

XV.GIMNAZIJA

**INTERNATIONAL BACCALAUREATE
MIDDLE YEARS PROGRAMME**

Zagreb, Jordanovac 8

HANDBOOK ON SCHOOL RULES

SCHOOL YEAR 2025/2026

Zagreb, September 2025

Dear students,

it is with great pleasure that we welcome you all to our school and the IB Middle Years Programme. Our goal is to make your years at school rich in learning, personal growth, friendships, and lasting memories.

Our teachers and administrators have worked diligently and enthusiastically to build a programme that balances academic excellence with personal growth. We also make continuous improvements to our school facilities and equipment to support your learning.

The Middle Years Programme places high demands on both students and teachers. You will be challenged to expand your knowledge, develop and refine your skills, and cultivate positive attitudes. The programme also encourages you to become lifelong learners, to act with compassion and empathy, and to strengthen your international-mindedness.

We are confident that with hard work and responsibility, you will achieve the highest standards of performance. We wish you a successful and rewarding experience in the IB Middle Years Programme at XV. gimnazija.

Sincerely,

MYP teachers

XV. GIMNAZIJA MISSION STATEMENT

Our school aims to develop knowledgeable, principled and open-minded young people who will help create a better world, showing compassion and understanding for all the people in the world. Our curriculum encourages students to become independent and critical thinkers, more inquisitive, risk-taking young people who will have to make responsible and educated choices and will apply the skills and knowledge they have learned in our school in their future lives. Furthermore, we try to provide our students with opportunities that will enable them to develop and challenge their own personal values fostering open and effective communication. Since we believe learning is a process, we hope all our students will become lifelong learners with a capacity for compassion and empathy, as well as strong international-mindedness.

Vision & Motto

At XV. gimnazija, IB is more than a programme — it is a path to lifelong learning.

IB MIDDLE YEAR'S PROGRAMME TEACHING STAFF for school year 2025/2026

	SURNAME	SUBJECTS/AREAS OF RESPONSIBILITY in MYP	E-MAIL ADDRESS
1.	Ms Antolić, Kristina	Product Design, Visual Arts 1N homeroom	kantolic@mioc.hr
2.	Ms Bijelonjić, Ozana	Media Arts 1MN	objelonjic@mioc.hr
3.	Ms Copić, Aneta	Mathematics (extended) 1MN	acopic@mioc.hr
4.	Ms Čović, Gloria	School councillor/pedagogue	gcovic@mioc.hr

5.	Ms Franić, Sylvia	History, 2N homeroom teacher , Service and Action leader	sfranic@mioc.hr
6.	Mr Gaal, Emil	Biology	egaal@mioc.hr
7.	Ms Kos, Darija	MYP coordinator, English A, Personal Project Coordinator	dkos@mioc.hr ibzagreb-myp@hi.htnet.hr
8.	Ms Kos, Jelena	Maths (extended) 2MN, 2M homeroom	jkos@mioc.hr
9.	Ms Kovač Trubelja, Patricija	Chemistry 2M	pkovac@mioc.hr
10.	Ms Kraševac, Franka	Croatian 1MN, Theatre 2MN	fkrasevac@mioc.hr
11.	Ms Mamić, Tončika	German B (beginners)	tmamic@mioc.hr
12.	Ms Markota Sever, Sandra	German B (standard)	smsever@mioc.hr
13.	Ms Mavračić, Zrinka	Physics	zmavracic@mioc.hr
14.	Ms Pandžić, Zrinka	School psychologist	zpandzic@mioc.hr
15.	Ms Perić, Idana	Croatian for foreign students	iperic@mioc.hr
16.	Ms Selišek Butina, Loreana	French B	ibzagreb-cas@hi.t-com.hr lsbutina@mioc.hr
17.	Ms Siladin, Lada	English B	lsiladin@mioc.hr
18.	Mr Stupac, Zvonimir	Physical and Health Education 1M Homeroom teacher	zstupac@mioc.hr
19.	Ms Špalj, Eva	Mathematics (extended) 2MN	espalj@mioc.hr
20.	Ms Škrnjug, Senka	Croatian 2MN	sskrnjug@mioc.hr
21.	Ms Štambuk, Katarina	Mathematics (standard) 1MN	kstambuk@mioc.hr
22.	Ms Topličan, Zrinka	Chemistry 1MN, 2N	ztoplican@mioc.hr
23.	Mr Vrbanec, Filip	Geography	fvrbanec@mioc.hr
24.	Ms Vučetić, Sanja	School psychologist	svucetic@mioc.hr
25.	Ms Kanjera, Tamara	Librarian	tkanjera@mioc.hr

International Baccalaureate (IB)

The IB aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

Since 1991, XV. gimnazija has been offering IB programmes that challenge students academically while fostering personal growth:

- **DP since 1991 (16–19)** – Prepares for university and beyond
- **MYP since 1995 (14-16)** – Connects school subjects to real-world contexts

WHY IS THE IB DIFFERENT?

