their decision is respected unequivocally. This approach ensures a harmonious balance between the privacy rights of our students and the school's commitment to maintaining a secure and supportive learning environment.

Google Classroom and eDnevnik

Google Classroom is integrated into our educational approach for all of our classes. It serves as the primary platform for posting and grading assignments, accessible through student email accounts. We encourage parents to be proactive in monitoring their child's Google Classroom to keep abreast of incomplete work, graded assignments, due dates, and virtual meetings when necessary. Starting from the 4th grade, students are incrementally introduced to Google Classroom to understand the basic functionalities and dynamics of submitting assignments and collaborating in shared documents.

We also use a national registration system, called eDnevnik, to track student attendance and record end-of-unit and end-of-year student performance.

Student Rights and Responsibility

Every student has the right to a safe learning environment, to an IB world school education, and equitable access to the opportunities provided at Split International School. Students have the right to choose their name and pronoun, for privacy of grades, health information, and non-disclosure of sexual identity and sexual orientation. Students have the right to an environment that is responsive, supportive, and inclusive.

Students also have a responsibility to contribute to the school environment, learning of others, and for respect toward their peers and the staff. The following are a list of categories that would be guidelines for student behavior and expectations.

Academic Honesty

Split International School champions the essence of academic honesty, instilling the virtues of the IB Learner Profile in every student. Upholding academic honesty is pivotal, promoting personal integrity and fostering respect for the integrity of others' work, ensuring an equitable opportunity for all students to showcase their acquired knowledge and skills. This is a concise overview, for detailed information, rules, and expectations, please refer to the full Academic Honesty Policy. The pursuit of academic honesty is integral to our mission of fostering responsible, principled scholars, and every student is expected to uphold these standards.

Integrity and Respect: Students must adhere to the principles of the IB Learner Profile, ensuring honesty and respecting others' work.

Avoiding Misconduct: Cheating, plagiarizing, and other misconducts are prohibited. Any uncertainties should be clarified with staff promptly.

Citation: Proper acknowledgment of sources is mandatory to avoid plagiarism.

Reporting and Consequences: All cases of academic misconduct are documented and reported to the school's educational committee and the parents. Teachers, under the guidance of the educational committee, will determine additional appropriate actions, which may include redoing assignments for a reduced grade, assignment failure, or receiving modified tasks. Severe or multiple infractions can lead to escalated consequences including suspension, removal from IB programs, or expulsion.

IB Assessments:

Misconduct in externally IB-moderated assessments leads to specific repercussions concerning IB credentials and awards, all of which are respected and enforced by Split International School.

Dress Code

At Split International School, we recognize and respect our students' rights to express their individuality through the way they dress. The dress code is established to maintain a respectful and focused learning environment, appropriate for a K-12 educational setting.

The full dress code can be found in our Dress Code Policy, however a summary is given below:

Respectful Expression: Students should choose clothing styles reflecting a positive attitude and appearance.

Non-Disruptive: Attire should not disrupt the educational process or create any form of distraction or safety concern.

Inclusive Environment: Clothing should not be unsafe, disruptive, obscene, degrading to any group, or inappropriate in any form, respecting all ethnic, racial, and religious groups within our community.

Shoes and Footwear: Must be worn at all times, be appropriate and safe, especially during specific activities such as laboratory science, engineering, and athletic activities.

Hair, Jewelry, and Accessories: Any length or style is appropriate unless it poses a safety risk during specific activities.

Clothing and Outerwear: Should be fitting to the daily and seasonal weather, considering the activities scheduled for the day. Specialized attire may be required for specific activities or classes.

Appropriate Attire: Does not promote illegal substances, vandalism, violence, and should not be obscene or discriminatory.

Inappropriate Attire: Includes excessively loose clothing, items promoting or depicting illegal substances, alcohol, tobacco, or violence, and any clothing or accessory that could be dangerous or causing a distraction.

Enforcement Rights: School personnel reserve the right to determine the appropriateness of attire and accessories.

Discussion on Violations: Any discussion regarding dress code violations will be conducted privately to maintain the student's dignity.

Mid-Thigh Shorts: Shorts should be no shorter than halfway up the thigh.

We rely on the cooperation of students, parents, and staff to uphold the dress code policy, ensuring that Split International School remains a safe, positive, and productive learning environment.

