SECONDARY SCHOOL
PARENT STUDENT HANDBOOK
ACADEMIC YEAR 2018-2019
SECONaARY School
Parent Student Handbook
Academic Year 2018-2019

IAA Mission and Vision
The IB Mission Statement

IB Learner Profile
Who is Who at IAA
School Partnership Agreement
School Calendar

1. Communication with the IAA Community
School/Home Communication
Parents on the IAA Campus

2. Academics
Academic Honesty
Academic Honours
Academic Support
Student Support
Homework
Moodle
Atlas
Change of Class
Library Information
Timetable

3. Assessments
Study Skills
Revising for Assessments
Coping With Stress
Tips for End of Year Assessments
Code of Conduct
Grading
IAA Academic Expectations

4. Student Attendance

5. Uniform
Expectations for Civvies Day
Lockers
Equipment List

6. IAA Behavioural Expectations
Representing IAA
Classroom Behavioural Expectations
Student Representative Council
House System at IAA
Behaviour Code
Recording of Positive and Negative Behaviour
Laptops, Mobile Phones and other Electronics
Ladder of Consequences
Bullying Policy
Damage to School Property
Questioning and Searches
Food
Medicine

7. Acceptable Use Guidelines for Students
IAA’s Acceptable Use Guidelines for Students
BYOD (Bring Your Own Device)

8. IAA Transportation Code of Behaviour

9. Fire and Earthquake Procedures

10. A Student Guide to “What to do if”
VISION
To provide a unique educational experience that inspires, nourishes and celebrates the individual; one in which staff, students and parents are proud partners.

MISSION
IAA delivers a holistic international education that exemplifies life-long learning and responsible citizenship.

IAA belongs to the Jordanian community, fostering an atmosphere of pride and identity, celebrating our traditions and promoting a sustainable future.

IAA equips its students with the skills, principles and experiences that empower them to fulfill their academic, personal and social potential.

IAA promotes ethical development, intercultural empathy and a duty to the global and local community.

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

To this end the IB works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile
The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

- **INQUIRERS**
  - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others.
  - We learn with enthusiasm and sustain our love of learning throughout life.

- **KNOWLEDGEABLE**
  - We develop and use conceptual understanding, exploring knowledge across a range of disciplines.
  - We engage with issues and ideas that have local and global significance.

- **THINKERS**
  - We use critical and creative thinking skills to analyse and take responsible action on complex problems.
  - We exercise initiative in making reasoned, ethical decisions.

- **COMMUNICATORS**
  - We express ourselves confidently and creatively in more than one language and in many ways.
  - We collaborate effectively, listen carefully to the perspectives of others.

- **PRINCIPLED**
  - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.
  - We take responsibility for our actions and their consequences.

- **OPEN-MINDED**
  - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others.
  - We seek and evaluate a range of points of view, and we are willing to grow from the experience.

- **CARING**
  - We show empathy, compassion and respect.
  - We have a commitment to service, and we act to make a positive difference in the lives of others.

- **RISK-TAKERS**
  - We approach uncertainty with forethought and determination.
  - We work independently and cooperatively to explore new ideas and innovative strategies.
  - We are resourceful and resilient in the face of challenges and change.

- **BALANCED**
  - We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others.
  - We recognize our interdependence with other people and with the world in which we live.

- **REFLECTIVE**
  - We thoughtfully consider the world and our own ideas and experience.
  - We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.
WHO IS WHO AT IAA 2018-2019

All parents need to know who to contact if they have any concerns about their child’s life at IAA. We welcome parent involvement at IAA but do request that should they need to see any member of staff, to please make an appointment first as staff need to be available. They are expected to give the reason for the appointment, so that the staff member can be properly prepared.

The following is a list of whom to contact:

**Academic Issues**

**Subject Teachers**
The Subject Teacher should be contacted regarding specific subject/class concerns. The Subject Teacher, in turn, may also contact parents to discuss any ongoing subject/class issues with a student. Ring or email the school, and the school secretaries will facilitate the making of an appointment or a return call (within 48 hours).

**Heads of Department (HOD)**
Heads of Department are the curriculum and pedagogical leaders of their subject area. They should be contacted by parents for issues regarding the teaching and learning within the subject area if the Subject Teacher has not been able to answer an initial inquiry.

**Pastoral Issues**

**Home Room Tutor**
The Home Room Tutor should be contacted about any general non-academic concerns a parent has about their child’s life at IAA. The Home Room Tutor has daily contact with a number of students and their teachers, so is in the position to give much information about their social wellbeing and their general approach to studies and study skills. The Home Room Tutor should be the person with whom parents should have most contact, initially.

**Grade Leaders**
If an issue has not been resolved with the Home Room Teacher, then the next person to contact is the Grade Leader. The Grade Leader has overall responsibility for the pastoral welfare of a particular grade. They should be contacted regarding minor pastoral issues, such as homework completion and behaviour.

Should Pastoral Issues become such that significant intervention is needed then this will involve the Deputy Head of Middle School (Grades 6 to 8), Head of Middle School (Grades 9 to 10) and the Diploma Coordinator (Grades 11 to 12).

**Counsellors**
The Counsellor should be contacted if parents have any significant concerns about their child’s social/emotional wellbeing at IAA. The Counsellor may also contact parents if there is a need to discuss social issues and/or any ongoing concerns raised by staff.

**Specialist Services**

College and Careers Counsellor
The College and Careers Counsellor is mostly concerned with Grades 10-12, offering advice on careers and assisting students with university information and applications. As part of this service, the Counsellors also have information on summer programmes inside and outside of Jordan. Parents of Grades 10-12 should contact the University & Careers Counsellor regarding the above.

**The School Nurse**
The School Nurse should be contacted by the parents if their child is unable to come to school due to illness, or come to school but needs special care and accommodations due to a medical condition. Should a child need to take medication during the day, then the nurse must be notified in a timely manner and the medicine must be kept with the school nurse and be dispensed from the school clinic. If the student has a chronic condition and is on long term medication, it is very important that the nurse is informed at the very beginning of the year.

**Senior Management**

**Diploma Coordinator (Grades 11 and 12)**

**Middle Years Programme Coordinator (Grades 5-10)**

There are two IB Coordinators at IAA: DP and MYP. The DP and MYP Coordinators should be contacted with issues pertaining to the overall curriculum, such as concerns and questions about the structure of co-requisites, grading, standardization and programme requirements.

**The Deputy Head of Middle Years Programme**
The Deputy Head of MYP assists the Head of the MYP with the day-to-day running of the MYP. The Deputy Head of MYP oversees all matters relating to the welfare, teaching and learning of students in Grades 6 to 8. The Deputy Head of MYP works with the MYP Coordinator, Grade Leaders, HODs, Student Support, Class Teachers and Parents on matters that impact on student achievement, behaviour and school life for students in these grades. In addition, any particular concerns regarding assessments, calendars, exams and student workload in Grades 6 to 8 should be addressed to the Deputy Head of Middle Years.

**The Head of Middle Years Programme**
The Head of MYP is responsible for the day-to-day running of the MYP and assists the Secondary Principal with the implementation of the MYP. In addition, the Head of MYP oversees all matters relating to the welfare, teaching and learning of students in Grades 9 and 10. The Head of MYP works with the MYP Coordinator, Grade Leaders, HODs, Student Support, Class Teachers and Parents on matters that impact on student achievement, behaviour and school life for students in these grades. In addition, any particular concerns regarding assessments, calendars, exams and student workload in Grades 9 and 10 should be addressed to the Head of Middle Years.

**Principal**
The Principal of Secondary is responsible for the day-to-day management of all areas of the school. The Principal should be contacted for serious concerns related to the overall management of the school and after parents have exhausted the above channels.

**The Director**
The Director is the final authority within IAA and therefore should only be contacted after having exhausted all of the above channels or for extremely serious cases only. The Director meets with parents every Tuesday from 8:00 am to 9:00 am on a first come, first served basis. In extremely serious cases where the issues cannot be fully explored parents can schedule a meeting with the Director by contacting the Office Manager or Secretary.
## SCHOOL - PARTNERSHIP AGREEMENT

The IAA strongly believes in the triangular partnership involving the student, parents and the school. This document sets down the expectations we have as a school and our commitment to your child. We look forward to working together on a basis of mutual respect to help our children become confident and enthusiastic learners of today and leaders of tomorrow.

### IAA

At IAA, we will do our best to:

- Provide a broad and balanced curriculum which meets the needs of all students
- Encourage your child to do his/her best at all times
- Provide your child with a safe, well-ordered and caring environment
- Ensure that bullying, racist, sexist and other discriminating behaviour is not tolerated
- Set, mark, and monitor homework and class work regularly, in keeping with the school policy
- Contact parents and guardians as soon as possible if we are concerned about a child's work or behaviour
- Contact parents and guardians if there is a persisting problem concerning a child's attendance or punctuality
- Provide opportunities for participation in co-curricular activities designed to enrich the school experience

### Parents/Guardians

As Parents/Guardians, we will do our best to:

- Make sure that our child attends school regularly, on time and in full uniform
- Ensure that our child is well enough to attend school and to keep him/her at home when unwell
- Take an interest in our child's education by encouraging him/her to work hard and to complete all homework tasks
- Keep IAA informed about any problems which may affect our child's learning
- Attend Parents’ Meetings
- Support IAA and its policies as fully as possible
- Help our child understand that everyone is of equal importance
- Encourage our child to appreciate and respect the views of others
- Read all correspondence from the school and respond quickly when necessary
- Encourage our child to always do his/her best
- Encourage our child to have breakfast every day
- Update the school immediately upon changing email or phone details

### The Student

As a student, I will do my best to:

- Work to the best of my ability at all times
- Listen carefully to instructions
- Come to school regularly and be on time
- Adhere to IAA rules and behave well
- Do my homework regularly and submit it on time
- Wear the correct school uniform
- Be responsible for taking communications to and from school and home
- Take good care of the IAA environment and property
- Represent IAA in a manner that is consistent with good sportsmanship and respect for others
- Ask for help when I need it

---

### Academic Calendar 2018-2019

#### First Semester

**AUGUST**

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

**SEPTEMBER**

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

**OCTOBER**

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

#### Second Semester

**NOVEMBER**

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DECEMBER**

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**JANUARY**

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FEBRUARY**

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MARCH**

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**APRIL**

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MAY**

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

**JUNE**

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

* The following staff will be required to report on Tuesday August 14th:
  - All New Staff
  - Secondary Heads of Departments, I/E/HS Coordinators
  - Primary Grade Leaders & Subject Coordinators
  - All other returning staff will be required to report on Saturday August 18th

---

* Islamic Holidays are subject to change

---

- **Labour Day**, Spring Break
- **First Day of Ramadan**
- **Independence Day**
- ** Eid Al-Fitr**
- **Last Day for Students**
- **Last Day for Staff**
- **Summer Break**

---

- **Official Holidays**
- **School Holidays**
- **Weekends**
- **PD Days**

---

* Islamic Holidays are subject to change
1. COMMUNICATION WITH THE IAA COMMUNITY

1.1 School/Home Communication

Communication between IAA and IAA families is important. There are many ways in which IAA Secondary School communicates with its parents:

Email – Teachers and Parents may contact each other using Moodle email or the IAA mobile application to address academic matters.
Phone calls home – Teachers and Parents may contact each other by phone. Teachers are expected to return parent phone calls within 48 hours. Teachers and Parents should speak about any behavioral matters by phone or appointment.

