

Message from the School Administration

On behalf of the entire IISA school faculty, we would like to extend a warm welcome to both new and returning students enrolling in the 2008-2009 school year. We invite both parents and students to read through the information contained in this calendar/handbook to familiarize yourselves with IISA policies, rules and expectations. It is hoped that families will place this calendar in a position of prominence so that everyone will remain informed of important rules dates and events.

In addition to this calendar/handbook, grade 4 – 12 students will receive a student organizer in which they should record important dates, homework assignments and project deadlines. We encourage parents to check their child's agenda regularly to ensure assignments are being recorded. As well high school students will receive a course or study booklet.

Students at all levels are encouraged to take part in the various sports, clubs and activities which are offered at IISA. The experiences gained through these activities provide students with the opportunity to build upon skills they develop within their classes.

For an Arabic translation of this handbook please see the school website at www.ICARDA.org

إذا أردتم الاطلاع على النسخة العربية لهذا الكتيب الرجاء زيارة موقع المدرسة على شبكة الانترنت وهو التالي :
www.ICARDA.org

Sincerely,

Robert Thompson
Head of School

Susan Victor
Elementary Principal

Martin Mai
Secondary Principal

Kasandra Battioni
Assistant Principal Middle School

Mission

ICARDA International School of Aleppo is an English medium IB World school offering the PYP, IGCSE, and IB programs to the children of ICARDA staff, expatriates and Syrians. We challenge students to be principled, self-directed, life-long learners who strive for excellence. The school is committed to social, emotional, physical and intellectual growth and to facilitating a smooth transition to educational institutions around the world.

Beliefs

We Believe That:

- students benefit from high standards and challenging expectations.
- an effective learning environment incorporates a rich variety of opportunities to explore and manipulate materials and ideas.
- students learn best when they are actively engaged, and reflect on the learning process.
- students learn in different ways, at different times, and at different rates.
- students, teachers, administrators and parents have a shared responsibility to advance the mission, philosophy and beliefs of the school.
- learning and personal development are enhanced in a safe, positive, and supportive school environment in which everyone is valued and respected.
- development of critical reading, thinking and reasoning skills is necessary so that students can become lifelong independent learners.
- staff development is important in establishing academic excellence.

The IISA Profile of Graduates

The graduates of IISA strive to be:

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

Academic Heritage

The ICARDA International School of Aleppo (IISA) was founded in 1977 by the International Center for Agricultural Research in the Dry Areas (ICARDA). Under the terms of an agreement signed with the Syrian Government to serve the children of its senior staff. The school began with only eight students and until 1987, there was no high school. The school has seen periods of rapid growth and has a present population of 300 students. Local students (Syrian and expatriate) comprise about two-thirds of the total school population. Located at the present site since 1987, the school shares spacious grounds with the residence of ICARDA's Director General and the ICARDA Sports and Social Club.

The school is fully accredited by the Middle States Association of Colleges and Schools in the United States and is authorized to offer the International General Certificate of Secondary Education (IGCSE) and the International Baccalaureate Primary Years Programme (PYP) and the Diploma (IBDP) Programme.

Channels of Communication

IISA desires an open, warm and mutually beneficial relationship with all aspects of its community, for it is only through such a relationship that the needs of the students can best be met. From time to time, however, there may arise questions or concerns. The school believes that concerns are best addressed through discussion at the most direct point. If, however, concerns still exist after such a discussion, the school believes parents and students should feel comfortable in appealing decisions to the next level. The channel for appeals is as follows:

Classroom teacher → High School or Elementary Principal → School Head → School Management Committee (SMC).

Specific rules apply for appealing decisions to the SMC and are available in the School Management Policy Manual or from the school administration.

School Management Committee

Appointment of SMC Members

The SMC of the International School of Aleppo is appointed by the Director General of ICARDA and serves at his discretion. Terms of office will be for a period of three years renewable twice with continuity assured by members serving staggered terms of office. No employee of IISA may serve as a voting member of the SMC.

Parent Involvement in Decision Making

Active parent participation is essential if the school is to sustain the high level of excellence that our students deserve. Parents are encouraged to express ideas, concerns and suggestions about the school to the School Head, the staff, and the SMC or any of its subcommittees through defined channels.

The SMC recognizes the Parent Teacher Association (PTA) as the official organization representing parents. The PTA has no policy making function, but is invited to express views on behalf of the parents to the SMC through the School Head. The PTA Chair attends the SMC meetings in an ex-officio capacity. While the SMC solicits and values the opinions of parents, final decision authority rests with the SMC.

The SMC encourages individual parents who have special interests, training, experience, or skills to contribute their talents to the school. From time to time, such persons may be asked to serve as resources or volunteer advisors to school programs.

Procedures for SMC Hearing

Any concern which a community member wishes the SMC to consider must be brought, in writing, first to the School Head for the initial steps in its resolution. If the member is not satisfied with the reply given, or if no reply is received within 7 working days of the submission of the concern, an appeal may be sent to the SMC. Further information concerning appeals is available in the School Management Policy manual and available from the School Head.

Payment of Bills

Billing for tuition fees is on a semester basis, in advance, based upon the school calendar. A deposit of US\$200 for the following year will be collected with second semester fees. This deposit will be credited to the first semester tuition. All bills are due upon presentation and must be settled within the first 15 days following the bill date, unless prior arrangements are made at the school office. A penalty amounting to 5% of the total amount due shall be charged on all bills which are not settled within 15 days and where no prior arrangements have been made for settlement. Fees are denominated in U.S. dollars, but may be paid in Syrian Lira at the official conversion rate for ICARDA on the day of payment. The School Head may bar students from school for lack of payment of school fees.

Visitors to Campus

The school welcomes visitors to its campus, but notes that they must check in with the guard on duty and report to the appropriate office. Parents in particular are welcome to visit the school at any time. So as not to interrupt instruction, parents are asked to schedule all teacher visits through the appropriate school office. Students wishing to bring visitors on campus must make prior arrangements with the appropriate Principal. Only official ICARDA vehicles are permitted on campus property.

School Entry and Exit

All visitors to the school, must report to the guardhouse and ask the guard to contact the appropriate office of their arrival. The gate will be closed for bus loading everyday between 3:15 and 3:30 pm. No student, parent or visitor or car may be allowed to exit or enter during this time.

School Calendar

The school year shall have a total of 180 full instructional days or their equivalent. The number of working days for teachers shall be 185, unless specified by contract. The school year begins in late August and ends in June. Each year, the School Head shall prepare, and submit to the SMC for approval, a school calendar for the ensuing school year. The calendar includes the instructional days set by SMC policy, and lists the days of required attendance for staff and students. The schedule of school holidays shall be appropriate, insofar as possible, for international as well as Syrian customs.