School Rules (Kućni Red)

1. Come to school on time, prepared, and **ready to learn**. Work hard and do your best. Allow others to do the same.
2. Treat everyone and everything with **respect**. Be kind, polite, and courteous to others. Teasing, provoking, harassing, bullying, and cyber-bullying other students is unacceptable behavior.
3. Keep hands, feet and all objects to yourselves at all times. Absolutely no hitting, pushing, poking, or physical contact. Violence and aggressive behavior is not tolerated.
4. **Be safe!** No rushing, running, wrestling, or roughhousing. Knives, weapons, or multi-use tools with blades are unsafe and prohibited. Stay within school property boundaries.
5. Cell phones and other communication devices may not be used during the day unless contacting a parent during the lunch break. Earbuds and music listening devices may not be used unless it is for work or instructional purposes.
6. No yelling, screaming, or talking loudly within the building.
7. **Be respectful** of communal spaces and property to allow everyone to enjoy the campus facilities. Always clean up after yourself.
8. Name calling and foul language are not acceptable. Hate speech and racism is not tolerated.
9. Follow the Dress-Code, including no hats or hoods during class.
10. Gum is not allowed for PYP students, and is a privilege for MYP students that can be lost if students don't chew quietly and dispose of gum properly.
11. Stealing, gambling, or selling personal property is not allowed.
12. No smoking, alcohol, or illegal substances / activities on campus.

School Technology Policy, Cell Phone Usage, and AI Usage

At Split International School, we understand the importance of focused and uninterrupted learning. To this end, we have implemented the 'Away for the Day' cell phone policy to minimize distractions and maintain a conducive learning environment. Students must store their cell phones in their book bags throughout the academic day, ensuring they are either turned off or set to silent mode. Cell phone usage is permitted before school hours, i.e., before 9:00 am, and after the school day concludes at 3:30 pm.

Emergency Communication

We recognize that cell phones are essential for communication in emergencies or for coordinating transport with family. Therefore, students may use their phones during their lunch/social block for necessary communications. We request parents to limit their communication with their students to this period unless it is urgent, in which case parents should contact the school office via phone.

Policy Enforcement

If a cell phone is found in use or not stored in the backpack during restricted times, a teacher may issue a warning, reminding the student to store the cell phone in their backpack, or they may confiscate the cell phone, and it will be placed in the school office for the rest of the day to be picked up after the end of the school day. Parents will be notified about this action. If a pattern of behavior is observed, students will receive a Level 1 referral for not adhering to the rules.

Parental Support

We seek the support of parents in reinforcing the importance of this policy with their children. The cooperation of students, teachers, and parents will ensure that the learning environment remains focused and supportive, fostering the holistic development of our students.

By adhering to the 'Away for the Day' policy, we aim to cultivate a sense of responsibility and self-discipline among our students, preparing them for a future where the mindful use of technology will be key to personal and professional success.

Split International School deeply values the role of technology and artificial intelligence (AI) in enriching and individualizing education. We integrate responsible AI applications to customize learning experiences, aiding in comprehension and skill acquisition, all while aligning with ethical standards and prioritizing privacy and data security.

Artificial Intelligence in Education

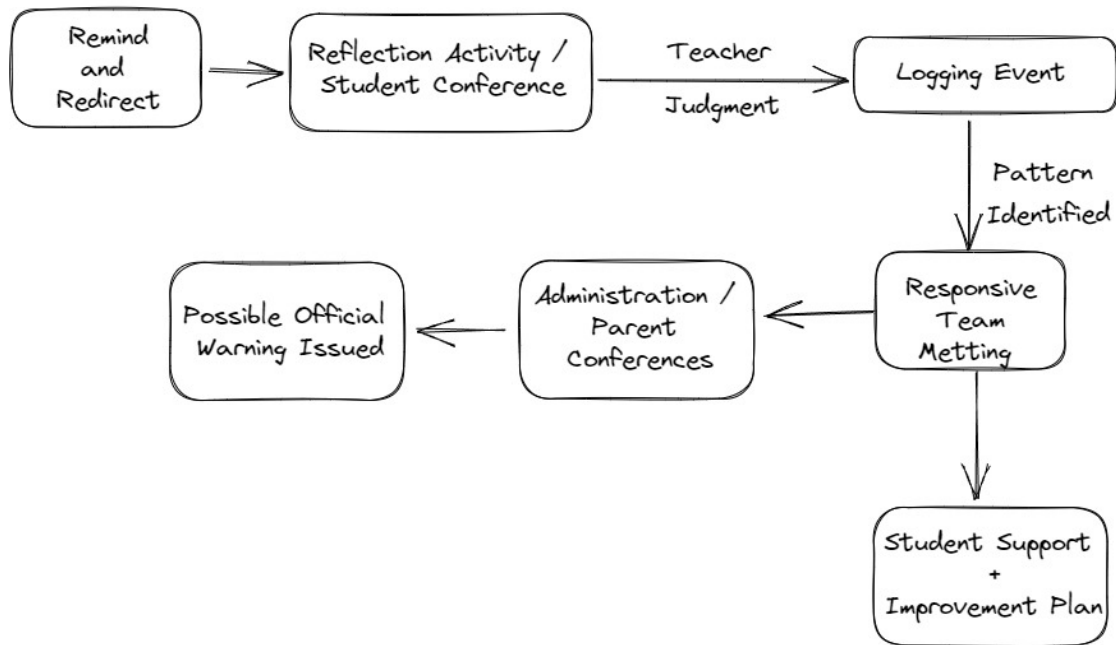
In line with IB guidance, our utilization of technology and AI is rooted in ethical and responsible practices to foster digital citizenship, critical thinking, and digital literacy. The IB guidance accentuates the ethical deployment of AI to augment learning and uphold the human element in education. Our practices support the IB's mission of developing inquiring, knowledgeable, and caring individuals, contributing to a peaceful, intercultural world.