Meetings – Parents may request to meet with Teachers. They should be aware that our teachers have full schedules, and appointments must be made a minimum of 48 hours in advance. As our Secondary School has set meetings throughout the year, as well as during the holidays, meetings should be set for extraordinary matters. Please note that meetings will not be scheduled in the school calendar on the website.

Letters – Aside from phone calls and email received, IAA Secondary School also communicates to Parents through letters sent to the given email address. Please be sure to keep your email current with us. Also, check your junk folder to see if any IAA communication is diverted there by your server.

Weekly Newsletter – The weekly newsletter has all the updates and reports on the events of the Secondary School. It is important to read the newsletter as it contains information about activities, school timings, upcoming events and other important and relevant information.

Moodle – Moodle is a tool to communicate to both the parents and the students with regards to homework, review materials, extension materials and due dates. Parents should have access to their children’s username and password so that they can keep up with the information placed on Moodle by their child’s teachers.

Reporting and Conferences – Secondary School will report students’ progress to the students and to their parents or guardians as appropriate. Parent-teacher conferences will be scheduled throughout the year to allow teachers and parents to discuss student’s performance, needs and methods of cooperation with the parents to promote the academic and social-emotional growth and development of the student. It is highly recommended for students to attend these meetings with their parents.

Written reports on academic progress are issued through the year. Timings will be placed in the school calendar on the website.

<table>
<thead>
<tr>
<th>Issued in</th>
<th>Progress Report 1</th>
<th>Semester 1 Report</th>
<th>Progress Report 2</th>
<th>End of Year Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>November</td>
<td>Personalized comments for students</td>
<td>Course Overview</td>
<td>Personalized comments for students</td>
<td>Course Overview</td>
</tr>
<tr>
<td>February</td>
<td>Achievement level for criteria assessed</td>
<td>Achievement level for criteria assessed</td>
<td>Achievement level for criteria assessed</td>
<td>Achievement level for criteria assessed</td>
</tr>
<tr>
<td>March/April</td>
<td>Final Level out of 7</td>
<td>Final Level out of 7</td>
<td>Final Level out of 7</td>
<td>Final Level out of 7</td>
</tr>
<tr>
<td>June (in April for G10, G12)</td>
<td>GPA</td>
<td>GPA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.2 Parents on the IAA Campus

Parents are welcome on the campus during scheduled events, appointments and designated pick up and drop off times. Parents entering the school for a scheduled appointment should report to the reception area relevant to their meeting in Administration, Primary or Secondary. Parents dropping off and picking up students are asked to depart from the classroom areas in the morning by the designated time and wait outside the buildings at the end of the day until security admits them into the building. Parents attending events are asked remain with the area of the campus on which the event is scheduled. For the safety and privacy of all students, no unaccompanied visitors, including parents, are permitted in any instructional area of the school during the day, including classrooms and classroom hallways. The Sports Complex, libraries, the Theatre and the Cafeteria unless they are invited for a specific event. Parents are also asked to refrain from looking into classroom windows as it is a distraction to the teaching and learning.

IAA is committed to child protection.

IAA is a no-smoking facility.
2. ACADEMICS

2.1 Academic Honesty

The Need for an Academic Honesty Policy

All schools, regardless of their educational programmes, should develop guidelines on Academic Honesty. Aspects of two of the central frameworks used at the IAA, the International Primary Curriculum’s (IPC) ‘Personal Learnings’ and the International Baccalaureate’s (IB) ‘Learner Profile’, both stress the need for students to be principled, to act with integrity and honesty and take responsibility for actions and accepting consequences of such actions.

At IAA, students’ work is expected to be completely the result of their own efforts, and it is the duty of IAA to foster a sense of independent study in students.

In practice, this idea means that students should strive to maintain academic integrity of their work. For secondary students this translates as ‘zero tolerance’ of plagiarism and academic dishonesty; for primary students, it means that students need to be counseled about the necessity of honesty in work.

Definition

The IAA uses the IB definition of malpractice: “behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components” (Diploma Programme Academic Honesty 11)

Malpractice can take these forms with regard to academic honesty:
- Plagiarism
- Collusion
- Duplication of work
- Unfair advantage
- Fabrication

Plagiarism
Plagiarism is deliberately knowingly taking ideas or written documents from someone else and presenting them as one’s own.

Where a student has poorly referenced work, should the quality of referencing not meet the required standards of IAA (and therefore the IB), the work will be classed as plagiarised.

The extensive use of other people’s work when referenced correctly is not plagiarism: however, the work; however, a student may be asked to re-submit work if the ideas of the student are not meaningfully represented.

Collusion
Collusion occurs when two or more students agree to present work that is not their own individual work with aim to gain better marks and to deceive the teacher into thinking it is their own individual work.

Duplication of Work
Work is duplicated when a student uses a piece of work twice (or more) for submission of IB authorized course requirements. A common example of duplication is the use of the data as a basis for both an Internal Assessment and the Extended Essay.

Unfair Advantage
Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate constitutes ‘unfair advantage’. Examples include falsifying a CAS record and taking unauthorized material into an exam.

Fabrication
Fabrication is inventing information, falsifying research/ projects, and/or using other products with the intent to deceive. The following offenses, including but not limited to those below, are considered examples of fabrication:

1. Creating a false reason to receive special consideration for an assessment or assignment.
2. Citing information not taken from the source indicated.
3. Submitting a paper, lab report, or other academic exercise containing falsified data or evidence.
Scope and sequence for teaching of academic honesty

The expectations for each grade are outlined below.

**Grades 6-7**
For Grades 6 and 7 students the requirements are stricter and teachers are expected to be less tolerant in accepting errors. While the focus on work is still for students to use their own words as much as possible, direct quote and paraphrasing skills are introduced and developed. The building of full bibliographies is also expected. All teachers continue to reinforce the reasons for academic honesty, and the majority of skills are introduced through units of work, often in conjunction with the library staff.

**Grades 8-12**
In Grades 8 and 9, there is an expectation that teachers and students will begin to use the school-adopted software (e.g., turnitin.com) to ensure that students' work is their own. Teachers of students in Grades 10-12 should require the use of this software. Classes will continue to revise and strengthen academic honesty skills and malpractice will be subject to the full consequences for plagiarism and/or academic dishonesty. This may include non-submission of IB MYP/DP work for resubmission and grading.

Students are warned about collusion and cheating every year and in all grades. All students in Grade 9 to 12 will sign (and parents will countersign) the 'Code of Conduct for IB Students Grades 9 to 12'.

**Delivery of the IAA Academic Honesty Programme**

Information on academic honesty will be delivered to students in a grade-appropriate manner. This may include developing a grade-appropriate structured programme to be taught discretely by classroom teachers and/or librarians through an Information Literacy Programme and/or PSE.

<table>
<thead>
<tr>
<th>Author/TITLE</th>
<th>Grades 6-7</th>
<th>Grade 8</th>
<th>Grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce</td>
<td>Revise</td>
<td>Revise</td>
<td>Revise</td>
</tr>
<tr>
<td>Introduce</td>
<td>Revise</td>
<td>Revise</td>
<td>Revise</td>
</tr>
<tr>
<td>Introduce</td>
<td>Revise</td>
<td>Revise</td>
<td>Revise</td>
</tr>
<tr>
<td>Introduce</td>
<td>Revise</td>
<td>Revise</td>
<td>Revise</td>
</tr>
<tr>
<td>Introduce</td>
<td>Revise</td>
<td>Revise</td>
<td>Revise</td>
</tr>
</tbody>
</table>

Responsibilities of all stakeholders towards Academic Honesty at IAA

**Student Responsibilities**
The student is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. The most frequent failure to give credit to other sources of information occurs when writing research papers. It is, therefore, extremely important that every student at IAA be familiar with the accepted procedures in acknowledging the work of another writer.

**Parent Responsibilities**
Review the principles of academic honesty with their children and encourage them to practice honesty in all matters and at all times. In addition, parents may support their students in these ways:

- Attend school workshops on Academic Honesty
- Provide an appropriate routine for study and relaxation at home and provide a suitable working environment in the home
- Support their children by ensuring a balance in activities that focus on quality not quantity, so that work can be tackled in a managed way in order that time pressures do not impact on a student's decision making re Academic Honesty
- Ensure a balance in support that is given to children unless voluntary help or paid for tutoring, so that the work is always in the words of the child and there is not an over-reliance on outside support
- Actively discuss work that is being done by children by asking them to discuss it in their own words
- Students suspicious that a student is contravening the Academic Honesty Code, parents should be proactive and seek clarification/help from IAA in order to prevent malpractice
- Support children who could benefit from extra support by having them attend school support clubs or to use the library facilities after school

**School Administration Responsibilities**
The school's leadership has the responsibility for establishing processes and procedures that support and a school culture that actively encourages academic honesty, IAA coordinators and administration are expected to:

- Know the regulations and instructions as provided by the IB that govern the conduct of each examination session
- Inform staff, parents and students through various means of the consequences of malpractice and how it can be prevented. This will include a clear guide for parents and students that will be posted on the IAA website and e-learning platforms
- Support the IB fully in the prevention, detection and investigation of malpractice
- Undertake any additional responsibilities required by the IB should a candidate or staff member be investigated for malpractice

(adapted from UNIS Academic Honesty Policy)
Sanctions for Academic Dishonesty

In the Secondary School, there is ‘zero tolerance’ of academic dishonesty. This includes plagiarism, collusion, duplication of work and/or receiving an unfair advantage. Apart from students not having their work graded, they may also not be entered for any external exams and will be subject to Discipline Committee process and procedures.

Procedures (Secondary only)

If students are found to be copying the work of others or deliberately submitting work without references, the following will take place:

i) Teacher confirms with Head of Department that it is a serious case of plagiarism/cheating/collusion.

ii) The student is then given a score of 1 for all criteria assessed in that assessment. The Grade Leader is informed.

iii) The name of the student is passed to the appropriate member of the Senior Management Team who will contact parents to explain what has happened and who will record the incident on the school’s disciplinary records. The student will also be required to attend a session on MLA citation with the Library Staff.

iv) Should parents appeal, then a Review Panel of teachers will be called to consider the case. If a student appears to be guilty of malpractice as defined in Section 2 of this Policy then he/she will be penalized accordingly. Students must know and expect that if a teacher suspects malpractice then their work may not be sent for external moderation and/or marking.

v) Students who have colluded by allowing their work to be copied by another will be initially counselled by the teacher. In addition, parents will be informed and the incident will be noted in the school’s disciplinary record. After these second occurrence, the HOD and the appropriate member of the school’s management team must be informed. Contact will be made with parents and consequences as outlined in part ii above will be applied.

vi) For cheating offences, there is ‘zero tolerance’ in the Secondary School, and students will get zero for each offence. If cheating occurs more than once, the student will be referred to the Discipline Committee which makes recommendations based on Ministry of Education rules and regulations.

vii) Students who have used too much of other people’s work but cited correctly will redo the work. The percentage of work allowed depends upon the student’s grade level.

Works Cited


International Baccalaureate Organization. IB Learner Profile. 2013. IB Publication. Peterson House, Cardiff, Wales. PDF.