Admission Policy

The purpose of the IISA is to provide the best possible education, based on international curricula and practices, for ICARDA, expatriate and Syrian children residing with their families in the Aleppo area. The school attempts to ensure a smooth entry from and transfer to other schools which have an international curriculum and program. Emphasis is placed on preparation for higher education, and the medium of instruction is English. The school makes every effort to accept all qualified students who apply, subject to limitations placed by the Syrian Government and IISA School Policy on enrollment of Syrian citizens. The school does not accept students into grade 10 unless they are transferring from outside Syria.

The school reserves the right to exclude students, or to require special supplementary measures at parent expense, if the student's goals or abilities significantly impede academic and social achievement. The SMC reserves the right to limit enrollment as well as to exclude students at any time. The following guidelines for exclusion of students will be observed by the School Head:

1. Students who require special classes (intensive remediation or compensatory education) because they are mentally impaired, physically or emotionally handicapped.
2. Students not benefiting from the academic program due to lack of interest or effort, persistent behavior problems, or failure to maintain a satisfactory level of performance.
3. Students who do not adhere to the policies, rules, regulations and Student Discipline Code of IISA.

Admission is denied to students who fall into one of the following categories:

1. Those who cannot function in a regular classroom because of physical handicaps.
2. Those who, in the professional judgment of the school, cannot function in a regular classroom due to emotional problems.
3. Those whose performance on required testing does not indicate past nor potential educational achievement.
4. Failure to pass required testing as determined by IISA.

If a student has already been admitted to the school and it is subsequently determined that the school does not have an appropriate program for that child, the School Head (in consultation with the parents, the Secondary or Elementary School Principal, counselor and teachers) will decide the length of time that the school can adequately serve the educational needs of the child. Parents may be required to provide extra services, such as tutoring, at their expense. The parents of students enrolled who do not show improvement will be advised to seek suitable educational institutions to meet their children's specific needs.

Students Dismissed From Other Schools

IISA reserves the right to refuse enrollment to students who were dismissed from other schools for academic, disciplinary, or other reasons. Students failing to reveal such a record at the time of enrollment may be subject to expulsion when school officials learn of the record.

Probationary Enrollment

The Elementary or Secondary School principals may grant probationary enrollment to a student on a term-by-term basis. When a student is admitted on probation, the reasons for the probationary status will be given in writing. A student who does not meet the terms of the probation, may be dropped from enrolment at IISA or placed on continued probation.

Post-Graduate Year – Grade 13

Students may apply for one year of post-graduate study at IISA. Admission is not automatic. It is intended for IISA graduates only, primarily for those who wish to sit for IB exams in a post-graduate year. The following will be taken into consideration when deciding admission of the student:

1. Prior academic record;
2. Prior school citizenship record, and
3. One of the following three needs
 - a. time to complete the full IB diploma, or re-sit IB exams;
 - b. A demonstrated desire for an additional year of high school to strengthen a transcript through the study of advanced courses, or
 - c. A desire to return to a national system where the pre-college program is based on thirteen years of schooling.

Students of Limited English Ability

Students of limited ability in English, who are otherwise qualified, may be admitted to the school at the discretion of the School Head. The following may be required:

1. Students who, after testing, are not capable of functioning in an English speaking school may be admitted to the intensive English-as-a-Second-Language program (ESL). No student will be retained in an ESL program longer than two years. They shall be admitted to the regular program as they demonstrate adequate functioning in an English speaking school.
2. Students admitted to the regular IISA program may be required to attend special ESL classes for as many periods a day as the school can provide until the School Principal determines they are able to participate fully in the regular academic program.
3. Parents may be required to provide additional English language instruction, at their own expense, outside school hours.
4. Upon achieving English language proficiency, students will be assigned to grades according to their performance capabilities as demonstrated by standard aptitude/achievement tests and teacher judgment. Parents will be advised that the time required for their children to achieve English language proficiency may result in their falling behind in grade levels which they would otherwise have attained in their own countries.
5. If upon placement in a regular classroom and after intensive ESL, a student does not achieve, enrollment in this school will be reconsidered.

Local Admissions

In addition to all school requirements, admission of a Syrian or someone eligible for Syrian citizenship requires permission from the Ministry of Education.

Enrollment and Placement**Preschool**

Preschool students must be three years of age by September 30th of the year of entrance. In addition, students are expected to be socialized, toilet trained and able to communicate using their first language prior to entry. Priority will be given to students who commit to continuing at IISA beyond preschool.

Grades KG & 1

In order to qualify for entrance to Kindergarten, students must be four years of age by September 30th of the year of entrance. KG2 students must be five years by September 30th of the year of entrance. Grade 1 students must be six years by September 30th of the year of entrance.

Grades 2 - 8

The ICARDA International School of Aleppo reserves the right, through its administrative and professional staff, to determine the proper placement for new students. Testing and other appropriate means are used to ensure that students are placed properly.

All students are assessed and placed in the appropriate grade based on the school's review of tests, past school records, age, evidence of maturity and other factors deemed relevant by the administration and professional staff.

Grades 9 – 12**Transfer Students**

IISA welcomes transfer students. As an international school, we are prepared to accept students from varying education systems. All students must come with their previous school records, with copies in the original language and English. The Counselor will review the previous records and determine credits which may be transferred. When transferring credits, the school will review primarily the question of progress towards graduation. Transfer credits will be recorded on the IISA transcript, but no evaluative marks will be transferred.

Entering Seniors

With permission of the School Head, students may enter IISA during the second semester of their senior year. Such students may enroll for credit, but will not be eligible for graduation. To be eligible for an IISA diploma, the student must complete the final year at IISA. Exceptions to this may be granted in unusual circumstances by the School Head.

Course Load

All students are expected to take a full-course load. There are no provisions for part-time students. Grade 11 or 12 students may, however, be assigned a supervised study period or a period to complete CAS expectations.

Deadline for Enrolment Credit

Students who enroll after the first day of the sixth week of the academic year will not receive full credit, unless the student is transferring directly into the school from another recognized school and has missed no more than three weeks combined enrolment while transferring. Exceptions to this may be granted by the administration.

Deadline for Changing Secondary Classes

No student may add or drop a class across departments once classes have been in session for three weeks of the academic year. No student may change a subject within a department once classes have completed the first 8 weeks. Should the teacher, Counselor and High School Principal agree that it would be in everyone's interest for a student to be removed from a class after the deadline, the student may receive a grade of "WF" (failing) or "WP" (passing) for the class or will be withdrawn. Students who enroll late will be given two weeks to change classes or the same calendar deadline as other students, whichever comes later. Transfer between Higher and Standard level IB classes will be permitted with permission of the High School Principal and IB coordinator.