The International Baccalaureate® (IB) programmes aim to do more than other curricula. Our four programmes develop inquiring, knowledgeable and caring young people who are motivated to succeed. The IB gives students distinct advantages by building their critical thinking skills, nurturing their curiosity and their ability to solve complex problems.

The IB's programmes are different from other curricula because they:

- encourage students of all ages to think critically, challenge assumptions and ask challenging questions
- develops independently of government and national systems, incorporating quality practice from research and our global community of schools
- encourage students of all ages to consider both local and global contexts
- develop multilingual students
- learn across disciplines
- develop research skills proven to help them in higher education¹

WHAT IS THE IB MIDDLE YEARS PROGRAMME?

- designed for students ages 11–16 (our school offers MYP4 & MYP5 – the last two years).
- focus: critical thinking, creativity, reflection, real-world connections, intercultural understanding, and global engagement.
- encourages students to make connections between academic subjects and the real world
- fosters the development of skills for communication, intercultural understanding and global engagement - essential qualities for young people of the 21st century.
- prepares students for the IB Diploma Programme (DP) and beyond

THE IB MIDDLE YEARS PROGRAMME

- provides students opportunities to develop the **knowledge, attitudes and skills** they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study across **eight subject groups**
- requires the study of at least **two languages (language of instruction and additional language of choice)** to support students in understanding their own cultures and those of others
- each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit (IDU) that involves two subject groups
- empowers students to participate in **service within the community**

¹ <https://www.ibo.org/benefits/why-the-ib-is-different/>



IB LEARNER PROFILE

The IB gives students distinct advantages by building their critical thinking skills, nurturing their curiosity and their ability to solve complex problems². Thus in order to be an IB learner one should strive to be the following:

THE IB LEARNER PROFILE

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

² <https://www.ibo.org/benefits/>

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Subjects offered at XV.gimnazija in the MYP

Subject group	Subjects	MYP 4 (number of classes per week)	MYP5 (number of classes per week)
Language and Literature	English	4	5
	Croatian	5	4
Language Acquisition	English	4	5
	German	3	3
	French	3	3
	Croatian (for foreign students)	3	3
Individuals and Societies	History	2	2
	Geography	2	2
Mathematics	Maths standard	4	4
	Maths extended	5	5
Sciences	Physics	3	3
	Biology	2	2
	Chemistry	2	2
Design	Product Design	2	2
Arts	Visual arts	2	2
	Media Arts	2	/
	Theatre	/	2
Physical and health education	PHE	2	2

Key Components of the MYP

Interdisciplinary learning - subjects connect in joint projects-mandatory for all students in each year of the programme

Service & Action – unique mandatory requirement for both community and school involvement by the students in each year of the programme

Personal Project (MYP5) – an independent, individual project work completed by each student in the last year of the MYP programme

- includes a 15-page report which demonstrates student's engagement with personal project by summarizing the experiences and skills evidenced throughout the process
- each student is assigned a supervisor to guide them through the process
- PP is assessed by supervisor + 2 additional teachers/moderators following the assessment criteria provided by the IB (more info about PP in the PP guide on https://www.mioc.hr/wp/?page_id=855)

Approaches to Learning (ATL) – skills like communication, social (collaboration) , Self-management (organization, affective, reflection) research, and critical/creative thinking etc. (more info on [ATL skills framework](#))

ASSESSMENT

Assessment is an integral part of any educational programme, as it plays a vital role in the learning process. As both an IB World School and a state school, XV. gimnazija has developed its assessment policy based on the aims and values of the IB programmes, IB assessment practices and expectations, as well as the national assessment policy stated in Pravilnik o načinima, postupcima i elementima vrednovanja učenika u osnovnoj i srednjoj školi.