Academic Honesty - Quick Guide - Grades 6 to 8

When doing your work always try and write in your own words. This is good practice and will help you understand your work better and allow you to gain better marks. When you do copy directly into your work the words of others, use summarise then reference them using MLA. This is done in the following way:

Direct Quotes
Author known - "In speech marks" then (author, page) (Waugh, 23)
No author known - "In speech marks" then (title of book, page) (Oxford School Dictionary, 57)

Direct quotes from the internet
Author known - "In speech marks" (author) (Paxman)
No author known - "In speech marks" (name of article) (How to quote)

NOT -Try and avoid lengthy quotes as you can't gain much credit for quoting large chunks of someone else's work in your assignments - it is NOT your work!

Summary Quotes
Summary Quotes are a very useful way of showing that you have read widely and understood what you have read, therefore having to resort to direct quotes. It shows a more sophisticated use of knowledge. Be very careful with these, the text has to be quite different to be a summary - you can't just change a word here or there! Use only the author and the year can be introduced as:
1. Book, author known use the name of the author and page number in brackets...... according to Waugh (23)...,
2. Book, author not known use the name of the book and page number in brackets...... Britannica (23)... suggests ...
3. Website author known use the name of the author and put the title of the webpage in brackets...... it was the opinion of Ronald (Fast Food Nation)......,
4. Website author not known use the title of the website........... as How to Make a Pizza points out

How do I reference pictures?
Important: Only use visual images in your work if they are important as part of your analysis.
You do not have to reference your own images (those taken by you)

All material used must be referenced (this includes photos, pictures, graphs, tables.)
Book: Underneath the picture/graph/table or any type of visual aid you need to write the person who created it, page you found it on. Example: (Waugh, 19)
Website: If the name of the person is not available then give the name of the website where you found it. Example: (How to Make a Pizza)

Remember - for every single quote/summary quote/graph/table/photo, the full reference has to be in the bibliography

How do I compile a bibliography?
1. List your resources in alphabetical order.
2. You must list all resources you have cited (eg. quotes, summary quotes, graph, table, photo, film etc)
3. When making your alphabetical list ignore v, %, and 's'.
4. At the end of your reference you must identify the medium (print, pdf, .gif, .jpg, interview, online, email, tweet, youtube etc)

Below are some examples of how to reference some of the more common types of resources.

**Book**
Single Author:
Author's last name, first name. Title (italicized). Place of publication: Publisher, Date of Publishing.
Two (2) or more authors:

**Pamphlet**
A pamphlet is treated just like a book.

**Web Document**
Author's last name, first name. (If available) "Article Name." Name of Site. Name of Institution/Organization affiliated with the site (sponsor or publisher). Date of last update. Medium of publication. Date of access. <URL address>.
Example:

**Media**
Film:
Documentary: The Tribal Mind: National Film Board of Canada. 1994. DVD.

**CD**

Students in grades 9 to 12 have a more detailed guide to MLA referencing that can be accessed from Moodle through the Student Parent tab.

If you have any queries about referencing please ask a Librarian, your Teacher or your ILS Coordinator.
2.2 Academic Support

Teachers will inform students of their office hours at the start of the academic year, if they should need help with the subject. These times will be during lunch and/or after school. Students could also coordinate with the teacher a suitable time for additional help. Students and parents need to be reminded that students have a responsibility to ask for help and be reasonable in the request for help.

2.3 Academic Honours

Honours Roll is recognised twice a year, after each semester report.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Achievement</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 to 10</td>
<td>Honour Roll</td>
<td>6.0 - 6.49</td>
</tr>
<tr>
<td></td>
<td>High Honour Roll</td>
<td>6.5 and above</td>
</tr>
<tr>
<td>11 to 12</td>
<td>Honour Roll</td>
<td>6.0 - 6.5</td>
</tr>
<tr>
<td></td>
<td>High Honour Roll</td>
<td>6.51 and above</td>
</tr>
</tbody>
</table>

2.4 Student Support

At IAA, Learning Support is one of the support services offered at the secondary level from Grades 6 to 10. It provides support to students who are experiencing difficulties in coping with the academic curriculum. These difficulties exist in spite of the student’s best efforts, and the difficulties cannot be explained by English language acquisition issues alone. The Learning Support personnel work as members of a “Student Support Team,” which meets regularly to discuss and plan for the needs of identified students. Other members of this team may include any of the following: the Counsellor, Grade Leader, nurse, subject teachers, and administrative representatives.

The philosophy of the Learning Support Programme at IAA is holistic in nature. It recognizes that success in all aspects of life is dependent upon many factors, including basic skill development, time management, study skills, organisational skills, a solid work ethic, a positive attitude, responsible decision-making, and a balanced lifestyle. Learning Support attempts to address the needs of the whole child and will utilize the expertise of other professionals when needed, both within the school and throughout the community as a whole.

GOALS

A major goal of the Secondary Learning Support Programme is for students to ultimately take full responsibility for their education. This means they will become independent learners. They will have developed problem-solving and organisational skills. They will know how to self-assess and self-reflect. They will understand how to set and achieve realistic goals for themselves and will have a solid work ethic.

Another goal of the programme is for the students to develop a healthy understanding of themselves and their unique learning style. Thus, the process of reflection and self-assessment by students is an integral part of the programme and occurs regularly. Looking forward (as a result of self-reflection), through goal-setting, is a regular occurrence as well.

2.5 Homework

Parents and Home Tutor Responsibilities

Homework is intended to be a learning activity for students; it is an opportunity to take responsibility for their own learning and to think creatively and reflectively. Homework helps students to improve the quality of learning in their subjects. This can be achieved in different ways. They can:

- Develop the ability to work alone
- Develop study skills to research, organise and present work on a given theme or topic
- Consolidate and extend the work done in class or prepare for subsequent lessons
- Develop the habit of reading
- Follow up on a particular interest or develop expertise in a particular area of study
- Learn to plan and organise their time and their work more effectively
- Do background work to prepare for what they will do next in class
- Develop problem-solving skills
- Develop their skills at communicating what they have learned in a variety of ways

Teachers will give ideas to parents for supplementary homework activities, including educational websites.

Quantity

The amount of homework set will depend on the grade level and the time of year. It is expected that during lead-up to exams and tests, homework will be revision based and will focus on practice exercises. Furthermore, new work will not be mandated. Students will be informed of what needs to be revised.

Every day during the week, students will be expected to devote some time to homework—either set or not. Depending on the grade level, on days where there is no homework set, students will be expected to read either in Arabic and/or English, revise and/or complete daily Maths homework, review the day’s lessons and/or revise for any upcoming lessons.

For grades 6-8, teachers should consult the homework calendar (posted on Moodle) to ensure that students are not overloaded with homework. There should be no more than two subjects’ homework set on a night for grades 6-8. No person may cancel/change or amend designated homework schedules other than the Heads of Schools. Grades 9-12 do not have a set homework calendar.
Furthermore, students are not expected to exceed the following maximum of time allocation per school week when completing out-of-class work:

| Grade 6-7 | 1 hour |
| Grade 8-10 | 2 hours |
| Grade 11 | 2.5 hours |

It is also expected that students will read independently for at least 15 minutes every day.

**Arabic and English Typing Expectations**

Our students have to master certain technical skills in order to be successful in both their high school and post-secondary studies. These technical skills include the ability to type quickly and accurately. With the implementation of "Bring Your Own Device" in Secondary and students sitting for the MYP external exams, at the end of Grade 10, our students have to type quickly and accurately.

To improve typing skills, our students need to commit to daily typing practice. As part of their weekly homework load, C6-10 students are expected to practice typing in English and in Arabic.

**English Typing**

For English typing, Grades 6 to 8 access [http://ajordan.typeskill.com](http://ajordan.typeskill.com), which focuses on accuracy and speed. Students log in to this website using logins assigned to them at the start of the academic year. The website allows teachers to check the progress of each student. Parents will be informed if their child is behind in their typing.

**Arabic Typing**

Secondary Arabic teachers are incorporating direct instruction in Arabic typing into their lessons. In Grades 6 to 10, all homework, notes, and worksheets in class are typed. In addition, weekly typing assignments are set as homework and recorded on Moodle. In Grades 9 and 10, students complete most of their summative tasks electronically.

**Student Responsibilities**

All students are to:
- do their best on all assignments and tasks.
- do their own work at all times, i.e., independent of each other, tutors and/or other help.
- inform the teacher well before a task is due, if they are experiencing any difficulties; this is not given the night before.
- complete assignments in a timely fashion as requested by the teacher.
- complete work as assigned by the teacher when a pre-authorised absence is requested.
- check Moodle immediately upon return from absences to find out any make-up assignments if allowed.
- if sick and unable to complete set homework, to provide the nurse with a note from their doctor.
- reflect on their learning.

**Late Homework Submissions due to Authorized Absence**

Secondary students are responsible for checking Moodle to identify any and all work missed. Students are responsible to make-up any missed work.

Students who are on school-sanctioned overnight trips are not expected to hand in work on the first day they are back. They will receive a one-day extension for every two days they were away on the trip or participating in a time-consuming activity.

**Holiday Homework**

Grades 6 to 9 teachers will not assign written homework or projects for students during the holidays (e.g., Winter Break, Spring Break, etc.). However, students in Grades 6 to 9 may be assigned homework that can be read, viewed, or listened to only. Furthermore, Grades 6 to 12 students should not be assigned tests or summative assessments on the first two days back from a holiday. These days will be blocked on the assessment calendar.

**Parents and Home Tutor Responsibilities**

Homework is an activity for students to take responsibility for their own learning and to think creatively and reflectively. Parents and home tutors should refrain from "teaching" the student or giving the student answers to questions. Rather, they should ask the student to explain and to work through their homework through questioning.
2.6 Moodle

Moodle is a tool of communication, in both parents and students, with regards to homework, review materials, extension materials, due dates and assessment dates. All teachers must list these on Moodle.

Furthermore, the “Student-Parent” tab provides access to school policies, presentations conducted to parents, handbooks and other valuable resources.

Logging In

To get to the Moodle website, open your web browser and go to:

http://elearning.iaa.edu.jo from any web browser, including Internet Explorer, Firefox or Safari. The first screen you will see is the Moodle home page.

Students login using their IAA Moodle username and password. Once logged in, they will be taken to the Home page. This is personalized for each student and will contain some blocks and a list of your courses.

There are basic expectations for the use of Moodle. Students must be able to do:

- Access the assessment calendar which displays summative assessments
- See an overview of the topics to be covered that week
- Access resources, homework instructions and extension materials
- Submit assignments and where appropriate use the Turnitin function to check for plagiarism
- Access the summative assessment task sheet a minimum of five school days prior to the assessment.

2.7 Atlas

IAA employs the Rubisco Atlas, a curriculum mapping system which allows parents and staff to review the entire academic programme from Pre-K all the way to Grade 12. This is important as it allows parents to support their children with comprehensive knowledge of learning concepts and topics as they move through their years at IAA.

Parents can access Atlas by going to https://iiasjordan.publicsubscriptions.com/Atlas/Login. This site is password protected. IAA parents can contact the PR & Communications at +962 5403955 Ext. 3131 to request for the Atlas password.

2.8 Change of Class

Students in Grade 9 may change their option classes within the first 4 weeks of the academic year, assuming availability, and with permission from their teachers and parents. A special form exists for this. Grade 10 may not change their options.