Course Placement

Recommendations on the placement of students in courses will be made by the counselor following consultation involving the High School Principal, student, teacher and parent. The student's academic performance in the IISA High School Diploma programme and in the IGCSE and semester examinations will be taken into account in this process. The High School Principal will approve all course placements.

High School Diploma Enrollment

All IISA students must enroll in a program leading towards the IISA High School Diploma. In some cases, students may be placed on an Individual Education Plan (IEP). Students on an IEP who follow the General Certificate track may receive the General Certificate upon completion of the requirements.

Promotion Guidelines

Promotion in Grade KG - 5

Students are normally promoted from one grade to the next based on successful mastery of the required academic material.

Promotion in Grade 6 - 8

Students will be automatically promoted within the Middle School and to the High School if they have achieved a minimum of 30 points as the sum of their final grades (all eight subjects) AND have no more than one 2 (or 1) in core subjects* and no more than three 2's (or 1's) in total.

If the student falls below 30 points the Middle School and Secondary principals will decide if the student:

1. is qualified for promotion
2. must do a summer program to be promoted
3. must repeat one grade
4. must leave IISA

English * Math* Science* Humanities* Arabic* French PE Elective Combination (Art/Music/IT)

Promotion in Grades 9 – 12

High School students are placed in a particular grade at the beginning of the academic year based on the number of credits earned toward graduation. Subject promotion however occurs on an individual, subject by subject basis, and students who do not successfully complete the learning outcomes for a course may be required to repeat it before advancing to the next level.

Students are placed in grades according to the following criteria:

Below 6.0 credits	9th grade (Freshman)
6.1-12.0 credits	10th grade (Sophomore)
12.1-18.0 credits	11th grade (Junior)
18.1 or more credits	12th grade (Senior).

Students earn credits for individual courses if they achieve a 3 or higher. Students should be promoted within the High School if they have achieved an overall average of 3 and no less than a 3 in all academic core courses (English, Math, Science, Humanities, Languages)

Students with extenuating circumstances who do not meet the above criteria will be reviewed by a promotion committee at the end of each academic year. The committee will make its promotion recommendation based on the individual circumstances as well as the effort and commitment to learning demonstrated by the student. The head of school having heard the recommendation of the committee, may grant credit for a 2.

Retention

IISA reserves the right to retain students based on failure to successfully master required academic materials. Physical, intellectual, emotional, and social development may also be considered. Retention is not considered a form of punishment, but is based on the belief that students are more likely to succeed if they master certain skills before proceeding onward.

The school will make every effort to have ongoing and open communication with parents concerning possible retention. Parents may be informed of school concerns at any point during the academic year and the school has an obligation to discuss concerns with parents at the earliest possible time and no later than the end of the first semester. This stated, no final decision on retention will be made before the final month of school. The parents of students enrolled who do not show improvement will be advised to seek out suitable educational institutions to meet their children's specific needs.

Reporting Procedures

Good communication between the home and school is vital to ensuring students success. For this reason, parents are encouraged to contact the individual teachers whenever concerns regarding their child's progress arise.

Elementary Report Cards and Parent/Teacher Conferences

Elementary School report cards are sent home at the end of the first semester and the end of the school year. Teacher/parent conferences are held in October and March. Progress reports are sent out at the mid semesters for day 45 and 135 and whenever necessary. Student led conferences are held before the end of the school year in order for parents to learn about the goals students have set for themselves and the work they have done. A student's portfolio is the centerpiece of their learning and achievement.

Secondary Report Cards and Parent/Student/Teacher Conferences

Reports will be sent home at the end of each trimester. Progress reports will be sent home in the first trimester and whenever necessary. There will be two formal parent contact days and parents are encouraged to attend these sessions as they provide excellent opportunities to work with teachers in establishing mutual strategies to enhance student learning.

Attendance Policies

The ICARDA International School of Aleppo recognizes the importance of regular attendance for academic achievement. In the spirit of this recognition, IISA operates a closed campus. All students are required to remain on the school grounds throughout the school day unless a parental note is received by the appropriate office indicating that the student is required to leave school early. In order to assist with safety and security measures, it is imperative that the students “check-out” with their school office and the guard gate before leaving school.

The school calendar is announced approximately six months in advance of each coming school year. All students are expected to attend every day of school from the opening day to the closing day. This stated, it is recognized that there are sometimes reasons to arrive late or to leave early, which are beyond the control of the student or parents. In such cases, the parents should discuss the situation in advance with the appropriate school principal.

If a student is absent (excused or unexcused) for 15% of the total number of school days, the student is at risk of loss of credit for the entire year of study with the possibility of not being allowed to return to IISA the following year.

Excused Absences

Upon returning from an absence, a student must present a written excuse from the parent to the appropriate office before being readmitted to the regular classroom. Failure to provide a note will result in the absence being recorded as unexcused. Excused absences shall include:

Illness

Students with contagious diseases are not allowed to come back to school without a Doctor’s report.

Appointment with Physicians and Dentists

Such appointments should be scheduled outside the school day whenever possible.

Family Emergencies

Special circumstances approved by the appropriate school principal.

Religious Obligations

The Effect of Absence from School on a Student’s Grade (6 – 12)

Students who are absent without being excused will receive a zero for missed assignments and tests.

Students who provide acceptable explanation for their absence will be given double the number of days absent to make-up for missed work. The maximum make-up time will be limited to ten school days.

If the absence is at the end of a term and due work has not been submitted, at the discretion of the teacher, may give a grade of “Incomplete” (INC) or include the work in the grade for the following term. If the stipulated conditions are not met, the student will receive an “F” for the term.

After School Activities

A student must be present the whole of an instructional day to be eligible to participate in an after-school activity on that day, unless such absence is excused by the appropriate principal.

Elementary Specifics

Elementary Field Trips

Field trips expand a child's experience through a variety of out of school opportunities. The Primary Years Program makes field trips an integral part of the units of inquiry studied throughout the year. Therefore throughout the year your child will be required to visit a number of places like factories, farms, villages, offices, the train station, Tel Hadya, etc. to enrich their understanding of the central ideas of the units.

At the beginning of the school year a general permission slip will be signed by parents. This informs the school that parents support our field trip program. It allows us to take brief visits to sites in the school vicinity as needed without a specific permission form. For field trips which require transport to sites around Aleppo and farther parents will be given detailed information and are required to sign a permission form for their child to participate. Only students whose parents have signed the permission slip and returned it to the classroom teacher by the scheduled date will be allowed to attend. Overnight trips may occasionally be arranged for older students, in which case a special permission slip will be sent home.