Assessment Principles in the MYP

Assessment in the Middle Years Programme is guided by the following principles:

- does not focus on simple recall or memorization, but rather on fundamental cognitive skills such as understanding and application, as well as higher-order skills such as synthesis, reflection, evaluation, and critical thinking
- balances formative and summative approaches
- can be carried out individually or in groups, either cooperatively or independently, and may take place in school or at home
- is conducted not only by teachers, but also by students themselves through peer assessment and self-assessment, in order to improve learning skills
- for every assessment task (formative or summative), students must clearly understand how they will be assessed, against which criteria, and what is expected for success
- the clarity is provided through the consistent use of assessment rubrics, task-specific descriptors, and instruction sheets, which may be shared orally or in writing
- The levels of achievement are determined using a “best-fit” approach
- for summative assessment, teachers must apply the subject-specific IB assessment criteria
- teachers provide students with feedback for future learning, either orally or in writing, individually or as a group

Assessment results are reported:

- via **e-dnevnik**, the official digital record of student achievement accessible to students, parents, and teachers throughout the year
- are also shared in parent-teacher conferences, individual consultations, parent meetings, and subject report cards at the end of the school year (issued in both English and Croatian, as required by the Ministry of Education).

Concluding and Reporting Final Grades

To ensure valid summative assessment, teachers must gather sufficient evidence of student achievement across a variety of learning experiences and assessments (both formative and summative) throughout the units taught.

At the end of the school year, teachers report final achievement in each subject using the official IB assessment criteria on Manage Bac and in e-dnevnik.

The process of determining final grades involves two stages:

Criterion-level assessment

- each criterion and each strand must be assessed at least twice during the year
- criterion levels are recorded separately and are not combined for individual tasks
- a best-fit approach is used to determine a score out of 8 for each criterion

Final grade determination

- the four criterion scores (each out of 8) are added together for a total out of 32
- the total is converted into a final grade on a scale of 1–7, using the official IB grade boundaries (MYP general grade descriptors)
- the Personal Project and Interdisciplinary Units (IDUs) are assessed using three criteria only, with a maximum score of 24

Teachers are obliged to inform students in advance about the grading procedure in their subject and to explain clearly how the final grade is determined. All final grades must be concluded publicly, in class.

In line with the Croatian Education Act, XV. gimnazija reports student grades in written form at the end of the school year, in both Croatian and English. The school does not issue term reports, as grades are concluded only at the end of the academic year.

MYP assessment criteria are applied for each subject group according to the following table provided by the IBO:

Subject groups	Criterion A (max.8)	Criterion B (max.8)	Criterion C (max.8)	Criterion D (max.8)
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life context
Arts	Investigating	Developing	Creating/ Performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

Personal project	Planning	Applying skills	Reflecting	
Interdisciplinary IDU	Evaluating	Synthesizing	Reflecting	

GENERAL GRADE DESCRIPTORS

Grade	Grade boundaries	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

LANGUAGE POLICY

The Middle Years Programme (MYP4 and MYP5) at our school offers English as the language of instruction, and so does the Diploma Programme.

All students must have a Language and literature course (foreign students usually English).

Croatian citizens are required by national educational regulations to study Croatian as their mother tongue.

Foreign students usually take Croatian at beginner level.

Students also choose an additional language (German/French, beginner or standard level, depending on the previous learning experience).

Depending on the number of interested students, Latin is also offered as an optional subject ('fakultativna nastava') and is taught in Croatian. This can be only arranged if there are at least 8 students interested in the course.

SERVICE AND ACTION

Mandatory in MYP4 and MYP5. Connects school learning with real-world service. Service and action activities take a variety of forms and allow each student to independently select their type of service.

Must be completed to move on to the Diploma Programme.

DAILY SCHEDULE

School door will be open between 7:30 – 8:00

School starts: 8:00 a.m. (arrive at least 10 minutes early – main entrance only)

Lessons: 45 minutes each.

Big break after 3rd period (25 min).

ATTENDANCE PROCEDURES

Students

- must arrive punctually to the assigned classroom with their books and all necessary materials
- if a student arrives after 8.10, they will not be admitted into the classroom and will have to state the reason of their absence to the class teacher and homeroom teacher and provide an excuse note from a parent. In such situation, the student should use the school library facilities
- if late for any other class, students will not be admitted into the classroom, after the teacher
- every student can be late for school once per semester (excused absence) , otherwise unexcused absence
- attendance records will be taken at the beginning of each class period and noted in the class e-book (e-dnevnik)

RULES ON USE OF THE SCHOOL FACILITIES

Students must follow their school schedule. After classes, students are allowed to use the library from 8:00 to 15:00, use the common room (podroom) or cafeteria space or the gym for the scheduled extracurricular activities. If a gap appears in a student's schedule, they should use the school facilities. No student should roam the halls during class periods or make noise thus disrupting classes regularly held in the classrooms. During breaks, when changing classrooms, students are requested to use the right side of the corridor and stairs to avoid crowding. The shift should be made efficiently and orderly.