Our integration of technology, including AI, is crafted to elevate teaching and learning experiences, adhering to ethical norms, privacy considerations, and student well-being, promoting academic achievement and responsible technology use within our school.

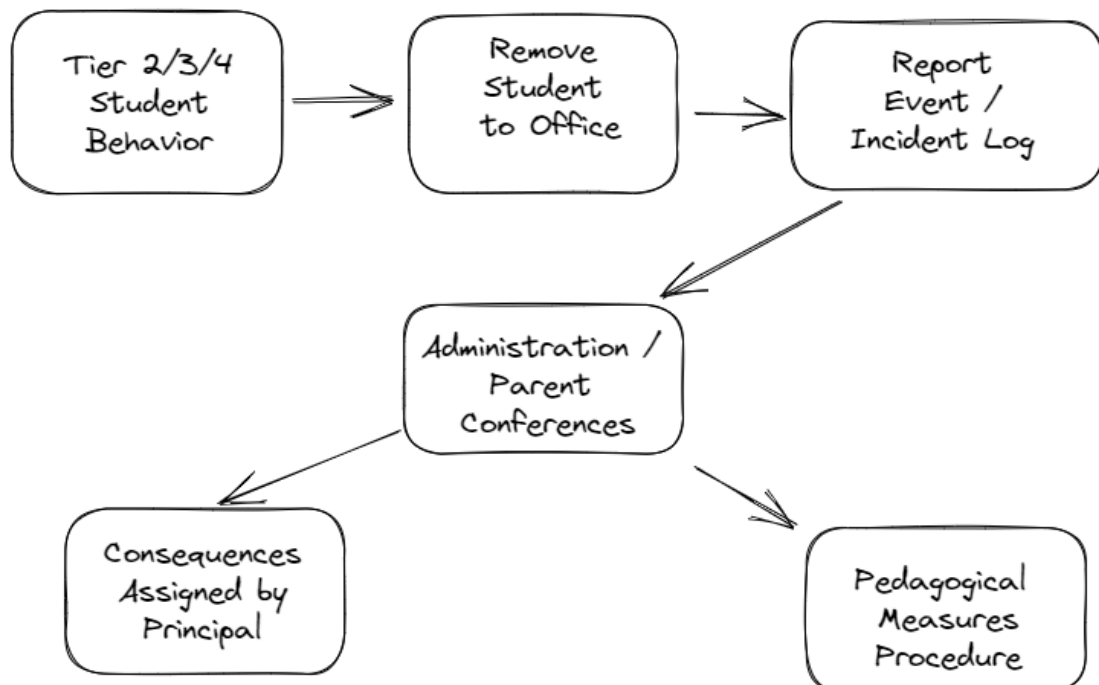
Behavioral Support and Disciplinary Processes

Split International School has implemented a comprehensive, multifaceted Student Behavioral Support Policy, aimed at promoting individual well-being and a positive learning environment. This approach is meticulously designed to cater to diverse needs, focusing on proactive, personalized strategies and interventions that are most effective for each student.

Tier 1 Behavioral Flowchart



Tier 2-4 Behavioral Flowchart



Categories of Unacceptable Student Behaviors

The Croatian Ministry of Education divides unacceptable behaviors into 4 tiered categories, with the first tier of behaviors being the most mild and the fourth tier being the most severe.