Elementary Swimming Sessions

Two, 5-week sessions of swimming instruction will be provided at the beginning and end of the school year for students in grades 1 – 5. This will take place at a reputable pool where lifeguards and instructors will be provided. School staff will be present at all times. All students are expected to participate in these sessions unless they are exempted for religious or medical reasons.

Elementary Birthdays

Parents wishing to celebrate their child's birthday at school should first discuss arrangements with the teacher. A birthday cake and juice is suggested. Parents may attend the celebration if they wish. Please note that invitations for an in-school celebration are unnecessary and will not be distributed. Invitations to parties at home will be distributed only if all students in the class are invited. Parents wishing to invite only a few members of the class must make the arrangements outside of school. This is to ensure that students who are not invited are not upset.

Elementary Extra Curricular Activities

A variety of activities is provided after school for grades 1 to 5. These include sports, crafts, and clubs. All students are encouraged to participate. Activities begin at 2:30 pm. Students take the 3:15 pm bus home.

Elementary Student Council

The Elementary Student Council exists to:

- Represent the views of the student body
- Enhance the quality of school life by organizing events and activities
- Assist with whole school events
- Give its members the opportunity to develop leadership, organizational skills and work as part of a team.

Each class from grades Kg2 thru Grade 5 elects their own representatives

Lunch Facilities

Students should bring lunch and snacks from home, as they may not leave the school campus to purchase food. PTA sells snacks on occasion as do other fund raising groups in the school. No elementary students are allowed to purchase snack food from the Sports Club during the school day because all students study health issues and teachers monitor snack foods.

The importance of a healthy diet cannot be stressed enough. Chocolate, candy and carbonated drinks such as cola are not recommended. As a safety precaution, no drink should be sent in glass bottles. Water is available at a number of sites on the campus, and in the classrooms at all times. Please send fruits or vegetables with your child each day for the mid morning fruit break.

Valuables

Students should not bring large amounts of cash nor valuables to school. While every effort will be made to control theft the school does not accept liability for the personal belongings of students.

Lost and Found

All lost items are put in a box in the main office. Students should contact one of the secretaries to look for lost items. We encourage all items such as jackets, to be marked with the student's name. This applies especially for the younger children. Items not claimed at the end of the school year will be donated to charity.

Secondary Clubs, Activities and Organizations

A strong and varied extracurricular programme serves to broaden the educational experience of students. Depending upon the strengths and skills of our staff, activities may vary from year to year. All students are expected to commit to two activities each year. Everyone has the opportunity to join clubs, intramurals, music and drama performances, sports, MUN, and leadership activities throughout the year.

Sports

Our teams compete against schools and clubs in the Aleppo area as well as in invitational tournaments with other international schools. Varsity and Junior Varsity teams are organized in the three main sports of volleyball, soccer and basketball. We also compete in regional middle school sports festivals. In 2007 – 2008 IISA will host a basketball tournament for varsity and junior varsity teams in March and a middle school festival in May.

Academic Eligibility/Probation Policy for Extra-curricular Activities

To participate in extra-curricular activities, students must have a minimum of 3 in all subjects based on the most recent reporting period. Students will be placed on academic probation if they have less than a 3 in any course. Students on academic probation may not miss any school time for extra-curricular activities, may not compete in sports events or travel with the team, and are not eligible for travel outside Aleppo for school related activities (including the Regional Studies Program). Students with more than one grade less than a 3 will not be allowed to participate in extra-curricular activities. A student's grades may be periodically reviewed by administration.

Student Council

The IISA Student Council exists to:

- represent the views of the student body;
- enhance the quality of school life by organizing various events and activities;
- assist with school wide events where requested;
- provide members with the opportunity to develop leadership and organizations skills.

The middle school and high school student councils are comprised of elected male and female representatives. The executive positions of President, Vice-president, Secretary and Treasurer will be appointed from within the elected student council representatives.

Model United Nations: High School students will have an opportunity to apply to participate in Model United Nations (MUN). This event requires commitment to one half year of preparation and approximately of one week at the site of the MUN. Cost will depend on the location of the conference.

Elementary School Code of Conduct and Behavioral Expectations

IISA is a Safe School!

You make this a safe school by:

- Putting your best effort into each activity you attempt
- Being honest
- Respecting staff, students and visitors
- Respecting the property of others
- Being in the right place at the right time
- No student may stay after school unless they are being directly supervised by an adult.

Student Behavioral Expectations

- Students will exhibit positive behaviors at all times respecting the rights of others to learn and play in a safe environment.
- Students will foster a safe environment by respecting school property, using it responsibly, and respecting the rights of all students to a physically and emotionally safe environment.
- Students are expected to choose positive alternatives to inappropriate behaviors (with teacher assistance, and avoidance of confrontations).
- Students are expected to be in class on time, and to make proper use of the instructional setting by assuming the responsibility of being on task and successfully completing all assignments.

Expected Behavior at Recess and Lunch

- Move in a quiet and orderly manner.
- Eat then play.
- Use good manners.
- Be where you can be seen by a supervising adult.
Help keep our playground clean.

Inappropriate or Disruptive Behavior Intervention Plan

1. Supervising adult names the inappropriate behavior and gives student a warning.
2. If the behavior re occurs an appropriate time out is given in the classroom or on the playground.
3. If the behavior occurs a third time the student completes a behavior plan and the parent is called and returns the signed behavior plan to the teacher.
4. On going behavior problems are addressed through a parent, teacher, principal, and child meeting. A behavior modification plan is designed and agreed to.

Severe behavior that does harm to others may result in immediate in-school suspension and/or out of school suspension:

- Bullying
- Vandalism
- Fighting, spitting, other aggressive behavior
- Stealing
- Leaving the school grounds and/or classroom without permission
- Possession of dangerous or illegal items

In severe behavior cases the following steps will be followed to address the problem.

- Parents are called and meet with principal
- Incident Report is written and filed with school office
- Parent, Principal, Teacher and child meeting is held prior to return to classroom or school.
- Apology and/or behavior plan is developed and agreed upon

Bus Rules for All Riders (K-12)

- Remain seated at all times and keep hands, feet and personal items to self.
- Food must be carried in bags or containers and is not eaten on the bus.
- Follow the bus driver's directions.
- Be safe and use friendly language.
- Jump seats are not safe for elementary students.
- Bus suspensions for fighting or endangering the safety of others will be one day for the first offense, two days for a second offense, three days on a third offense. If problems continue the privilege of riding the bus may be taken away.