ATTENDANCE

Parents must report absences with reason and signature.

- parents should promptly report to the school their child's absence or late arrival – the date/dates of absence, the reason for the absence, the parent's/guardian's signature and a doctor's report

- parents/guardians have to come to school personally to verify the absence (Statut-XV.-gimnazije-ozujak-2019-za-web.pdf (mioc.hr); Zakon o odgoju i obrazovanju u srednjoj školi: XV. Prava i obveze roditelja, Članak 136)
- during school year a parent can personally or in a written form excuse his/her child's absence from school without a doctor's report, for no more than 3 consecutive/sequential days.

Parents can also request absence from school for their child in advance. It is necessary that the parents write a request prior to an absence and inform the homeroom teacher, if it is up to 3 days, the principal, for up to 7 working days, and the teaching staff of XV. gimnazija, if it is more than 7 working days. However, parents are kindly requested not to plan their trips during school days as it is not easy to make up for the content missed when on such trips.

CATCHING UP ON MISSED WORK AND ABSENCES FROM ANNOUNCED TESTS

After an absence, it is the student's responsibility to determine which assignments were missed. It is also the student's responsibility to create a schedule to catch up on work missed during an extended absence. Students with specific questions are encouraged to contact their subject teachers or visit them during office hours.

If a student misses a previously announced test, they will be required to be prepared to take it as soon as they return to school. In the case of a longer illness, the subject teacher will determine an appropriate time for the student to take the test once they return.

Unexcused absences

Unexcused absences will result in one of the following disciplinary actions:

1. **A warning: 6-11 unexcused absences**
2. **A written reprimand: 12- 17 unexcused absences**
3. **Reprimand before expulsion: 18-23 unexcused absences**
4. **Expulsion: 24 or more unexcused absences**

CODE OF CONDUCT

All members of the school community are expected to act with respect, responsibility, and integrity.

General Expectations:

- Be respectful to teachers, staff, and fellow students.
- Respect school property and other people's belongings.
- Contribute to a safe and positive learning environment.
- Follow school rules during lessons, breaks, trips, and school events.

Classroom Behaviour:

- Arrive on time and prepared with all required materials.
- Be attentive and courteous in class.
- No eating, drinking (except water), or chewing gum during lessons.
- Use school facilities responsibly (classrooms, library, gym, labs).
- Follow teachers' instructions at all times.

Mobile Phones & Electronic Devices:

- Phones must be switched off and kept in bags during lessons.
- Unauthorized use during class will lead to confiscation until the end of the lesson.
- Repeated misuse will result in disciplinary measures: warning (opomena) if there are 2 notes in e-dnevnik; for more than 2 notes – formal reprimand (ukor).
- During exams/tests: all phones and smart watches must be placed on the teacher's desk before the start of the exam.

Serious Misconduct (zero tolerance):

- Alcohol, smoking, drugs, weapons are strictly forbidden on school premises or trips.
- Violence, bullying, theft, vandalism, cheating, or disrespect will result in disciplinary action (can lead to expulsion).

SCHOOL HAS ZERO TOLERANCE FOR ALCOHOL, DRUGS AND TOBACCO ABUSE WHICH ARE STRICTLY FORBIDDEN ANYWHERE ON SCHOOL PREMISES (INSIDE AND OUTSIDE THE BUILDING) AS WELL AS ON SCHOOL TRIPS, VISTS TO MUSEUMS AND EXHIBITIONS, ETC.