Students in Grade 11 may change their subjects until a published date (usually five weeks into Grade 11). This can only happen with the consent of the parents and teachers, and a special form exists for this. However, there are always going to be exceptional circumstances during the year where students may find themselves in a situation where they wish to change a subject and these will be dealt with on a case-by-case basis. Students wishing to change from HL to SL, and vice versa can be accommodated for much longer (all through Grade 11). Again, permission from all those concerned needs to be taken.

2.9 Library Information

The IAA Library is available every school day from 8am until 6pm. If students want to use the library or meet with the Teacher Librarian after 4pm, then an appointment must be arranged in advance.

Dewey Catalog

The Secondary Library Catalog (Rollett Destiny) is located online. To search for books or ebooks you can access Destiny 24/7 from school or home.

IAA School website + Library tab + IAA Senior Library + Catalog tab

Books are available to check out for 2 weeks during school hours. Ebooks can be checked out at any time for one week using your school-provided email and library password. Ebooks that are checked out for too long will be blocked.

Databases

The Secondary Library subscribes to several databases, all of which are accessible 24/7.

IAA School website + Library tab + IAA Senior Library + Home tab

Usernames and passwords for all database and e-magazine subscriptions are listed on the above website.

2017-2018 Database subscriptions are Rosen Power Knowledge Science Suite, SIRS Knowledge Source, Oxford Reference, World Book Encyclopedia, and Questia. The Library provides training throughout the year for your research needs. Updates and tutorials are also posted on the Library’s Moodle Course page.

Moodle Course Page

The Library Course Page is located on Moodle. This page contains tutorials on databases as well as Academic Integrity and MLA Citation help. The link to Oxford Reference will only work via Moodle if you are accessing it from home or on the BVOD network.
### My School Day

<table>
<thead>
<tr>
<th>Timings</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>Registration</td>
<td>Registration</td>
<td>Registration</td>
<td>Registration</td>
<td>Registration</td>
</tr>
<tr>
<td>7:50 - 8:00</td>
<td>7:50 - 8:00</td>
<td>7:50 - 8:00</td>
<td>7:50 - 8:00</td>
<td>7:50 - 8:00</td>
<td>7:50 - 8:00</td>
</tr>
<tr>
<td>Periods 1 &amp; 2</td>
<td>Periods 1 &amp; 2</td>
<td>Period 3</td>
<td>Period 3</td>
<td>Period 6</td>
<td>Period 6</td>
</tr>
<tr>
<td>8:00 - 9:30</td>
<td>8:00 - 9:30</td>
<td>9:30 - 10:15</td>
<td>9:30 - 10:15</td>
<td>12:30 - 13:20</td>
<td>13:25 - 14:15</td>
</tr>
<tr>
<td>Period 3</td>
<td></td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Period 7</td>
</tr>
<tr>
<td>Periods 4 &amp; 5</td>
<td>Periods 4 &amp; 5</td>
<td>Period 6</td>
<td>Period 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:25 - 13:10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13:10 - 13:40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 7</td>
<td></td>
<td>Early Finish</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13:40 - 14:25</td>
<td></td>
<td>Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14:30 - 15:15</td>
<td></td>
<td>Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3. ASSESSMENTS

**Number of Assessments/Tasks:**

These shall be determined according to programme requirements and grade level. The following principles will, however, be adhered to:

- Internal and external assessments for the DP will be set according to an annually published assessment calendar.
- Assessments will be posted on the assessment calendar on Moodle at the beginning of each semester and no less than five school days in advance of the assessment.
- No more than one assessment on one day may be given for students in grades 6 – 9.
- No more than 2 assessments a day may be given for students in grades 10 - 12.

Students will be informed:

- of the information to be assessed, the nature of the task, the criteria to be guided by the MYP cover sheet on Moodle no less than five school days in advance of the assessment,
- of the DP and MYP exam, tests, and some summative assessments will be conducted using the standard and procedures as outlined by the IB Exam protocols.

**Late Submissions:**

MYP students who hand in late summative assessment tasks will be marked as usual, and then the mark will be lowered by one band for each criterion assessed; unless a student has been ill and has a medical certificate or has an extended leave of absence such as representing the school on a trip. The medical certificate must be handed in to the Nurse within 3 working days, where the first day includes the day of absence. For example, if a student was absent on Monday, then the medical note must be handed in by Wednesday. After the 3rd day, the medical note will not be accepted. The student will receive a zero on the summative assessment missed.

MYP students who hand in late summative assessment tasks, for an unauthorised reason, will be marked as usual, and then the mark will be lowered by one band for each criterion assessed. Students may not turn in work more than five days after the set due date. Teachers are not expected to mark late summative work turned in more than five days past the due date.

DP students will lose 10% of the overall final mark for that piece of assessment.

**Missed Assessments:**

Special arrangements for assessments will only occur due to sickness (accompanied with a doctor’s certificate), administrative approved absences or bereavement; otherwise the student will not sit the assessment and will receive no mark for it. Once again the doctor’s certificate must be handed in to the Nurse within 3 working days, the first day includes the day of absence.

**Retests:**

A retest is not given to students. Once an assessment has been completed, the students may not be reassessed for the same material in order to improve this grade.

**Misbehaviour During an Assessment:**

Should a student misbehave in such a way that their behaviour affects the rest of the class, the student will be removed to another location to complete the assessment. Consequences will then be determined/discussed once the assessment is complete. A student can receive a zero if conduct of behaviour during an assessment is unacceptable.

**Dealing with Cheating During an Assessment:**

When a student is caught cheating on an assessment, any materials that were being used to cheat are taken away from the student. However, the student will finish the assessment. For cheating offences, there is zero tolerance. In the Secondary School, students will not get zero for such an offence. Deputy Head (for grades 6-8), Head of MYP (for grades 9 – 10) or the Principal (for grades 11 and 12) will follow up on that incident.

**Student Support for Assessments:**

Teachers are to follow the accommodations shared by the Student Support Team.

**Missing Assessments:**

Grades 11 – 12 may make up an assessment during class time. Grades 6 – 10 will make up any assessments during the make-up assessment time which is offered Tuesday and Thursday after school.
3.1 STUDY SKILLS

A strategy involves using a plan of action to achieve a certain goal. To achieve success, you will need to use a variety of strategies, such as those listed below.

Talk through these strategies with your parents or teacher.

Strategy 1 – Listen carefully.
Concentrate on what is being said.
Ask questions if something is not clear.
Listen for the meanings and ideas behind the words.

Strategy 2 – Take clear notes.
Write down only important facts and ideas.
Use your own words rather than those of the teacher.
Number the major points made into a sequence.

Strategy 3 – Choose the right place.
Try to do work in the same quiet place.
Ensure that the workplace is well lit to avoid tiring your eyes.
Keep your work space tidy and use a firm chair.

Strategy 4 – Go further.
Make it a habit to do some homework every day.
(Identify and regularly use additional references).

Strategy 5 – Revise effectively.
Be specific and stick to the homework timetable.
Revise in short bursts, stop when your mind begins to wander.
Try to reproduce notes on paper rather than just reading books.

STUDY SKILLS AT HOME

If you are to make the most of the work you do, HOW you learn is as important as WHAT you learn.

Getting started

When starting a piece of work, ensure you understand what you have been asked to do. Where possible, break it down into smaller sections so you can make sure you are doing everything which is required. Make sure you have set aside enough time to be able to do all, or a section of, the task without interruption.

Reading

When you are set a task which involves reading:
• Learn to skim read before reading in detail.
• Learn to scan, to look for specific pieces of information.
• Have a dictionary on hand.
• Add a dictionary and an encyclopedia website to your list of favourites.

Note-making

If a task requires you to make notes:
• List only the main ideas.
• Abbreviate where possible, for example “possible” could become “pos”.
• Use a highlighter to mark key words.
• Use a flow chart, spider diagram, list or any other style to help you log your ideas.

Writing up projects and experiments

• Make sure each section has a heading.
• Make sure your ideas have a logical order.
• Write clearly using your own words.
• Label any drawings clearly and accurately.
• Check your spelling and punctuation.

Note-taking – presentation and storage

Being a BYOD school and with the implementation of the IB e-assessments in G10, all departments, with the exception of the Arts and Maths, are expected to have students in G6-10 maintain an electronic notebook. For each unit, students should have one file for note-taking. Students will not be using paper notebooks for note-taking.

Teachers will have access to each student notebook, so that they can check it for presentation and give feedback on the content directly on the document.

Presentation of Online Notebook

Presentation of the online notebook falls under the ATL skill of self-management - keeping an organized and logical system of information files/notebooks.

To maintain a consistent format for all documents, students will set up the system listed below as default during the first or second week of school in PSHE:
• Font: Calibri, 11
• Paragraph alignment: left
• Paragraph spacing
• Before and after: 0pt
• Line spacing: single
• Page layout: size A4

Students should also
• Write the date at the left hand side of the page e.g. August 30th, 2016.
• Write the title underneath the date.
• Title should be centred, underlined, size 13.
• Leave one line after the title.
• Underline and bold the subheadings.
• Number pages.
• Double space or indent paragraphs.
• Start a new page for every lesson.
3.2 REVISION FOR ASSESSMENTS

Planning
Find out what topics will be on the assessment. Your revision topics will be provided in the exam revision booklet.

Organise Your Study Space
Make sure you have enough space to spread your textbooks and notes. Get rid of all distractions, and make sure you feel as comfortable and able to focus as possible.

Make a Revision Calendar
Plan your revision carefully so you have enough time to cover each topic. Work backwards from the assessment and divide up your time. Use a large planner to write in times of your assessments. Divide up your time, making sure you spend more time on the weaker subjects. Leave some slots blank so you can use them for extra revision. Leave some time for yourself especially just before the assessments.

Make Your Revision Active
Cover your revision session a focus. Don’t just re-read your notes in hope you will learn them. Learn about a particular part, then test yourself by drawing a diagram or flowchart, make pictures, put boxes around words, talk to yourself. Explain an answer to a question to those around you. That will help you to get it clear in your head and can highlight any areas where you need more work.

Take Regular Breaks
Studies have shown that for long-term retention of knowledge, taking regular breaks really helps.

Snack On ‘Brain Food’
Keep away from junk food, caffeine, energy drinks and carbonated drinks! Keep your body and brain well fuelled by choosing nutritious foods that have been proven to aid concentration and memory, such as fruits, vegetables, whole-grain cereal, nuts and yogurt. Drink lots of water.

3.3 COPING WITH STRESS

Stress is the body’s normal response to a challenge, threat or excitement. Some people cannot perform due to stress and others are motivated by it to do well. You need to find out what level of stress motivates you and what amount paralyses you. When you know this, you make sure that you keep your stress levels in the motivational zone. See ‘six ways of coping with stress’ below.

1. Get Organised!
Draw up an action plan to improve your time management. Plan ahead and set yourself goals. Identify busy periods if necessary.

2. Think Positively
Recognise what you have achieved so far. Make a list of tasks and tick them off as you finish them. Take action! Don’t put off those tasks you don’t want to deal with. Make a plan and stick to it. Keep problems in perspective. Remember to think about what you are doing well.