Secondary School Code of Conduct and Behavioral Expectations

IISA prides itself on the conduct of our school community. Academic integrity, courtesy, tolerance and mutual respect for the rights and property of others are traditions at IISA and form the basis of our Code of Conduct.

All IISA students have the right to:

- an interesting and challenging education;
- work in an atmosphere that is conducive to excellence and
- receive fair treatment on all issues

All IISA students have the responsibility to:

- treat all members of the IISA community, including fellow students, teachers, and all staff with courtesy and respect
- arrive in class on time, with all appropriate materials and prepared to learn
- ensure their behavior does not disrupt the learning or teaching of others
- treat all personal and school property with respect and be honest and forthright in all dealings with others

Minor Offences

The following examples of minor offences may result in recess, lunch or after school detentions:

- Being disrespectful to an adult
- Using inappropriate language
- Disrupting classroom instruction or discussions
- Unsafe or destructive use of furniture and materials,
- Supporting the minor misbehavior of others
- Running along the corridors or concrete areas
- Bullying, abuse or vandalism of school property
- Throwing rocks, dirt clods, sand or other objects
- Lateness and unexcused absence
- Unprepared for class participation and work

Discipline Committee: Major offences and repeated minor offences will result in referral to the discipline committee.

Prohibited Articles: Mobile phones, personal music devices, and headphones/earphones may not be used between the hours of 7:45 am and 3:15 pm. Improper use of these devices will result in their confiscation.

Student Probation: Where severe behavioral concerns exist, the Principal, with specific permission of the Head of School, may put a student on academic and/or behavioral probation. Such action may be taken only as a last resort short of the School Head seeking formal expulsion of a student by the SMC. An official letter of probation will be sent to the student's parents. The letter will include the reasons for the probation, indications of prior efforts to resolve the problem, specific expectations of the student, a set timeline, indications of how the student and parents will be kept informed of progress, and specific consequences should the terms of the probation be met.

Major Offences

The following are examples of major offences, which may, depending upon the circumstances, result in suspension, probation or expulsion from school. In all cases parents will be informed of suspensions and students will be expected to complete any missed school assignments prior to their return to class. Failure to submit assigned work upon return to school may result in an extension to the suspension:

- Repeated minor offenses
- Repeated lateness and unexcused absence
- Academic dishonesty and/or cheating
- Lying and/or theft
- Repeated use of foul, disrespectful or demeaning language
- Possession or distribution of pornography
- Major bus disruption or ongoing bus misbehavior
- Fighting or intent to injure another person
- Repeated bullying, abuse or vandalism of school property
- Smoking or the possession of cigarettes, tobacco, drugs, or alcohol
- Possession of weapons or replicas
- Deliberate abuse or misuse of the school's computers or email
- Supporting the major misbehavior of others
- Skipping class or detention
- Unsafe or destructive use of furniture and materials, fire extinguishers

IISA Assessment Policy

Purpose for Assessment

Assessment is integral to all planning, teaching and learning. The prime objectives are to promote student learning and provide regular and prompt feedback on the learning process and individual needs to students, parents, teachers and administration. The process (formative) as well as the product (summative) of inquiry is assessed. Assessment is the ongoing objective evaluation of the progress made by students based on a variety of methods in various learning situations. It involves the gathering and analysis of information about students' skills and performance and is designed to guide planning and instruction. Students and teachers are actively engaged in assessing the students' progress as a reflective part of their overall learning.

Principles of Assessment

Assessment enables teachers to provide evidence that can be effectively reported and understood by the whole school community and it takes into account a variety of learning styles, multiple intelligences and abilities. Teachers are mindful of the particular learning outcomes on which they intend to report, prior to selecting or designing the method of assessment, and inform the students of these objectives. Effective assessments allow parents to develop an understanding of the student's progress. They allow students to demonstrate a range of knowledge, conceptual understanding and skills while sharing their learning with others.

Elementary School Assessment Practices

Evidence of student progress includes: samples of student work; portfolios; observations of students' understanding, thinking and performance; student reflections; student self and peer assessment; rubrics; exemplars; records of test/task results; journals; conferencing; running records; formative assessments, selected responses (e.g. tests and quizzes); open-ended tasks (original responses); checklists; anecdotal records; continuums and ACER test.

Essential Agreement on Assessing

The Elementary Faculty agrees to:

1. Use our grade level scope and sequence skills as standards for assessment.
2. Do pre-assessment, formative and summative assessment activities.
3. Use a range of assessment activities which allow for a variety of learning styles and needs.
4. Involve students in the assessment process.
5. Maintain a record of student progress on the Reading and Writing Continuums for each student in the ongoing file.
6. Maintain a grade level file of assessment tools.
7. Facilitate a grade 5 exhibition as a summative assessment activity in which students demonstrate engagement with the five essential elements.

Essential Agreement on Portfolios

The Elementary Faculty agrees to:

1. Use the portfolios to build a full picture of the student's year, including all PYP units with Central Idea and stand alone curriculum.
2. Collect pieces that are important to the student, and that reflect process as well as product.
3. Include pieces from single subject classes and special events, as well as photos.
4. Provide time for students to work on portfolios regularly.
5. Include student goals and reflections.
6. Use the student portfolios during student-led conferences and parent meetings.
7. Send portfolios home at the end of the year.

Essential Agreement on Reporting

The Elementary Faculty agrees to:

1. Keep parents informed on student needs and progress (positive and negative) throughout the year, through phone calls and parent/teacher meetings as needed.
2. Send an interim report at least twice a year i.e. after 45 days and after 135 days.
3. Send report cards at the end of each semester i.e. 90 days and 180 days.
4. Report anecdotally about the IB Learner Profile attributes on the report card.
5. Hold parent conferences at mid-semesters with student involvement using portfolios.
6. Keep a written record of parent-teacher conferences in the ongoing file.
7. Maintain the following records in the student ongoing file: parent conference and teacher meeting notes, progress reports, quarterly work samples for writing, math and Arabic, reading and writing continuums and report cards.

Secondary School Assessment Practices

Teachers will maintain an accurate record of student progress using an electronic grading program (Grade Quick) which can be shown to students, parents, and administrators at any time. Teachers will record extensive evidence of student progress from various assessment activities both formative and summative. The assessment activities should be varied to allow for different learning styles.

Students must be integrally involved in the assessment process through self and peer assessment as well as regular communication of progress. Students must be informed of the category of each assessment when it is assigned so they can differentiate between high stakes and low stakes assessments.

Grading Categories

Category 1 – Low Stakes Practice:

Work that is primarily practice of skills and knowledge and can be assessed quickly based on the effort that the student has put into it. Includes homework or in-class activities.