Consequences of breaking school rules:

- matters of discourtesy will be handled immediately by the subject teacher, homeroom teacher and/or MYP Coordinator
- in case of academic misconduct steps will be taken (check the Handbook's section on Academic Integrity Policy).
- if a student does not meet the deadline for submitting a homework assignment/project, she/he will be awarded '0' on all the assessed criteria for the given assignment
- In case of misconduct during a class, the student will be summoned to the MYP Coordinator's office or school counsellor in order to explain their behaviour and write a report regarding the misbehaviour
- in case of repetitive tardiness parents will be summoned and students penalized by unexcused absences
- if a student does not fulfil her/his obligations regarding the Personal Project for example meetings with the supervisor, etc. parents will be informed and summoned for a meeting with the supervisor first; if this kind of behaviour continues then the home-room teacher and the MYP coordinator will also be summoned
- if a student uses a cell phone or any other electronic gadget without the subject teacher's permission, it will be taken by the subject teacher and given back to the student at the end of the class. Subject teacher will make a note in the note rubric of e-dnevnik regarding this and will promptly inform the homeroom teacher about the 'unauthorized use of electronic gadgets such as tablets or cell phones during classes. If repeated, disciplinary action of a warning will be issued in accordance with the School regulations and student's parents will be informed
- in case of intentional damage of the school or another person's property, forgery, theft, and vandalism will result in expulsion from school
- drug and alcohol consumption anywhere on school premises (inside and outside the building) on school trips or at school –authorized events or activities such as visits to museums, theatres, etc. will also result in severe disciplinary action
- in case of serious and repetitive misconduct/misbehaviour the student can face disciplinary action by not being allowed to attend the two-day field trip

Consequences for Breaking Rules:

For instances of unacceptable behaviour, depending on their severity, disciplinary actions will be taken as follows:

1) A warning (opomena) – for minor unacceptable behaviour (lakše neprihvatljivo ponašanje)

- a) misconduct and disrupting of classes, talking to other students during class
- b) littering school premises
- c) intentional damage to school property such as drawing on the desks, and carving of the desks
- d) unauthorized use of electronic gadgets such as tablets or mobile phones during classes
- e) inciting and aiding unauthorized entrance of unauthorized persons onto school premises
- f) inciting unacceptable behaviour in other students (peer-pressure)
- g) disturbing students or teachers and school personnel by inappropriate behaviour which causes discomfort, after the student has already been warned
- h) copying from other student /sources, improper collaboration during class test/exam

2) A written reprimand (ukor) - unacceptable behaviour (teže neprihvatljivo ponašanje)

- a) repetitive misconduct of class disruption in such a manner that the class cannot be held
- b) spreading lies, verbally abusing or bullying and degrading another student or school personnel
- c) bringing and abusing alcohol, cigarettes or illegal substances on school premises, including school trips, visits to theatre, museum, etc.
- d) inciting and aiding unauthorized entrance of persons who have already damaged students or school personnel on either school property or outside
- e) intentional damage of the school or another person's property also during school trips, visits to theatre, museum, etc.
- f) covering up of violent behaviour
- g) hitting or participating in a fight or similar violent behaviours that can endanger the safety of student or other people, without severe injuries
- h) use and abuse of data of other students from 'pedagoška dokumentacija/e-dnevnik'
- i) betting or gambling on school premises, school trips, visits to museums, etc.
- j) theft

3) Warning before expulsion (opomena pred isključenje) - severely unacceptable behaviour (teško neprihvatljivo ponašanje)

- a) inciting violent behaviour
- b) violent behaviour which does not result in severe damage/injuries
- c) forgery of exam materials or written doctor's excuse
- d) theft
- e) unauthorized use of data /passwords to access electronic/school data base
- f) incitement of racial hatred and other forms of hate-speech
- g) destruction of school official documents
- h) pressuring students into unacceptable behaviour or bullying
- i) bringing weapons and similar dangerous tools to school

4) Expulsion (isključenje) – particularly severe unacceptable behaviour (osobito teško neprihvatljivo ponašanje)

- a) forging written or electronic official documents/school reports/ subject reports etc.
- b) publishing materials online that could hurt the reputation, honour and dignity of another person

- c) vandalism, breaking in and similar violent acts
- d) endangering the safety of students, teachers and school personnel by using weapons or dangerous tools/materials
- e) violent behaviour resulting in severe emotional or physical injuries of another person

Disciplinary measures warning and written reprimand have to be awarded within 15 days after the student has been warned/reprimanded.

Parents or legal guardians will be informed about unacceptable behaviour of their child in written form.

Also, if necessary or required by law, parents will be summoned to a meeting at school regarding their child's misconduct or unacceptable behaviour.

Disciplinary actions and measures will be noted in the e-dnevnik.

Due to positive changes in student's behaviour over a longer period of time, the disciplinary actions can be rescinded.

PROCEDURE FOR MISSING DEADLINES OR LATE SUBMISSION OF HOMEWORK, PROJECTS, PERSONAL PROJECT, AND ESSAYS

During their two years in the Middle Years Programme (MYP), students must meet a number of requirements and submission deadlines in various subjects, as well as for the Personal Project. These deadlines are set by subject teachers and Personal Project supervisors and are announced to students through e-dnevnik, ManageBac, and/or the School Calendar at the beginning of each school year.