3. Keep Fit and Healthy
Take regular exercise. When you are under stress your body produces adrenalin. Exercise helps to get rid of the biochemical effects of stress, so making you less tense. Eat a balanced diet and eat regularly. If you’re hungry and stressed, you’re less likely to be able to concentrate properly. Get plenty of sleep. If you’re too tired, you can’t study efficiently. Remember to give yourself time to unwind before going to sleep.

4. Learn to Relax
Allow time for relaxation. Find the balance between time spent working and leisure. Learn relaxation techniques (e.g. breathing exercises for 5 minutes). This will help you to control your stress.

5. Stay in Control
Take responsibility for dealing with your stress. Don’t blame your circumstances. Have realistic targets. Don’t try to change everything all at once. Identify what is causing your stress and take steps to change it gradually.

If your stress is caused by parental pressure, try getting into unproductive arguments. Try to keep calm, listen to what your parents say. Try to understand their point of view. Then put forward your ideas assertively rather than aggressively.

6. Talk it Over
Find someone to talk to. Find an adult who you feel would listen to you and tell them why you are feeling anxious. Ask for advice. Discuss ways of dealing with your stress. Then make up your own mind what you are going to do about it.

3.4 TIPS FOR END OF YEAR ASSESSMENTS

1. Read the INSTRUCTIONS on the assessment carefully.
How many questions do you have to answer?
Are there questions on both sides of the paper?
Do your answers have to be on separate pieces of paper?

2. For each assessment, you will be given 5 minutes reading time. During that time, read ALL of the questions. You are not allowed to write during that time.

3. Keep an eye on the command terms. These terms inform you on the amount of detail required in your answers.

4. Decide on an ORDER of answering – do your BEST questions FIRST.

5. Stay in motion. If you do get stuck on a question, think about it for a minute or two. If nothing comes to you, move on to another problem. You may later have time to return to it.

6. When answering questions, try not to repeat yourself. Keep your language and expression straightforward.

7. If you have time, check your answers for SPELLING, GRAMMAR and EXPRESSION.
3.5 CODE OF CONDUCT DURING ASSESSMENTS

During any summative assessment, all students are expected to behave in the following manner:

1. Students must enter and leave the assessment room in a quiet and orderly manner. They are to sit in their assigned seats.

2. No talking or communicating with any student either at the beginning whilst assessments are distributed, during the assessment, or at the end when materials are being collected. This includes eye contact and gestures. **Breaking this rule may result in the assessment being cancelled.**

3. Stationary must be brought in clear plastic bags. Students are not allowed to borrow materials from other students during an assessment.

4. The instructions of the invigilator must be obeyed. The invigilator has the right (at any time) to expel from the assessment room any student whose behaviour is interfering with the proper conduct of the assessment.

5. No questions may be asked of the invigilating teacher.

6. All materials which may not be used during the test (notes/textbooks) are to be left OUTSIDE of the classroom.

7. All assessments must be completed in blue or black pen, unless instructed otherwise. Most G10 and G9 assessments are done electronically. In other Grades some assessments may be completed electronically.

8. Students who finish the assessment early are not allowed to leave the examination.

9. Students who are over 30min late to the assessment will not be allowed to sit it. Students who are less than 30min late will be allowed to sit the assessment but will not be given extra time.

10. Phones and smart watches must be handed in as soon as you enter the assessment room.

11. White-out is not to be used during the assessment.

12. Students are not allowed to go to the toilet during the first hour and last 15 min of the assessment.

What you need to bring to the assessment:
- Two pencils
- Sharpener
- Eraser
- Two blue or black pens
- Calculator
- Ruler
- All above items placed in a clear, plastic bag
- Water bottle (optional)

What you are NOT allowed to bring into the room:
- Pencil case
- Mobile phones, smart watches, iPod, mp3 player or any other electronics
- Own paper and white out / lipex
- Food (including candy and chewing gum)
### 3.4 Grading

The school uses MYP grades, on a 1-7 scale, to report on each subject at the end of each semester. The table below explains the descriptor for each achievement level.

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Minimal achievement in terms of the objectives.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Very limited</strong> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is <strong>unable to apply them fully in normal situations, even with support.</strong></td>
</tr>
<tr>
<td>3</td>
<td>Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <strong>limited understanding</strong> of the required knowledge and skills and is <strong>only able to apply them fully in normal situations with support.</strong></td>
</tr>
<tr>
<td>4</td>
<td>A good general understanding of the required knowledge and skills, and the ability to apply them effectively in <strong>normal</strong> situations. There is <strong>occasional</strong> evidence of the skills of analysis, synthesis and evaluation.</td>
</tr>
<tr>
<td>5</td>
<td>A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <strong>variety of situations</strong>. The student <strong>generally shows</strong> evidence of analysis, synthesis and evaluation where appropriate and <strong>occasionally demonstrates</strong> originality and insight.</td>
</tr>
<tr>
<td>6</td>
<td>A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <strong>wide variety of situations</strong>. There is <strong>consistent</strong> evidence of analysis, synthesis and evaluation where appropriate. The student <strong>generally demonstrates</strong> originality and insight.</td>
</tr>
<tr>
<td>7</td>
<td>A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <strong>almost faultlessly</strong> in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student <strong>consistently demonstrates</strong> originality and insight and always produces <strong>work of high quality.</strong></td>
</tr>
</tbody>
</table>

### MYP Assessment Criteria for All Subjects:

All of the descriptors for the subject criteria are included in the MYP Student Handbook, which can be accessed from the Student Parent tab on Moodle. These descriptors should be utilized to set goals, ask questions on how to improve, and evaluate one’s own work before submitting it to the teacher.

#### Art

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Knowledge and understanding</td>
<td>8</td>
</tr>
<tr>
<td>B Developing skills</td>
<td>8</td>
</tr>
<tr>
<td>C Thinking creatively</td>
<td>8</td>
</tr>
<tr>
<td>D Responding</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Humanities

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Knowing and understanding</td>
<td>8</td>
</tr>
<tr>
<td>B Investigating</td>
<td>8</td>
</tr>
<tr>
<td>C Communicating</td>
<td>8</td>
</tr>
<tr>
<td>D Critical thinking</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Sciences

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Knowing and understanding</td>
<td>8</td>
</tr>
<tr>
<td>B Inspiring and designing</td>
<td>8</td>
</tr>
<tr>
<td>C Processing and evaluating</td>
<td>8</td>
</tr>
<tr>
<td>D Reflecting on the impacts of science</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Mathematics

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Knowledge &amp; Understanding</td>
<td>8</td>
</tr>
<tr>
<td>B Investigating Patterns</td>
<td>8</td>
</tr>
<tr>
<td>C Communicating</td>
<td>8</td>
</tr>
<tr>
<td>D Applying mathematics in real-life contexts</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Physical and Health Education

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Knowing and understanding</td>
<td>8</td>
</tr>
<tr>
<td>B Planning for performance</td>
<td>8</td>
</tr>
<tr>
<td>C Applying and performing</td>
<td>8</td>
</tr>
<tr>
<td>D Reflecting on improving performance</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Language

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Analyzing</td>
<td>8</td>
</tr>
<tr>
<td>B Organizing</td>
<td>8</td>
</tr>
<tr>
<td>C Producing Text</td>
<td>8</td>
</tr>
<tr>
<td>D Using Language</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Language Acquisition

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Comprehending spoken and visual text</td>
<td>8</td>
</tr>
<tr>
<td>B Comprehending written and visual text</td>
<td>8</td>
</tr>
<tr>
<td>C Communicating in response to spoken, written, visual text</td>
<td>8</td>
</tr>
<tr>
<td>D Using language in spoken and written form</td>
<td>8</td>
</tr>
</tbody>
</table>

To determine grades, teachers first review a student’s achievement on the subject-specific criteria. This is done by looking holistically at everything students have done over the course of the year, taking into account factors such as the difficulty and importance of specific tasks, and the development of skills over time. Once subject-specific criteria marks have been determined, a conversion chart (shown below) is used to determine the overall 1-7 mark for the semester.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Boundary Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1-5</td>
</tr>
<tr>
<td>2</td>
<td>6-9</td>
</tr>
<tr>
<td>3</td>
<td>10-14</td>
</tr>
<tr>
<td>4</td>
<td>15-18</td>
</tr>
<tr>
<td>5</td>
<td>19-23</td>
</tr>
<tr>
<td>6</td>
<td>24-27</td>
</tr>
<tr>
<td>7</td>
<td>28-32</td>
</tr>
</tbody>
</table>
In addition to the grade-out of 7, teachers also assess students on the following Approaches To Learning (ATL) skills. The scale used is excellent, very good, good, satisfactory and needs improvement.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
</table>
| Communication    | • Exchanging thoughts, messages and information effectively through interaction  
| Social           | • Working effectively with others                                           |
| Self-management  | • Managing time and tasks effectively                                        
|                  | • Managing state of mind                                                     
|                  | • (Re)considering the process of learning, choosing and using ATL skills    |
| Research         | • Finding, interpreting, judging and creating information                   
|                  | • Interacting with media to use and create ideas and information            |
| Thinking         | • Analysing and evaluating issues and ideas                                  
|                  | • Generating novel ideas and considering new perspectives                   
|                  | • Using skills and knowledge in multiple contexts                           |

The following qualifiers are used to evaluate a student's ATL skills:

<table>
<thead>
<tr>
<th>Level</th>
<th>Meaning</th>
<th>Qualifiers</th>
</tr>
</thead>
<tbody>
<tr>
<td>E - Excellent</td>
<td>Significantly Exceeding Expectations</td>
<td>Always, committed, complete, consistent, exceptional, exemplary, high degree, masterful, meticulous, proficient, thorough</td>
</tr>
<tr>
<td>VG - Very Good</td>
<td>Sometimes Exceeding Expectations</td>
<td>Considerable, frequently, most of the time, often, usually successful, usually thorough</td>
</tr>
<tr>
<td>G - Good</td>
<td>Meeting Expectations</td>
<td>Acceptable, adequate, at level, moderately, suitable</td>
</tr>
<tr>
<td>S - Satisfactory</td>
<td>Approaching Expectations</td>
<td>Approaching at times, developing, some, sometimes</td>
</tr>
<tr>
<td>NI - Needs Improvement</td>
<td>Below Expectations</td>
<td>Limited, few, rarely, infrequently, minimal, poor</td>
</tr>
</tbody>
</table>

What should students do with the assessment information given to them by teachers?

- Students should make sure they understand the criteria that will be used for each assessment task.
- Students should self-assess while planning and preparing for an assessment task, and ask: How am I doing?
- Students should carefully review all comments made by teachers, and use that information to improve on future tasks.
- Students should talk to their teachers about their progress. Teachers are willing to provide assistance. (Please note that questions about individual progress may need to take place during a student's free time, as there is not enough time to do this during class for every student.)

How does The International Academy - Aswan ensure that its grades are fair and accurate?

- Teachers within each subject area work together to plan major assessment tasks. This is a guarantee that assessment tasks are fair and valid in determining the level of student achievement.
- Teaching teams conduct internal standardization, working together to assess student tasks. This ensures that a student's task would earn the same mark from any IVA teacher.

Tutorisation of Work.