Category 2 – Low Stakes Limited:

Students must demonstrate their use of knowledge and skills in a limited task, a quiz, written paragraph/short paper, or short presentation.

Category 3 – High Stakes Knowledge and Analysis:

Student must demonstrate what they have learned about a topic or a unit through a test, oral presentation, 2-5 page paper, or other assessment that takes considerable preparation.

Category 4 – High Stakes Synthesis and Evaluation:

Includes all of 3 (above) but covers a wider range of content requiring synthesis and evaluation. Includes a major research project, final exam, comparative paper or other assessment that takes significant preparation.

- ❖ Everything is graded 1-7 and the only variable is what category things are placed in (categories 1-4)

Grading Rubric

Grade	Descriptor
7 (Excellent)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6 (Very Good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The student generally demonstrates originality and insight.
5 (Good)	A good understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrates originality and insight.
4 (Satisfactory)	A general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3 (Mediocre)	Some achievement against most of the objectives, or with difficulties in some areas. The student demonstrates effort and some understanding of the required knowledge and skills and is able to apply them adequately in normal situations with support.
2 (Poor)	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations and/or demonstrates limited effort and commitment to learning.
1 (Very Poor)	Minimal achievement in terms of the objectives and/or minimal effort and commitment to learning.

Secondary School Assessment Overview

The following criteria are included in report cards:

IISA point Scale	Description	Standard GPA	Weighted GPA for IB Courses (+25%)	Standard US grading equivalent
7	Excellent	4.33	5.4	A+
6	Very Good	4	5	A to A-
5	Good	3.33	4.16	B+ to B-
4	Satisfactory	2.33	2.91	C+ to C-
3	Mediocre	1.33	1.33 (not Weighted)	D+ to D
2	Poor	0	0 (not Weighted)	D-
1	Very Poor	0	0	F

- Academic grades are a reflection of a student’s mastery of subject content as determined through application, reinforcement, homework, projects, quizzes, tests, and other means. Academic grades will not reflect matters related to discipline or matters other than mastery of subject content and requisite skills. However, as class participation is essential in achieving academic goals, this will always be reflected in the final grade of any course.
- Academic grades will be broad-based and not rely on one measurement, such as tests, as the only factor. The determination of academic grades will be cumulative during a term. Grades from one term will not be included in another.

The Regional Studies Grades will be worth ¼ credit and is counted in the GPA.

Final Grades and Overall Grade Point Average (GPA)

Overall GPA for the year will be calculated by adding together the grade points earned in each subject and dividing that by the total number of credits those subjects represent. The overall GPA for all four years of high school will be calculated in a like manner.

Weighting of Tests

No test shall receive a weighting of more than 30% of the term grade. This will include mock, end of semester and end of year examinations. Grades for class participation may be included in the academic grade but will not amount to more than 10% of the term grade.

Honors and Highest Honors

Students with an average on the 1–7 scale of 5.3–5.6 shall be designated as having achieved Honors. Students with an average of 5.7 or higher shall be designated as having achieved Highest Honors. These students will be recognized by being placed on the Honor Roll on a term-by-term basis.

Grading in IB Courses

Grading in IB courses is closely correlated to IB standards and the IB grade achieved will be a good indicator of the predicted result on the IB exam.

IISA Graduation Requirements

IISA offers courses which lead to students sitting examinations in the IGCSE and IB. It also offers courses for which students are not expected to sit external examinations. All courses offered in the high school section of IISA offer credit that can be used towards graduating from the school with the IISA High School Diploma. To graduate with the IISA high school diploma the student must obtain a minimum of 25 credits, which must include the following:

English	4 credits	Mathematics	3 credits
Humanities	3 credits	Science	3 credits
Languages	3 credits	Fine Arts	1 credit
Computer	1 credit	Physical Education	1 credit
Electives*	6 credits		

Total 25 Credits

A student obtains a credit by receiving an end of year grade of 3 or better in a course that meets four periods per week.

- Electives are any courses offered at high school level which are graded.

In addition to satisfying the above criteria all students must complete:

- A total of 150 hours of CAS activities during grades 11 and 12.
- A research paper (following the same guidelines as the IB extended essay). This will be graded on a pass/fail basis.

Results in external examinations such as IGCSE, IB, PSAT, SAT, ACT and TOEFL have no impact on IISA school grades or IISA High School Diploma credits. However, a student taking an IB or IGCSE course has the opportunity to obtain a grade that counts towards the IISA High School Diploma and to sit the external examination, which will result in the student receiving an IB or IGCSE certificate.

Progress Towards Graduation

All students enrolled at IISA must take a program leading towards fulfilling high school graduation requirements. The listing below represents the minimum requirements that should be completed by the end of each grade:

Grade 9

English Math Social Studies Language Science

Grade 10

English Math Social Studies Language Science

Grade 11

English Math Social Studies Science

Grade 12

English.

- a Language (if 3 language credits have not already been accumulated)
- all remaining fine arts, computer and PE credits needed for graduation.

The International Baccalaureate (IB) Program at IISA.

The IB is a highly regarded program which grew out of the need to produce curriculum that could meet the requirements for college and university entry in diverse countries of the world. Since its inception in 1963, the IB has grown to include more than 1,400 schools in 110 countries. IB diploma holders are accepted in the finest universities around the world. Beginning in 2006 the IISA IB diploma is recognized by the Syrian Ministry of Education for entrance into the Syrian Universities.

Students enrolling in IB courses have two options:

1. Take the full IB diploma program or 2. Acquire certificates in selected subjects.

The IB offers subjects at two levels: standard and higher.

The Full IB Diploma

This is a demanding two year course which gives students an excellent preparation for university. Students enrolling in the IB Diploma Program must:

- 1) pass 3 courses at the Standard Level and 3 at the Higher Level
- 2) complete an Extended Essay of 4000 words
- 3) complete a Theory of Knowledge course including two essays
- 4) successfully complete a 150 hours of a Creative, Action, Service program (CAS)
- 5) complete one course in each of the 6 IB subject areas

Students will be registered with the IBO depending upon which of the following is their intention:

1. Students will be registered as either Standard or Higher Level candidates in courses leading to an IB Diploma.
2. Students who do not intend to complete the requirements of an IB Diploma may register for IB subjects as CERTIFICATES.

The grading scheme for IB examinations is as follows:

1 very poor 2 poor 3 mediocre 4 satisfactory 5 good 6 very good 7 excellent

Grades on examinations taken in each subject are totalled and students achieving 24 or more points and completing all of the above requirements are awarded the IB diploma.