Subject teachers have to review students' work at different stages of its development (e.g., outline, draft, and final version) to ensure authenticity, as required by the International Baccalaureate Organization (IBO). This is why deadlines for outlines, drafts, and final submissions are established.

If a student does not meet the deadline for submitting a homework assignment/project, she/he will be awarded '0' on all the assessed criteria for the given assignment.

Since the MYP coordinator must confirm, at several points during submission, that each Personal Project is the authentic work of the student, the coordinator will refuse to do so unless the PP supervisor verifies that the student respected all deadlines and that the work was reviewed in all phases of its development.

ACADEMIC INTEGRITY POLICY

IBO is very particular about academic integrity, malpractice, plagiarism or cheating. At the beginning of every school year, students sign the **Academic Integrity Statement**. At XV. gimnazija, we are committed to fostering a learning environment based on **honesty, respect, and responsibility**.

What is academic integrity?

Academic integrity means that students produce and submit work that reflects their own understanding, while appropriately acknowledging the contributions of others. In other words, student ideas should be their own. Students are allowed to use somebody else's words and/or ideas as well, but they should always be properly acknowledged. Students are also allowed to use AI as reference but should also acknowledge the use of it in bibliography. If not done so it creates academic dishonesty, malpractice, or simply cheating. This principle is at the heart of the IB Middle Years Programme (MYP) philosophy and prepares students for the IB Diploma Programme, university studies, and life beyond school.

What Is Academic Misconduct?

Using the work of others, their ideas, words or artwork (regardless of the length or quantity – it can be one sentence only, or a single photograph) as your own without acknowledging the source and submitting it for assessment.

Below are the most common forms, with some examples:

Plagiarism

Presenting another person's ideas, words, images, or data as one's own without proper acknowledgment or using AI instead of a person.

- copying from the internet, books, or articles without citing the source.
- submitting an assignment or parts of assignment written by someone else or generated by AI tools.
- paraphrasing material from a source (AI included) without proper acknowledgement
- getting help from another person or using AI tools to the extent that the work is no longer authentic work of the student
- using images, graphs, or music without giving credit.
- fabricating data for an assignment
- buying material (essays, presentations, written assignments, projects, etc.) and submitting them for assessment as student's own

Collusion

- Supporting another student in academic misconduct or allowing one's work to be used dishonestly.
- Supporting malpractice by another student – intentionally or not, as in allowing one's work or part of the work to be copied or submitted for assessment by another student.
- Helping another student to complete an assignment to the extent that the work is almost a copy of another student's assignment.
- Sharing an essay with a classmate so they can copy it or parts of it
- Collaborating on individual tasks when independent work is required.
- In all cases both students are guilty of collusion.

Duplication of Work

- presentation of the same work for different assessment components
- presentation of the same work to satisfy assessment requirements in different subjects, or different subject groups.

Examples:

- re-using a science report for both Science and Design
- handing in one essay for two different subjects

Misconduct During Examinations or Tests

Any dishonest behaviour (cheating) during a formal assessment.

- using unauthorized notes, cheat-sheets, phones, watches or any smart device
- communicating with others during the exam
- copying from another student's paper

Academic Infringement

Incorrect or incomplete application of academic integrity rules, usually without intent to cheat.

- forgetting to use quotation marks when citing
- minor referencing mistakes

(These cases are generally treated as learning opportunities rather than serious misconduct.)

Important: If AI tools are used for inspiration or support, this should be acknowledged (e.g., “I used ChatGPT to brainstorm possible essay topics”). Ultimately, the work submitted must represent the student’s authentic understanding.