The IB programmes advocate the nurturing of independent learners as is reflected in the IB Learner Profile. IVA, in its attempt to reinforce such a predisposition towards learning and teaching, endeavours to reinforce these skills amongst its students. This is to be reflected by having our MVP students, Grades 6-10, finish most of their summative assessment tasks in class and under the supervision of teachers. These assessments include, but are not limited to, writing of essays, conducting research, and finishing different types of oral presentations. The teacher might ask students, as homework, to conduct essential research and to finish the planning. However, the final product should be finished in class for all subjects. The school aims, that by adopting such a strategy, our students' learning will be enhanced and sustained in a manner that would make them lifelong learners, which is a realistic reflection of the IB mission and vision.
3.7 IAA Academic Expectations

IAA considers itself to be a school that promotes academic excellence and provides consistently challenging targets by using an internationally recognized curriculum. IAA aims to place students both in the top schools around the world and in the schools that are best suited for each student.

In order for a student to be able to access the IB curriculum and successfully apply their knowledge to the next level, a student ideally needs to maintain an average of a four (4) as a GPA as well as a four (4) in the subjects of Maths, Science, Arabic and English.

Students of Concern
Students who are not able to maintain the grade standards above will find each year more and more difficult, tending to fall behind their peers in attaining the skills and knowledge of that year and subject.

At IAA, we want to maintain strong communication with the parents of our students during students’ academic and personal growth. We recognize, however, that it is necessary to be in close contact with parents at any point in which a student is achieving below a 4 in any of the MYP courses.

If a student is not improving enough to achieve a grade of four (4), the teacher will call and speak to the parents at the end of the Progress Report month (November) and before the end of Semester 1 (January). This procedure is to be repeated, if necessary, in Semester 2.

When speaking to the parent and student, the teacher will offer concrete ways in which to improve academic and behavioural achievement (i.e. complete all homework assigned, stay after school for help, edit and revise work, focus on a particular area, be an active learner, etc.) Teachers will report true standing on all reports, including Progress Reports and End-of-Semester Reports.

During Parent-Teacher conferences, staff will be transparent, giving parents accurate feedback, even if difficult. Concerns must be expressed.

Students will work toward the achievement of a four (4) or higher (i.e. by attending after-school help, during break help, keeping up with homework, keeping up with due dates, asking the teachers specific questions for clarification, maintaining a study schedule and being organized for the school day, etc.) Parents will help their children achieve this by checking on their child (i.e. through Moodle, the assessment calendar, asking to see work, organising for the next day with their child, etc.)

Repeating of a Grade
IAA has a Promotion Policy for students that is available on Moodle. The Policy is designed to ensure that students are not disadvantaged by moving to a Grade in which they will be unable to access the curriculum and thus hinder their academic progress.
4. STUDENT ATTENDANCE

IAA values teaching and learning time. When a student misses class time, valuable learning does not take place and students are left with gaps in knowledge and skills that become very apparent under test conditions. Furthermore, the absence may affect the teaching staff who may have to change plans for lessons, as well as affect other students’ learning from this disruption.

4.1 Secondary School Attendance

Students are expected to attend at least 90% of their scheduled classes in Grades 6-13. Given that the adopted school year is comprised of a minimum of 180 school days, this means that no student at IAA may be absent more than the above stated percentage in a full academic year. Should this happen then the school would discuss this with parents/guardians as the learning of the student is being seriously compromised.

Students in Secondary will not be allowed to leave IAA during the school day. Appointments should be limited to after school hours. In situations, where appointments cannot be arranged after school, parents must inform the Secondary Receptionist 24 hours in advance.

Students who have an emergency appointment that must be taken during the school day will be allowed to exit the school campus upon receipt of valid proof of appointment.

On days when students must leave school suddenly due to special circumstances, the parents/guardians must come to school, in person, to pick up their child.

If students are absent from school, they are not allowed to participate in a school event that takes place on the same day as their absence. Also, students who do not attend school the day after a school-sponsored trip when they are expected to be at school will not be allowed to attend future trips.

We look forward to your full support with these measures in order to ensure the best possible outcomes for your children.

4.2 IAA Gate Policy

Students are expected to be on campus by 7:45 am for the National Anthem and to allow for an orderly start to the school day. The school gates will close at 7:50 am. Students who are late will be allowed two late entries per Semester. On the third late the student will not be able to access the campus. Please be reminded that traffic can be very heavy around school from 7:30 am so leave in good time for school.

Students who arrive to school late after 7:50 am, will not be allowed entry. They will be sent home. Exceptions are made for those who arrive late to school with a medical note showing that they have been to see a medical/dental practitioner that morning. However, this should be a rare occurrence. The same rules will apply as with the gate policy.

Medical notes per semester will be allowed, and then the student will not be allowed entrance to school.

Parents will be informed if their child is persistently late to morning registration. This may also result in having their child serve an after-school detention.

Truancy, Missed Classes and Leaving School Grounds

Teachers are expected to take attendance each class period. Students are to be marked as Present, Tardy or Absent.

A student who is absent from school without permission from his/her parent or legal guardian shall be considered as truant. Parents/legal guardians of students suspected of being truant (i.e., without school and/or parent knowledge) will be contacted by IAA. This will be documented and IAA will take appropriate action. Truancy is regarded as a major infraction which may eventually lead to the student’s expulsion from school.

Students may not miss class to attend their siblings’ activities in Primary.

No student may leave the school campus on grounds of illness unless they have a signed note from the nurse.

No assessments due or given that day will be made-up for students who are truant. They will receive a “F” in addition to other consequences

Students who intentionally miss a class when in school will serve two after-school detentions (Gr 6-13) or an internal suspension (Gr 9-12).

5. SECONDARY SCHOOL UNIFORM GUIDELINES

Secondary School

1. Beige school issue trousers and polo shirts/ formal shirts with collar and brown sweater (shirts are not allowed).
2. PE shirts or PE sweaters are not allowed when dressed in the regular uniform.
3. Shirts must be buttoned all the way until band shirt top button.
4. Long sleeves must be white in colour.
5. Undershirts must be tucked in the trousers.
6. Only school uniforms hooded jackets and coats may be worn.

DF Uniform

1. Beige school issue trousers
2. Navy uniform polo shirt
3. Navy uniform hooded sweatshirt

PT Uniform

1. PE uniform is to be worn only for PE (it must not be worn in place of the school uniform).

Hair

1. Boys: Short, neat haircut.
2. Girls: Long hair should be tied back neatly for Gr 9.

Footwear

1. Black shoes, no open-toed shoes, sandals or high heels.
2. If boots are worn in winter, they may be black or brown.

Jewelry

1. Religious necklaces permitted to be tucked inside the shirt.
2. Small stud earrings for girls (maximum two per ear).

School Bag

1. This should be a backpack of sensible size, large enough to carry daily equipment and able to fit into lockers.
2. Wheelee bags may not be used unless a medical note is provided.
3. Students are responsible for carrying their own school bags.

Students are not allowed the following:

Make-up

• Make-up, lip gloss, coloured nail varnish and tattoos are prohibited

Prohibited Footwear

• Brightly coloured shoes
• Sandals or open-toed shoes
• High heels
• Clogs and crocs

Jewelry

• Other than the items given above, no jewelry may be worn. Nose piercings are not allowed and will be asked to be removed.

What will happen if you do not wear the correct uniform?

Students are expected to abide by the rules of IAA. Failure to do so will result in sanctions. The first sanction is to call home to have the proper uniform brought to school, and the loss of breaks until proper uniform is worn.

EXPECTATIONS FOR CIVILIAN DAYS

Civilian Uniforms will continue to reflect the value of modesty and to reflect a positive school image.

• Take off or spaghetti-strapped tank tops and low-cut shirts may not be worn
• No undergarments should be seen
• Writing and graphics on all clothing should reflect positive images
• Dresses and skirts must be below the knee.

Please note that if students do not meet our expectations for Civilians Day, then parents will be contacted to bring in the appropriate clothing.
LOCKERS

Each student will be assigned an individual locker to store their laptops, textbooks and personal belongings. A combination or padlock must be brought in. Grade Leaders and Tutors will use registration time to ensure that Grade 8 students organise themselves for the day by taking only what they need for their morning classes and storing everything else in their lockers.

STUDENT EQUIPMENT LIST FOR IAA STUDENTS

GENERAL EQUIPMENT

Students MUST arrive to EVERY lesson with the following equipment:

- 1 fully-equipped pencil case containing:
  - Blue and/or black pens
  - 1 set of highlighter pens
  - Erasers
  - Pencils
  - Pencil sharpeners
  - 30cm rulers
  - Coloured pencils
  - Glue stick
  - Protractor
  - Compass
  - GDC; TI 84 Silver Edition for Grades 9-12
  - Scientific Calculator for Grades 6-8

- A flash drive
- A bottle of water (to be carried at all times)
- Laptop with power cable and correct adaptor (3-prong) for the wall socket

The following items are NOT to be brought to school under any circumstances:

- Tippex/White-out

6. IAA BEHAVIOURAL EXPECTATIONS

6.1 Representing IAA

Students have the opportunity to represent IAA and Jordan when travelling outside the school. In addition to exhibiting some attributes of the IAA learning community, as such, we hold our students to the same high behavioural expectations outside of the classroom as we do in the classroom. Should a student poorly represent themselves and IAA, they may be banned from further trips.

Students who are unable to demonstrate satisfactory behaviour in school will not be allowed to participate in trips. Any student on ‘hold’ for behavioural issues will automatically be banned from local and international trips. Students whose behavioural records show multiple behavioural incidents may well be banned from trips, at the discretion of the Secondary Leadership Team.

Trips

IAA collects a one-time 23 JOD fee at the beginning of each school year from each student to pay for the local field trips that occur throughout the year. The local field trips that occur during the school day are connected to the current curriculum. Each grade level will have its own trips and experiences; therefore, the number of trips varies by grade level.

6.2 Classroom Expectations

IAA Library Behavioural Expectations

The library adheres to rules as outlined in this Handbook. In addition, you are expected to behave appropriately and observe the following guidelines when using library resources:

- Any talking should be limited to academic conversations. Excessive loudness and distracting behavior will have the following consequences, especially when students are present without teacher supervision:
  - First offense: verbal warning from staff
  - Second offense: parent/teacher conference
  - Third offense: sent to Head of Libraries
  - Fourth offense: sent back to class or referred to Secondary Admin for appropriate action

- Use only materials provided to you. No book, binders or other materials will be lent to others.

- Clean up the area you are occupying in the library. No money is allowed in the library.

- Respect all library equipment, including tables, chairs, computers, books and other resources. Notify the library staff if you see any damaged equipment or books. Any lost or damaged resources must be paid for.

- Respect the library staff as you would any member of the IAA community.

- Care for and return library resources promptly. You may renew any materials you may need for longer than 2 weeks.

Science Safety Rules

- Do not enter a laboratory unless you have been told to do so by a teacher. Line up outside and wait for instructions.
- Do not touch any equipment that is not yours.
- Do not eat, drink or bring food into the laboratory.
- Do not handle apparatus or chemicals unless instructed to do so.
- Wear eye protection and lab coats when instructed.
- When using a Bunsen burner, make sure that the fire is turned off before you leave.
- Beware of putting electrical equipment near a sink.
- Always look where you are going and never run or hurry in the laboratory.
- Report any accident or breach of safety immediately. Wait for instructions about clean-up. Do not do it yourself.
- Keep your bench clean and tidy. Good scientists act maturely and are well-organised.