IB Requirements In Addition to Course Work

Extended Essay

All IB diploma candidates are required to submit an extended essay of approximately 4000 words as per IB regulations. Candidates will select their subject and topic towards the end of their Grade 11 year. Supervisors and students will establish appropriate deadlines for the extended essay. If students are failing to meet these deadlines, parents will be informed that the student's registration for the IB Diploma examinations is at risk. Failure to meet the established deadlines may lead to registration for the IB Diploma being withdrawn. It is imperative that the student maintains constant communication with the supervisor to ensure that work is being done to the required standard and that IB guidelines are being followed.

Theory of Knowledge

Although this course does not have a formal IB examination, the diploma candidate's work is evaluated and high performance can lead to bonus points being awarded for the IB Diploma. The course is described in the 'Course of Study.' IB regulations dictate that all IB Diploma candidates take a course in TOK.

CAS

CAS stands for Creativity, Action, Service. All IB diploma candidates are required to take part in a balanced program of CAS during the two years of their IB program. A project which totals 150 hours of Creativity, Action and Service must be completed for a student to be eligible to receive the IB Diploma. The CAS advisor will meet with students to assist them in developing their CAS program and personal deadlines.

EXTERNAL EXAMINATIONS

Exam Fees: Basic IGCSE/IB exam fees are included in the school's IGCSE/IB fees. Parents shall be responsible for paying any special charges such as requests for legalization.

MAP (Measuring Academic Progress)

Beginning in the Fall of 2008 IISA will begin participating in a program of testing of Math, Science, Reading and Language usage. This computer based testing program can be used to evaluate academic levels of all grads down to 3rd grade. MAP testing is expected to take the place of ACER exams

ACER

Students in grades 3, 5, 7 and 9 participate in an international assessment conducted by the Australian Council of Educational Research in February. Results of these assessments will be shared with parents.

SRI (Scholastic Reading Inventory)

Students will participate in a school-wide reading assessment (SRI) twice a year. The test will be administered at the beginning of the year and at the end of the year to determine reading development and competency.

High School

In May and June of each academic year our students in grades 10 and 12 take IGCSE and IB examinations. At the end of June, grade 9, 10, and 11 students take final examinations worth 25% of their Final grade. These examinations are considered part of the course requirements and are conducted in the formal manner required by the IGCSE and IB examination boards. Failure to take or properly complete an exam without prior permission of the HS Principal will result in a failure in the course.

Mock Examinations

Mock Examinations (practice formal exams), given in early February to grades 10 and 12 are an excellent means of preparing students for the formal exams. By providing practice in a structured setting, students have the opportunity to become familiarized with the style of question as well as to prepare themselves for efficient use of exam time. The Mock Exams are worth 20% of the 2nd trimester grade.

Student Use of Technology at IISA

For our children to be prepared for continuing their education and to act as responsible citizens in the world, electronic information skills are now fundamental. The Local Area Network (LAN) at IISA allows users to utilize a variety of resources throughout the school. An intra-school e-mail system exists as well as access to the Internet and the thousands of libraries, databases, bulletin boards, and other resources which exist. Internet access at IISA has been established to support classroom activities and informational research. Use of the network or e-mail systems must be in support of and consistent with the educational objectives of the school. Our goal in providing these services is to promote educational excellence by facilitating resource sharing, innovation, and communication.

Responsibilities

Access to computers, e-mail, the LAN and Internet entails responsibility. The school requires all users to obey all laws in effect within Syria and to follow the school's behavioral expectations when using the computer facilities. Failure to abide by these expectations will result in loss of access. School computers are for school work.

Appropriate Computer, Internet and Network Use *(applies to all technology including personal communication devices)*

Students may not bring computer software into school without prior approval from their Principal. Other activities that are forbidden include, but are not limited to, the following:

- possession and/or use of applications designed for breaking security;
- deletion or modification of applications that have been installed by the school;
- intent to override, circumvent or abuse network security;
- unauthorized use or access to others passwords or personal files;
- installing software without permission;
- modifying and/or deleting files and folders created by others;
- intent to capture passwords, break security protection, or gain entry into password-protected accounts of others;
- intent to introduce destructive software such as viruses, worms and trojans into computer systems.
- accessing, uploading, downloading or distributing information that may be considered pornographic, violent, racially abusive, obscene or offensive to others;
- use of the network for commercial purposes;
- downloading of exceptionally large files without permission.



E-Mail

All e-mail messages must be appropriate and contain nothing that is offensive to parents, the administration, or the school community. Abusing the e-mail system can include, but is not limited to;

- use of foul or objectionable language;
- sending messages to all e-mail users without prior permission using other people's e-mail address to send messages;
- sending abusive or otherwise inappropriate messages or pictures;
- using email or chat for non-educational purposes during instructional hours.

Sanctions for Unacceptable Use of Technology

Depending upon the severity of the infraction and previous history of the individual the school may impose a variety of infractions for inappropriate use of technology. These may include but are not limited to:

- restriction from use of facilities for a specified period of time
- detention, suspension, or expulsion

Bibliography

Sebranek, P. Verne, M. Kemper, D. (1996) writers Inc. A Student Handbook for Writing and Learning. DC Heath & Co.

ACADEMIC HONESTY

IISA Plagiarism Policy

Plagiarism is when you use someone else's ideas and words without giving them credit. This includes unpublished ideas and words, for example those of other students.

It is the responsibility of all students to prove the work they submitted is their own by:

1. Keeping careful records, notes, and drafts to show how the work evolved.
2. Citing sources accurately using APA style of parenthetical citations in the text of the essay or work;
3. Submitting a Bibliography of all works reviewed for the essay or assignment following the APA style.

Consequences

Students who are found to have plagiarized will take home a cheating notification sheet for parent's signature. This form will be placed in the discipline file.

- The student will be awarded a zero for the assignment. If another student knowingly contributed to the plagiarism he or she will also receive a zero.
- Denial of plagiarism, when it is beyond doubt, will result in suspension.
- Repeated plagiarism will result in referral to the discipline committee, suspension and/or more serious consequences.

Persistent plagiarism academic dishonesty can result in suspension and/or more serious consequences as determined by the academic discipline committee and the school head.

Referencing

Research Papers

All research papers must include a bibliography. The style IISA uses is APA (American Psychological Association) and the guidelines are below.

Students who do not cite sources are guilty of plagiarism. The consequences for plagiarism are any or all of the following:

- a "0" for the assignment
- suspension
- discipline committee hearing
- academic probation
- for IB students, report to the IB, which might make receiving an IB diploma impossible
- expulsion

It is your responsibility as a student to do your own work and to give credit to the sources you use.