Consequence of academic misconduct

Should a student, despite all received guidance, be found guilty of malpractice within the school, the following penalties will be applied:

Violations	Grading consequences	Sanctions
Plagiarism (using others’ words or ideas including AI, source is not cited, copying and pasting other student’s work or parts of it, duplication of work)	A failing grade or zero points on all the corresponding assessed criteria	Parents will be informed Written warning issued (opomena) Noted in the student’s record in e-dnevnik
Collusion (improper collaboration on an assignment)	A failing grade or zero points on all corresponding assessed criteria (all the students involved)	Parents will be informed Written warning issued (opomena) Noted in the student’s record in e-dnevnik
Exam misconduct (copying from a student, electronic devices, paper)	A failing grade or zero points on all the assessed criteria	Parents will be informed Written warning issued (opomena) Noted in the student’s record in e-dnevnik
Academic infringement (others’ ideas are not properly acknowledged but the source is cited)	Reduced grade on the work (max. level of achievements will be 4)	Feedback on how to improve

How Students Can Avoid Academic Misconduct

- plan ahead: Manage time effectively to avoid last-minute pressure
- cite sources properly: Acknowledge all books, websites, images, or data used
- express in your own words: Demonstrate your personal understanding
- ask for guidance: Teachers are available to clarify rules about referencing, collaboration, or AI use
- use AI responsibly: Only as a support tool, never as a substitute for authentic work

6. Conclusion

Academic integrity is the foundation of meaningful learning. By committing to honesty and responsibility, students not only succeed within the MYP but also develop the skills and values that prepare them for the future. At XV. gimnazija, we believe that integrity builds trust, fairness, and respect—qualities essential for lifelong learning and success.

PROMOTION TO THE NEXT ACADEMIC YEAR

To be promoted to the next academic year, the MYP student should achieve grade 3 or above in all subjects. The same applies to Personal project in MYP5.

If a student has achieved '1' or '2' in one or two subjects he/she must attend a minimum of 10 and maximum of 25 extended periods of study (*produžna nastava/summer school*) according to the schedule provided by the subject teacher at the end of the school year. If the student does not meet the minimum requirement in July, he/she will take a re-sit exam in August.

If a student has achieved a failing grade ('1' or '2') from three or more subjects, he/she will not be promoted to the next academic year and therefore will have to repeat the same academic year.

PROMOTION TO THE IB DIPLOMA PROGRAMME

In order to be directly promoted to the IB Diploma Programme all the MYP students have to fulfil the following criteria:

- 1) A minimum GPA at the end of both MYP 4 and MYP 5 should be 4.5
- 2) Cumulative grades in English, Maths and Science (average of Biology, Chemistry and Physics) at the end of both MYP 4 and MYP 5 should be at least 12
- 3) All students must complete their Service and Action, including the written requirements, and submit them to the Service and Action leader until due time, as indicated by the SA leader.
- 4) Good or excellent behaviour with minimal absences

In case a student does not fulfil all the requirements for direct transition into the Diploma Programme, he/she needs to write a formal request to the Teaching Staff of XV. gimnazija to sit for the Entrance Exam. The staff will look into the request and may allow such student to sit for the Entrance Exams in Math, English and literature together with other external candidates applying to enrol in the Diploma Programme.

LONDON FIELD TRIP - OPTIONAL

Every school year students of MYP5 have an opportunity to go on a special London school trip, which is optional, and it mainly focuses on W. Shakespeare and his life and work as an extension of the Language and Literature course. It is optional and financed by parents but there are certain requirements to be met. The interested students need to fulfil the following requirements:

- GPA at the end of MYP4 must be at least 4,5
- English grade in MYP4 must be 5,6 or 7 in Language and Literature, or 6 and 7 in Language Acquisition - English
- the student cannot have more than 2 unexcused absences in MYP4
- Absences No more than 80 excused absences during the first year of IBMYP - if it is a continuous sick-leave (hospital, broken limb, prolonged sickness, etc.), ballet school, music school, sports competitions, other) the MYP staff will decide
- habitual tardiness - if a student has a tendency for tardiness (being late for any class, 1st or otherwise) (based on MYP staff, esp. homeroom teachers' observations)
- class conduct - Class behaviour/conduct must be impeccable – there should be no teachers' notes in e-dnevnik regarding behaviour/misconduct in any subject such as 'Student does not know how to behave during class and disturbs others in class. Student ignores the teacher;' and similar
- students should not have any warnings (opomena razrednika) or a written reprimand (ukor) regarding their behaviour in MYP4
- lack of responsibility in submission of homework and general attitude in English A/B class (for example: does not have a copy of the book; does not take notes in class; has not submitted the homework/assignment on time, etc.)

In case that a student does not fulfil **one** of the requirements they need to write a request, signed by parents, to the MYP staff explaining why the student would want to go on the London trip. Then the following MYP staff members will decide: homeroom teachers, school counsellor, school psychologists, English teachers, MYP coordinator and the head of school.