Tier 1 Unacceptable Behaviors
a) Disruption of educational work (e.g., causing disorder, creating noise, talking after a verbal warning from the teacher or shouting during the educational process);
b) Polluting the school environment and surroundings (e.g., throwing trash outside of waste bins);
c) Damaging property in school spaces or at other places where educational activities take place by causing minor damage (e.g., doodling, carving into furniture);
d) Unauthorized use of information and communication devices during the educational process;
e) Assisting or encouraging the entry of unauthorized persons into school premises;
f) Encouraging other students towards unacceptable behaviors;
g) Harassing students or school staff, or other activities that cause discomfort in others, after the student has been warned about it;
h) Using unauthorized sources of information for the purpose of copying.
i) Violations of the school dress code
j) Inappropriate use of school technology devices

Tier 2 Unacceptable Behaviors
a) Disrupting educational work in a way that makes its further execution impossible;
b) Violation of another person's dignity through belittlement, insults, or spreading false rumors about another student or school staff member;
c) Bringing in or consuming psychoactive substances in school premises or at another location where educational activities take place;
d) Bringing in or assisting unauthorized individuals who have caused harm to people or property in the school premises or at another location where educational activities are held;
e) Intentionally destroying property causing significant damage in the school premises or at another location where educational activities are conducted;
f) Concealing violent behaviors;
g) Hitting, participating in a fight, and other behaviors that can jeopardize the safety of the student himself/herself or another individual, but without severe consequences;

h) Using or abusing another student's data from pedagogical documentation;
i) Betting or gambling in school premises or at another location where educational activities are held;
j) Taking someone else's belongings.
k) Smoking, alcohol, or drug use

Tier 3 Unacceptable Behaviors
a) Provoking and encouraging violent behavior (e.g., conveying incorrect information that leads to violent behavior, chanting before or during violent behavior, recording events involving violent behavior, and similar behaviors);
b) Violent behavior that did not result in severe consequences;
c) Forging excuses or exam materials;
d) Unauthorized use of another's data to access the school's electronic databases without altering them;
e) Theft of someone else's belongings;
f) Encouraging group hate speech;
g) Destroying official school documentation;
h) Forcing another student into unacceptable behavior or extorting another student (e.g., forcing money out of them);
i) Bringing weapons and dangerous objects into the school premises or elsewhere where educational activities take place.

Tier 4 Unacceptable Behaviors
a) Forgery of the school's official written or electronic documentation;
b) Publishing material electronically or by other means, which results in damage to the reputation, honor, and dignity of another person;
c) Serious theft or theft committed in a dangerous or audacious manner, breaking in, burglary, or overcoming obstacles to access the items;
d) Endangering the safety of students or school staff using weapons or dangerous objects within the school premises or at another location where educational activities take place;
e) Violent behavior that resulted in severe emotional or physical consequences for another person.

Consequences (Pedagogical Measures) for Unacceptable Student Behaviors

Split International School adheres strictly to the guidelines outlined in Croatian law regarding consequences and pedagogical measures for unacceptable student behaviors. Pedagogical measures are intended to correct and amend inappropriate behavior and to help students understand the impact of their actions, fostering a sense of responsibility and adherence to school values and societal norms. The approach is constructive and educative rather than punitive, focusing on the student's personal development and understanding of right and wrong.

Consequences for unacceptable student behaviors are structured in a manner that correlates with the severity and frequency of the infractions. Pedagogical measures are imposed according to the severity of the unacceptable behavior. These measures may include a verbal warning, an official written warning, counseling, or additional educational tasks. More severe or recurrent unacceptable behaviors may lead to more stringent measures, such as temporary exclusion from certain activities or, in extreme cases, suspension, always ensuring due process and the involvement of parents and guardians in resolving behavioral issues.

Pedagogical measures, for which criteria are established, include:

Elementary School Pedagogical Measures:

- Formal written warning
- Formal written reprimand
- Formal written severe reprimand
- Transfer to another school

High School Pedagogical Measures:

- Formal written warning
- Formal written reprimand
- Final written warning before expulsion
- Expulsion from the school

In practice, a teacher or a staff member who observes unacceptable behavior will initiate the process of implementing pedagogical measures, documenting the infraction and working collaboratively with the student, parents, and other stakeholders to correct the behavior. Regular monitoring and constructive feedback are integral to this process, ensuring the student has ample opportunity to amend their behavior and understand the underlying values and principles they are expected to uphold.

Pedagogical measures are issued on an escalating basis, such that each measure is correlated to the severity of the behavior. Only 2 of the same measures are able to be issued each year, beyond which a pattern of behavior has been identified and upon the next infraction the next higher measure is issued.

This approach is built on the belief that education is a collaborative and evolving process, where behavioral expectations and values are consistently reinforced, leading to the holistic development of each student, preparing them for responsible citizenship and adulthood.