6.3 THE STUDENT REPRESENTATIVE COUNCIL

Aims

- To give students a responsibility for sharing in the running of the school by contributing to the decision-making process and discussing practical day-to-day matters.
- To give students the opportunity to elect representatives who can make constructive suggestions at a meeting with the senior managers of the school.
- To give students with the experience of democratic election and debate.

Procedure

The Student Representative Council (SRC) comprises of a Head Boy and a Head Girl who are chosen annually. Candidates must be from Grade 11, and if they wish to be considered, they put forward nominations to the School Principal. If they fulfill the criteria of the application process and have an adequate academic standing, they will be invited to make a speech at Assembly, after which the whole school body will vote for the two positions.

The SRC includes two representatives from each grade. The elections take place annually, early in the first semester, via a presentation made by candidates to their respective grade. Those elected are responsible for representing their views of the grade for the remainder of the academic year.
Role

The SRC will meet regularly with the Secondary Principal or Head of Middle School. In addition to this, they may also attend meetings as requested by the Principal. Issues frequently debated include academic topics, examinations, school events, charity ventures, facilities, uniform, and catering. At the end of each meeting, student representatives are required to feedback their grades and the matters discussed and any decisions reached. At this time they should also note any comments or matters arising to be taken to the next meeting.

The Head Boy and Head Girl are expected to play a leading role in School Assemblies and to represent the students at social events. They may be called upon to represent the School at external functions.

All members of the SRC are expected to conduct themselves in a manner that models the expectations of IAA for the student body.

House System at IAA

The House system allows students to contribute to the success of their House through a range of academic, sporting and other enrichment activities. It is an opportunity to integrate the Learner Profile into the daily life of school.

Houses

There are four houses: Pella Falcons, Rum Wolves, Zara Wildcats, and Aquaba Dolphins.

When can House Points be given and how many can we give?

- House Points are given individually to students in Grade 6 to 8. They can also be given collectively to houses for performance by teams in all aspects of school life.
- House Points should be given regularly to positively reinforce good standard amongst students.
- House Points can be given for anything positive in or out of the classroom (outstanding work, work that shows greater commitment, being helpful, setting a good example) as it relates to the Learner Profile.

Can House Points be deducted?

We never take House Points off for negative reasons. This system is totally positive and distinct from the Behaviour Policy.

How do we celebrate House Point success?

Individual House Points are recorded and students are awarded certificates based on the number that have been awarded.

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Number of House Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronze</td>
<td>50 house points</td>
</tr>
<tr>
<td>Silver</td>
<td>100 house points</td>
</tr>
<tr>
<td>Gold</td>
<td>150 house points</td>
</tr>
<tr>
<td>Platinum</td>
<td>200 house points</td>
</tr>
</tbody>
</table>

All House competitions (sporting and other) will be mentioned in assemblies. At the end of each term, the House that is leading the points log is also congratulated.

BEHAVIOUR CODE

IN CLASS WE EXPECT THAT YOU:

- Arrive on time with all required equipment
- Wear the correct uniform
- Listen to the teacher and follow instructions
- Listen to each other
- Speak to all – teachers and students – politely
- Put up your hand and wait patiently
- Show care and consideration for everyone
- Take care of School property and equipment
- Complete all work on time
- Do not distract yourself or others from tasks
- Do your very best in each lesson

AROUND THE SCHOOL WE EXPECT THAT YOU:

- Do not hurt anyone with words or actions
- Are polite and cooperative with adults and each other
- Respect the right of everyone to work in a positive environment

OUTSIDE THE CLASSROOM WE EXPECT THAT YOU:

- Follow instructions given by an adult immediately
- Walk quietly and sensibly
- Eat and drink in the correct places only
- Do not chew gum at all
- Put litter in the bins
- Respect the property of others

CLASSROOM EXPECTATIONS

- When you arrive for a lesson, line up and wait quietly outside the classroom
- Your teacher will invite you into the room
- Place all relevant books, equipment and personal organiser on your desk
- Stand behind your chairs until invited to sit by your teacher
- At the end of the lesson, stand behind your chair and wait quietly to be dismissed by your teacher
- Do not rely on others to lend materials you should have
6.4 Recording of Positive and Negative Behaviour

It is essential that all incidents when a student is rewarded or sanctioned for their behaviour are recorded. This allows for patterns to be identified and for evidence to be collected that gives the justification for any further actions.

All incidents are recorded on APWeb, and there are codes for all eventualities.

Letters of Commendation
Letters of Commendation are reserved for events that require merit above and beyond House Points. Should you want to award a student at this level please inform the Head of School, Head of Middle Years or the Deputy Head of Middle Year. A letter home will be prepared and sent; while a copy of the letter and the original referral will go in the student’s file. Academic achievement, good behaviour and community service are some examples for which such a letter could be prepared. Any student who gains a letter will also be awarded two House Points for the appropriate Learner Profile attribute.

In Grades 9 and 10, special postcards can be given to students for notable achievements and positive actions that deserve to be recognized and celebrated. These will be given to the Grade Leader by the teacher who is giving the cards, and the Grade Leader will hand out to the students.

Negative Behaviour Management

Our Behaviour Code lays down the fundamental expectations for student behaviour at IAA. If a student is unable to meet these expectations, then there is a clear Ladder of Consequences. Teachers must follow the Ladder of Consequences and will receive full support for doing so.

No food delivery, whether from parents or food outlets, are permitted during official school hours. Should a teacher want students to bring food as part of a lesson or activity, permission needs to come from the Principal/Head of Middle School so that security may be informed.

6.5 Laptops, Mobile Phones and Other Electronics

Inappropriate Use of Laptops

Students who misuse their laptops are displaying a clear disregard for the learning environment at IAA. Such students are found playing games, watching videos, using social media applications, working on other subjects without permission or using it inappropriately in any other way during class, then the following sanctions will apply:

- 1st time: Phone call home and warning letter sent to parents by the appropriate administrator.
- 2nd time: Phone call home and warning letter sent to parents by the appropriate administrator. Student will also serve two after school detentions.
- 3rd time: Student will serve a day external suspension, be placed on contract and his/her place at the IAA put on hold.
- 4th time: Student is not asked back to school for the following academic year.

Mobile phones/Podsmart watches /other determined electronics: These items are not to be used in school unless part of the curriculum instruction for that unit of study. If any child is found with any of these items, they will be confiscated and given to the appropriate Principal/Head of Middle School/Deputy Head of School.

If a student is seen with his/her phone during school hours, the phone will be confiscated and returned to the student at the end of the next school day. If a phone is confiscated on a Thursday, it will be returned at the end of day on the Sunday.

6.6 Bullying Policy

All staff has a duty to ensure that the learning environment is safe and secure for all students, staff and workers) and to report any instance of bullying or harassment to their Grade Leader. It is expected that all members of IAA community should:

- Accept individual differences
- Be understanding of individuals’ strengths and weaknesses
- Deal with conflict in a calm and respectful manner
- Bullying or harassment is often subtle and staff need to be aware of the signs.

All reports of bullying will be thoroughly investigated and appropriate actions will be taken.

Students should:
- Tell their parents, teachers or another responsible adult about appropriate assertive behaviours
- Report the bullying to the Tutor, Grade Leader, Subject Teacher, Counsellor, Deputy Head or Head of Middle School.

The following sanctions are to be employed in the case of all bullying or harassment incidents whether directed against the same victim or not. Depending on the age of the perpetrator and/or the seriousness of the action, all or some of the following sanctions/steps may be applied (not necessarily in the order outlined):

Step One Warning and Counselling:
Both victim and perpetrator will be spoken to separately. The victim will be given strategies to employ and counselling offered.

- The perpetrator will:
  - be warned about their behaviour
  - have the consequences explained
  - asked to examine their behaviour and make immediate changes
  - referred to the School Counsellor
  - be asked to attend a mediation conference

- IAA will:
  - notify parents of all parties concerned
  - record the incidents in writing and place in the student’s file

The Head of Middle School or Deputy Head will:
- assess the situation and decide whether further disciplinary action (depending on the seriousness of the situation) is warranted and whether or not to recommend to the Director immediate withdrawal of the perpetrator.
- arrange staff to continue to monitor the situation

This stage is intended to allow for the conflict to be resolved. If the initial instance of bullying is of a serious nature, the Head of Middle School /Deputy Head may decide to proceed immediately to Step Two or Step Three. Parents and Senior Administration must be informed at all stages.

Steps Two and above may be found in IAA Policies and Procedures.

6.7 Damage to School Property

Students will be charged for all and any school property that they have lost and/or damaged (either deliberately or through negligence). Vandalism could be considered a reason for immediate dismissal.

- Vandalism includes, but is not limited to:
  - Writing on desks, graffiti etc.
  - Damaging school text books
  - Breaking or damaging school equipment
  - Damage to software and/or ICT resources

6.8 Questioning and Searches

Any senior administrative staff member within IAA may, for good reason or cause, search the person or personal property of a student if he/she feels that the student is withholding materials that are either banned, stolen or dangerous. If a personal search is deemed necessary, the searching administrator must be of the same gender as the searched student. The Administrator must also be accompanied by another staff member of the same gender. The search is conducted in privacy.

This includes accessing any electronic devices the students may have.

6.9 Food

The school cafeteria will supply nutritious and well-balanced meals during breaks. Lunch service is available for Reception 2- Grade 12 students. No food delivery, whether from parents or food outlets, are permitted during official school hours.

Students are not allowed to bring the following items to school:
- Fizzy drinks (e.g. Pepsi, Coke, Sprite, Red Bull)
- Drinks stored in glass bottles

6.10 Medicine

Students who need to take medication (prescribed or over the counter) when at school, must give their medication to the School Nurse. Students must then use the Nurse during breaks to take the medication under her supervision. It is important for students not to have any medication on them when at school.

Please also note that medication should only be brought to school when essential; that is, where it would be detrimental to a child’s health or where the medication was not administered during the school day.
Laptop Etiquette

Inappropriate Usage Will Result in:

1st Time: Parents will be notified.
2nd Time: 2 after-school detentions.
3rd Time: 1 day external suspension & put on hold.
4th Time: Student will not be admitted the following year.

Ladder of Consequence

Step 1
Students should:
- Participate respectfully in class
- Bring the proper resources
- Follow classroom expectations
- Clean up after themselves and not litter
- Use Language appropriately and work as instructed in classes
- and exhibit other positive behaviours as determined by the school

Sanction 1 - If I do not behave in the way that an IAA student should, then:
- Staff will email home and the student's behaviour will be registered on AP Web

Step 2
If I continue to ignore the expectations of an IAA student then:

Sanction 2
- Staff will email home and the student's behaviour will be registered on AP Web
- Break detention will be served by student

Step 3
If I am unable to change my behaviour to what is expected of an IAA student then:

Sanction 3
- Staff will email home and the student's behaviour will be registered on AP Web
- Tutor will call home
- Student placed on 2 week behaviour report

Step 4
If I am unable to change my behaviour to what is expected of an IAA student then:

Sanction 4
- The student's behaviour will be registered on AP Web
- Grade Level will call home
- Student placed on 2 week behaviour report
- After-school detention
- Letter home

Step 5
If I am still unable to alter my behaviour to what is expected then:

Sanction 5
- The student's behaviour will be registered on AP Web
- Head of Student Affairs calls parents for a meeting
- Student placed on 1 month behaviour report
- After-school detention
- Letter home

Step 6
If I am still unable to follow the IAA basic expectations for behaviour then my parents will be called in and I will be placed on Contract.