DRESS CODE

It is expected that students are appropriately dressed. Students and parents must take the responsibility to ensure that a student has a neat and decent appearance. The students should follow the dress code below:

- All skirts, dresses and pants must be longer than the extended fingertips
- **No** head covering such as hoods, hats and caps during classes except if it pertains to religious matters
- **No spaghetti straps or crop-tops**
- **No gym shorts** or similar in class
- **No** pants below hips that allow visibility of under garments of any kind
- **No** sheer/see-through clothing
- **No** backless tops or clothes with revealing holes or tears
- **No flip-flops**
- **No** clothing with offensive messages or foul language
- **No** chains which could inflict bodily harm if used as weapon, no spiked clothing or accessories
- Clothing should be free from slogans referencing drugs, alcohol, tobacco, sex, or weapons
- Students are **advised not to come to school** in tracksuits, sweat suits, leggings, yoga pants, or spandex

If students do not follow the above rules parents will be informed, there will be note in e-dnevnik and a warning (opomena) will be issued.

PHE Dress Code Policy

The dress code for Physical Education (PHE) requires students to wear appropriate athletic attire to ensure safety, comfort, and active participation in activities. This includes breathable and flexible clothing such as t-shirts, shorts, or sweatpants, along with supportive athletic shoes to minimize the risk of injury and facilitate proper movement.

Dress code for PHE classes includes:

- clean athletic shoes
Athletic shoes that were worn to school or during school hours are **not permitted**.
- clean T-shirt
- tank tops, crop tops, and low-cut or open-chest tops are not allowed
- gym Shorts, Sweatpants, or leggings
Jeans, trousers, and stretch pants are **not permitted**.
Borrowing equipment from other students is not allowed.

Depending on the unit task the professor reserves the right to request that a student remove certain accessories that may hinder performance, pose a risk of injury to themselves or others, such as jewellery.

Long nails are also considered dangerous and are not permitted.

* Long nails refer to natural or artificial nails that significantly extend beyond the fingertip.

TEXTBOOKS

Students are responsible for the textbooks assigned to them by subject teachers or borrowed in the school library. All books are school property and must be cared for and returned in the condition received. If books are lost or damaged, student will have to replace them, at their own cost. At the end of the year, before receiving the report card, the student should submit the "Return of books form" as proof that all books have been returned.

EXTRACURRICULAR ACTIVITIES

All students are welcome to participate in **any of the extracurricular activities organized by XV. gimnazija** and offered to ALL students of the school. The list of those and times are posted at the beginning of each school year on the school web site www.mioc.hr and students sign-up for extracurricular activities on-line. The same applies to the so-called 'fakultativna nastava'.

Sometimes extracurricular activities might overlap with regular schedule of mandatory subjects. In this case students' mandatory subjects take precedence over extracurricular or 'fakultativna nastava'.

LOCKERS

Students provide their own lock for the locker. One should not keep valuables inside nor is allowed to attach stickers or write on the assigned locker. The lockers should be kept clean and tidy. One should not leave books, bags, and clothes on top of lockers. Students are not allowed to use other student's locker, even if it is empty

At the end of the school year, the students must empty their belonging from the lockers.

IBMYP

XV.GIMNAZIJA, WORLD SCHOOL

www.mioc.hr

www.ibo.org

Contact:

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+385 91 315 1505

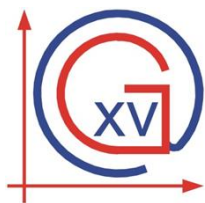
dkos@mioc.hr

Address:

Jordanovac 8

10000 Zagreb

Croatia



XV. gimnazija Academic Integrity Honor Code

“Learning is not only about knowledge, but about character.”

As a student of XV. gimnazija, I understand that learning is not only about knowledge but also about character. I recognize that honesty, responsibility, and respect are essential to becoming a principled and compassionate member of both our school and the wider world.

✦ My Commitment

I pledge to:

💡 Act with Integrity

Complete all work honestly and give proper credit to the ideas and contributions of others.

📖 Take Responsibility for My Learning

Strive for excellence, make thoughtful choices, and be accountable for my actions.

🤝 Respect Others

Treat teachers, classmates, and the school community with fairness, empathy, and understanding.

🌍 Contribute to a Culture of Trust

Speak up against dishonesty and encourage ethical behaviour in myself and others.

I understand that my commitment to academic integrity shapes not only my learning but also the kind of person I become. By signing this Honor Code, I commit to uphold honesty, respect, and principled action in all my academic work and beyond.

Student Name: _____

Grade/Class: _____

Date: _____

Student Signature: _____