Rules for Research Papers

- Title page must be separate
- Paper should be double spaced
- 1" margin on all sides
- 12 point font (Times New Roman or Arial)

APA Style Guide

Quotations

Short Quotations: include the author, year of publication, and the page number for the reference (preceded by "p.").

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

She stated, "Students often had difficulty using APA style," (Jones, 1998, p. 199), but she did not offer an explanation as to why.

Summary or Paraphrase: For paraphrasing, you only have put the author and year of publication in your in-text reference. APA guidelines encourage you to also provide the page number.

According to Jones (1998), APA style is a difficult citation format for first-time learners.

APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).

Referencing

Long Quotations: start quotations longer than 40 words on a new line, indented five spaces from the left margin. Do not use quotes. The citation should come after closing punctuation mark.

Jones's (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

Reference List: Basic Rules

- The reference list should appear at the end of your paper
- Provides all the information necessary for a reader to locate and retrieve any source you cite in the body of the paper.
- Each source you cite in the paper must appear in your reference list
- Each entry in the reference list must be cited in your text.
- Begin the reference list on a new page separate from the text of the essay
- Label this page References (with no quotation marks, underlining, etc.), centered at the top of the page.
- It should be double-spaced just like the rest of your essay.

Rules for References Entries

- Indent after first line
- Put last name of author first. Include all authors unless there are more than six. If more than six, use only the first author's name and put "et al." afterwards
- Alphabetize Reference list entries
- Capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns.
- Capitalize all major words in journal titles.
- Italicize titles of longer works such as books and journals.
- Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.

Book

Okuda, M., & Okuda, D. (2005). *Star Trek chronology: The history of the future*. New York: Pocket Books.

Book Article or Chapter

James, N. E. (2007). Two sides of paradise: The Eden myth according to Kirk and Spock. In D. Palumbo (Ed.), *Spectrum of the fantastic* (pp. 219-223). Westport, CT: Greenwood.

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- Each entry in the reference list must be cited in your text.
- Begin the reference list on a new page separate from the text of the essay
- Label this page References (with no quotation marks, underlining, etc.), centered at the top of the page.
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- Capitalize all major words in journal titles.
- Italicize titles of longer works such as books and journals.
- Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.

Book

Okuda, M., & Okuda, D. (2005). *Star Trek chronology: The history of the future*. New York: Pocket Books.

Book Article or Chapter

James, N. E. (2007). Two sides of paradise: The Eden myth according to Kirk and Spock. In D. Palumbo (Ed.), *Spectrum of the fantastic* (pp. 219-223). Westport, CT: Greenwood.

Referencing

Journal or Magazine Article (use for journals that start each issue with page one)

Wilcox, R. V. (2004). Shifting roles and synthetic women in Star Trek: The Next Generation. *Studies in Popular Culture*, 13(2), 53-65.

Journal or Magazine Article (use for journals where the page numbering continues from issue to issue)

Dubeck, L. (2006). Science fiction aids science teaching. *Physics Teacher*, 28, 316-318.

Encyclopedia Article

Sturgeon, T. (2002). Science fiction. In *The encyclopedia Americana* (Vol. 24, pp. 390-392). Danbury, CT: Grolier.

Newspaper Article

Di Rado, A. (2005, March 15). Trekking through college: Classes explore modern society using the world of Star Trek. *Los Angeles Times*, p. A3.

Website

Lynch, T. (2006). *DS9 trials and tribble-ations review*. Retrieved October 8, 1997, from Psi Phi: Bradley's Science Fiction Club Web site: <http://www.bradley.edu/campusorg/psiphi/DS9/ep/503r.htm>

Web Document, Web Page, or Report

List as much of the following information as possible
Author, A. A., & Author, B. B. (Date of publication). *Title of document*. Retrieved month date, year, from <http://Web address>.

NOTE: When an Internet document is more than one Web page, provide a URL that links to the home page or entry page for the document. Also, if there isn't a date available for the document use (n.d.) for no date.

Article From an Online Periodical

Online articles follow the same guidelines for printed articles.

Bernstein, M. (2002). 10 tips on writing the living Web. *A List Apart: For People Who Make Websites*, 149. Retrieved May 2, 2006 from <http://www.alistapart.com/articles/writeliving>

Interviews, Email, and Other Personal Communication

Do not include personal communication (interviews, emails, etc.) in your reference list. You should cite them parenthetically in your main text.

A. P. Smith also claimed that many of her students had difficulties with APA style (personal communication, November 3, 2002).

Secondary School Academic and Service Awards

At the end of each term, students who achieve Honor Roll or Highest Honors are recognized through the presentation of certificates. In addition, in June of each year, IISA holds an awards assembly at which the following awards are presented:

“Most Improved” Student Award

Presented to the student who has made the largest improvement in GPA from the previous year as determined by the school counselor.

Fine Arts Award

Presented to the top fine arts student as determined by the art and music teacher.

Technology Award

Presented to an outstanding computer student as determined by the technology teacher.

Challenge and Endeavor Award

Presented to a student who has exemplified the ability to overcome challenges and adversity during the school year.

“Amicus Generis” Award

Presented to a student who exemplifies friendliness and generosity and is respected by his/her peers and adults. Nominations will be accepted from the student body and teachers will vote to determine the recipient.

Citizenship Award

Presented to a student who sets a positive example for his peers by consistently maintaining a positive attitude and displaying respect for school rules and courtesy for the feelings and property of others. Nominations will be accepted from the student body and teachers will vote to determine the recipient.

Most Successful New Student Award

Awarded to a student who is in their first year at IISA and who has made a significant contribution to the school.

Community Service Award

Awarded to the student who has made the most impact in the area of the IISA community service program. The community service committee will accept nominations and vote on the recipient.

Student of the Year Awards Grades 6 – 12

Presented to a student in each grade level who has displayed strong academic performance in all subject areas, participated in school activities and demonstrated a willingness to go beyond the standards of other good citizens at IISA.

School Athletic Awards

An Athletics Awards and Recognition ceremony is held in June of each year at which the following awards are presented.

Most Valuable Player on each team

Presented to the player who the coach has recognized as making the most valuable contribution to the team.

Most Improved Player on each team

Presented to the player who the coach has recognized as making the most significant improvement throughout the season.

Scholar Athlete of the Year

Presented to a student in each grade level who has best combined academic achievement and athletic excellence and sportsmanship.

Sportsmanship award

Presented to a student who exemplifies sportsmanship and fair play.

Athlete of the Year Grades 6 – 9 and Grades 10 - 12

Presented to a male and female who have participated in a minimum of two sports and who have been selected by IISA coaches