Behaviours which are dangerous, verbally and/or physically unacceptable, bullying, or cause damage will be addressed on an individual basis by the Heads of School.
7. ACCEPTABLE USE GUIDELINES FOR STUDENTS

7.1 IAA's Acceptable Use Guidelines for Students

<table>
<thead>
<tr>
<th>Students G5-G12</th>
<th>Parents</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will:</td>
<td>I will:</td>
<td>We will:</td>
</tr>
<tr>
<td>take care of the computer and other devices.</td>
<td>talk with my child about my expectations for tech use at home.</td>
<td>guide you in how to work responsibly, safely, respectfully and honestly with technology.</td>
</tr>
<tr>
<td>I will:</td>
<td>When concerned about my child’s technology use I will talk with my child about what concerns me and why.</td>
<td>We will be available to answer questions you have about technology.</td>
</tr>
<tr>
<td>bring my computer to school with the battery charged.</td>
<td>I will work in partnership with the school to support my child.</td>
<td>We will provide you with great resources to enhance your learning.</td>
</tr>
<tr>
<td>I will:</td>
<td>I understand that if I do not follow the rules, there will be consequences.</td>
<td></td>
</tr>
<tr>
<td>keep my files backed up.</td>
<td>I understand that if my child does not abide by the rules there will be a consequence.</td>
<td></td>
</tr>
<tr>
<td>I understand that if I do not log into my account on a school computer and save my work to that account that my work will be lost.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand that this agreement applies to all devices I might use.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will only use technology in the classroom appropriately and when directed to do so by my teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will only share my password with my parents and teachers, and I will not use anyone else’s password.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will change my IAA password when prompted to do so and get help if needed. I am responsible for academic and personal consequences if I do not.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will not give out personal information, including my birthday, last name, address, school, picture or phone number, to anyone online.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know that everything I put on the Internet stays there forever; I will be careful about my “Digital Footprint”.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will only represent myself online.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will always get permission before I upload or download photos, videos or games.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will be kind and respectful when commenting on someone else’s online work and participating in online forums.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will not be mean, rude, or hurtful to anyone online. To do so is to be a Cyberbully.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will tell an adult if anything happens online that makes me or anyone else feel upset or unsafe.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will uphold academic integrity and respect copyright law regarding the intellectual property of others (including videos, music, pictures, and documents) by following proper citation style and getting permission to use it if necessary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will not attempt to access others’ files.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will manage online distractions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will not use my computer in a way that will disturb others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know that if I break the rules, there will be consequences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will make good choices about when and how often I get in touch with my friends online.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7.2 BYOD (Bring Your Own Device)

"Bring Your Own Device" applies to ALL students in Secondary. They are required to bring a laptop to school every day.

Below is a list of requirements for laptops that are brought to school, and they do need to be brought everyday:

1. Each laptop must have at least Core i7 processor.
2. 4 GB memory
3. 256 GB Hard Disk space.
4. The latest version of antivirus like Kaspersky, McAfee, Bitdefender, Symantec Norton 360 or similar for PC's or Macs. Antivirus is built into Chromebooks.
5. The computer should be lightweight so that the student can carry it on daily basis.
6. The computer should be rugged and protected (with a case) enough to be used in a school environment. The case should fit into the student's backpack. The case for students in 5th grade should be small enough to fit into the racks installed in the 5th grade classrooms (Maximum size is 35x12cm).
7. Battery life should be a minimum of 5 hours.
8. The keyboard must have both English and Arabic letters visible on the keys (computers purchased abroad can have Arabic letters locally added with etching or stick-on labels).
9. The power cord must have the three-prong plug that fits the school power outlets.
10. Please note that IAA reserves the right to add any software as needed.
11. Students are required to have Microsoft Office installed on their computers. Families may download the software by going to this website and entering the student's IAA's Microsoft Office password: https://login.microsoftonline.com/. Students should also download Google Chrome.
12. Laptop's software/hardware and security shall be student responsibility and shall follow network and computers school policy usage.

For technical questions regarding the computers, please send an e-mail to BYOD@iaa.edu.jo.
8. IAA Transport Code Of Behaviour

The safety and comfort of all persons travelling in IAA school transport services is of the utmost importance. This code outlines to students, parents, and guardians the minimum standards for behaviour on school transport.

To ensure safety at all times, students will:

- Behave in a manner that does not compromise their own safety and that of others
- Always follow instructions given to them by the Transport Monitor and/or driver
- Wear their seatbelt at all times
- Show respect for the driver, Transport Monitor, and other passengers
- Ensure that no damage occurs to the inside of the transport during their journey
- Adhere to school rules related to behaviour

To ensure the safety and comfort at all times, student will NOT:

- Distract the driver, except in the case of an emergency
- Eat or drink on school transport
- Allow any part of their body to protrude from the transport
- Leave their seat during the journey
- Take off their seat belt
- Place feet on seats
- Throw any article from the transport either when it is in motion or at a standstill
- Make any physical contact with any other passenger

If a student misbehaves on school transport, they may incur one of a variety of sanctions, depending on the seriousness of their actions. Sanctions may include but are not limited to: warning verbal and/or written and/or temporary or permanent exclusion from school transport. Students who are late for buses three times or more will be excluded from the school transport. Transport fees already paid will not be refunded either in part or full.

In the case of exclusion, parents will bear the responsibility to provide and pay for any expenses related to organizing alternative transport for their child. Parents will also be responsible for ensuring that students arrive at school and leave school on time.

Buses leave on all days of the week, except for Tuesday, at around 3.20pm. On Tuesday buses leave at around 2.20pm. Late buses that leave at around 4.20pm are available on all days of the week, except for Thursday. If your child is taking a late bus, he/she must inform the Secondary Reception 24 hours in advance.

9. Fire Procedures

1- Actual Fire:

- The person locating the fire will sound the school fire alarm.
- Follow the “Building Evacuation” instructions.
- The first person available will call the Fire Department (911) describing the building, nature of fire and injuries (if any).
- The Security Office will establish a Control Point and immediately notify facilities.
- The Control Point will consolidate reports of student and personnel accountability.
- The Control Point will move evacuated students and personnel to another building or other safe location.

2- Drills:

- The Chief of Security will direct and monitor drills.
- Student and personnel accountability and safety are the primary objectives of drills.
- The Chief of Security will schedule drills both during and after classes, with a mixture of announced and unannounced drills.
- The Security Office will retain "after action reports" of drills.

10. Earthquake Procedures

1- During the Quake:

- Keep these points in mind in the event of an earthquake:
- When an earthquake happens, keep calm. Don’t run or panic. If you take the proper precautions, the chances for injury are minimized.
- REMAIN WHERE YOU ARE. If you are outdoors, stay outdoors. If you are indoors, stay indoors. In an earthquake, most injuries occur as people are entering or leaving the buildings (from falling walls, electrical wires, etc.).
- The teacher or staff present will order and signal all students to “drop and cover”.
- Drop and Cover: Everyone will get under their desk, cover their head and grab hold of the leg of the desk. If a desk, table or bench (best choices) is not available, sit or stand against an inside wall or in an inside doorway.
- Stay away from the windows, outside walls and outside doors.
- If outside, stay away from the building, electric wires, poles or anything else that might shake loose and fall.
- Look for open space, such as the parking areas, and stay low.

2- After the Quake:

- The initial shaking should end after a few minutes. Faculty or staff present will lead students in building evacuation.
- The Academy will congregate on the Primary Parking Area.
- After shocks may occur after the initial quake. After shocks may be as damaging as the initial quake.
- Stay away from fallen electric wires.
- Facilities personnel will check for leaking gas pipes and other damage to facilities.
- The Principal will confer with the Director about evacuation of the Academy.

3- Re-entry of Building:

- A representative of Facilities will perform an inspection on structural soundness, electrical wiring, water distribution, oil, gas, other fuel systems, and boiler and heating systems.
- The Director will authorize the re-entry of buildings.
10. A STUDENT’S GUIDE TO WHAT TO DO IF.....

...you are late to school.

Admission is by the ‘Gate Policy’. You can access IAA’s Gate Policy via IAA’s website.

...you are absent from school due to an illness.

Your parent/guardian should telephone Secondary reception on 550055 ext. 8888 to inform the school. A letter explaining your absence should be given to the Secondary Receptionist on the day of your return.

If you are absent from school, it is your responsibility to check Moodle and see your teachers to get caught up on all the missed work.

...you are absent from school due to a school-sanctioned event.

You must see your teacher before being absent so that you have the work you are to do ahead of time. It is your responsibility to complete all work and keep up with the class as it continues to move forward in your absence.

...you are involved during the school day.

Ask permission from your Class Teacher to visit the clinic. The Nurse will decide if you are well enough to return to class or whether you need to leave school. Do not absent yourself from a class following a break time without having first gained permission.

...you have to leave during the school day.

Students are to remain on campus at all times during the school day. Students may not excuse themselves from campus. A release form is completed by the nurse and reception in for attendance reasons.

...you miss an assessment due to an illness.

A note from a doctor is needed. You must arrange to make up the assessment on Tuesday or Thursday afternoon within five school days at the teacher’s convenience.

...you cannot participate in Physical Education lessons.

Your parent/guardian must send a doctor’s note to the nurse explaining why you are unable to participate. A reading book should be taken to the lesson to enable you to use your time effectively.

...you are being bullied

Report any bullying to the Grade Leader or Counsellor. Bullying of any kind is unacceptable and will not be tolerated in school. Such offences will be dealt with quickly and decisively in collaboration with the student’s families. Repeated or serious offences may result in school detention or suspension. In the most serious cases, this may result in permanent exclusion or expulsion.

WHAT TO DO IF.....

...you have a problem.

In the first instance, you should talk to your Class Teacher who will try to help you resolve the issue. If necessary, you should talk to the Form Class Teacher, the Head of Students Affairs, or the Leadership Team to help you.

...you witness an accident/incident during break times.

Inform the Duty Teacher immediately. If you are unable to locate a teacher quickly, report to the Secondary Administration.

...you have an item confiscated.

If you use your mobile phone during school hours, it will be given to the Deputy Head (G6-8), Head of Middle Years (G7-10) or Principal (G11-12), who will keep it safe. Your phone will be returned to you the next school day at the end of the day. If it is confiscated on a Thursday, you will receive it on the following Monday.

...you damage school property, accidentally or intentionally.

Students will be charged for all school property that is lost or damaged.

...you lose something.

It is important that you take responsibility for your possessions at all times. If they are not with you in a lesson, your belongings should be secured in your locker. You should never leave your possessions unattended, and all items should be clearly labeled with your name and class. However, should you lose something, inform your form tutor at the first available opportunity and check the lost property during your break.

...you want to bring food to school.

Please note that the school offers a nutritious daily lunch option. If you decide not to participate in it, you may bring your lunch to school. However, no food may be delivered by parents, drivers or delivery services to the school. In the Secondary School, birthday and other type of celebrations involving food are not to occur, unless part of the approved curriculum.

...you change your address and / or telephone number.

Your parent/guardian must inform the school of any changes to your personal information immediately to ensure that records are kept up-to-date. This is especially important in case we need to contact someone in an emergency.