



ICARDA INTERNATIONAL SCHOOL OF ALEPPO



**PRIMARY SCHOOL
PARENT STUDENT HANDBOOK
2011-2012**



ICARDA International School of Aleppo

A coeducational day school serving the International Center for Agricultural Research in Dry Areas providing academic excellence and an international vision for the children of the world



School Year 2010-2011

Note to all IISA Parents:

The IISA Parent-Student Handbook is a supplement to the school policy. All IISA parents and students are requested to follow the 2011-2012 policies and procedures for this academic school year.

To be sure you had the opportunity to read and follow the 2011-2012 IISA Parent-Student Handbook, we ask that you cut off, sign and return this portion to your child's Homeroom Teacher. Your signature acknowledges your acceptance of the terms outlined in this handbook.

Thank you,
Susan Victor

Primary School Principal

Parent Signature

Date

Student Name _____

Grade _____

Contact Phone Number _____

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ICARDA International School of Aleppo

IISA PERSONNEL FOR 2011-2012

Administrators

| | |
|---------------|-----------------------------|
| Shirley Davis | Head Of School |
| Susan Victor | Primary Principal |
| Colin Webster | High School Principal |
| Samar Hamwi | Syrian Supervising Director |

Primary Staff

| | |
|---------------------|-----------------------------------|
| Yasmin Baker Abdein | Pre School |
| Hanan Murad | Pre Kindergarten |
| Zeina El-Kouzi | Kindergarten |
| Helen Hamza | Grade 1 |
| Hiyam Kasem Agha | Grade 2 |
| Wilma Daalman | Grade 3 /PYP Coordinator |
| Gill Assi | Grade 4 |
| Reggie Waigand | Grade 5 |
| Nahla Ebaji | Arabic P-K, 1, 2, 5 |
| Mouna Barmada | Arabic K, 3, 4, 5 |
| Nada Kayali | Arabic as a Second Language (ASL) |
| Randa Haboush | Syrian Studies 1-5 |
| TBA | Library |
| Vilma Agel | Information Technology |
| Gassia Nersoyan | Music |
| Patil Abadjian | Physical Education |
| TBA | Art |
| Rula Ishak | Resource Teacher |
| Phedra Yorghy | ESL |
| Barbara Leritz | ESL |

Primary Assistants

| | |
|------------------|---|
| Ola Sari Kouzel | Assistant to the Primary School Principal |
| Aline Bogharian | Pre School |
| Mirna Tarakji | Pre Kindergarten |
| Zeina Bitar | Kindergarten |
| Mania Nazarian | Grade 1 and Grade 2 |
| Lina Sultan | Grade 3 |
| Talin Arabatlian | Grade 4 and 5 |
| Mais Darwish | Library |
| Mais Ghanaimy | |

A Message from the Primary School Principal

Dear Parents and Students,

Welcome to the 2011/2012 School Year. We provide students, Pre-School through Grade 5, with an inquiry based program with the perspective of international mindedness. The International Baccalaureate, Primary Years Program (PYP), provides a framework for the primary students to demonstrate their knowledge through inquiry while learning and practicing concepts and skills in the areas of reading, writing, math, social studies and science.

The structure of the curriculum is encompassed by the *I.B. Learner Profile*. The primary students aim to be inquirers, thinkers, principled, open-minded, caring, risk-takers, knowledgeable, communicators, balanced and reflective. The school environment incorporates the set of attitudes prescribed by the PYP framework. The attitudes are appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance. Within the framework students are able to demonstrate their individuality academically and socially.

Please take time to read this Parent-Student Handbook with your child so that everyone has a clear understanding of the policies and procedures in the Primary School. Parent involvement in your child's education is essential for key learning to take place. Your child will have a homework diary that is the communication link between home and school. Look at your child's HW diary daily and sign. Also please note the different events listed on the school calendar.

I have an open door policy and parents are welcome to come speak with me at anytime. If I am not available at a certain time please make an appointment. Open communication is vital to your child's learning this school year.

Sincerely,
Susan Victor
Primary School Principal

2011-2012 ICARDA International School Of Aleppo Calendar

Aug-11

| Sun | Mon | Tue | Wed | Thurs | Fri | Sat |
|---------------|---------------|---------------|---------------|---------------|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

- 7-Aug Administrators at School
- 9-Aug New Staff Arrive
- 16-Aug All Staff at School (9:00 – 2:30)
- 24-Aug to 4-Sep No School – Eid Al-Fitr **

Sep-11

| Sun | Mon | Tue | Wed | Thurs | Fri | Sat |
|---------------|-----|-----|---------------|-------|-----|-----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

- 5-Sep First Day of School
- 21-Sep Half Day - Open House (2:00 – 4:00) w/PTA Elections
- 25-Sep PD Day for Staff – Half Day
- 27-Sep PTA Meeting
- 28-Sep Secondary Curriculum Night for Parents– 7:00 pm

Oct-11

| Sun | Mon | Tue | Wed | Thurs | Fri | Sat |
|---------------|-----|-----|-----|---------------|-----|-----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

- 2-Oct to 6-Oct Fall Into Reading
- 13-Oct No School
- 21-Oct International Picnic
- 23 Oct -25 Oct PYP Evaluation
- 30-Oct PD Day for Staff – Half Day

Nov-11

| Sun | Mon | Tue | Wed | Thurs | Fri | Sat |
|---------------|--------------|---------------|-----|-------|-----|-----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

- 6-Nov to 8-Nov No School – Eid Al-Adha**
- 13-Nov First Quarter Ends
- 16-Nov Progress Reports Go Home – Pre School – Grade 5
- 17-Nov Progress Reports Go Home – Grade 6 -12
- 22-Nov No School Parent /Teacher Conference Day
- 26-Nov Hijra New Year
- 27-Nov No School – Hijra New Year

Dec-11

| Sun | Mon | Tue | Wed | Thurs | Fri | Sat |
|---------------|---------------|---------------|---------------|---------------|-----|-----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

- 21-Dec Half Day – Winter Assembly
- 22-Dec to 7-Jan No School - Winter Break

Jan-12

| Sun | Mon | Tue | Wed | Thurs | Fri | Sat |
|---------------|--------------|--------------|--------------|--------------|-----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

8-Jan School Resumes
 22-Jan à 26-Jan Grade 9 – 12 Semester Exams
 29-Jan PD Day for Staff – Half Day
 31-Jan End of Semester

Feb-12

| Sun | Mon | Tue | Wed | Thurs | Fri | Sat |
|---------------|-----|-----|-----|-------|-----|-----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | | | |

5-Feb No School – Prophet’s Day
 8-Feb Report Cards Go Home
 26-Feb PD Day for Staff – Half Day

Mar-12

| Sun | Mon | Tue | Wed | Thurs | Fri | Sat |
|---------------|-----|-----|-----|--------------|-----|-----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

8-Mar No School – Revolution Day
 25-Mar PD Day for Staff – Half Day

Apr-12

| Sun | Mon | Tue | Wed | Thurs | Fri | Sat |
|---------------|---------------|---------------|---------------|---------------|-----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

1-Apr à 5-Apr Regional Studies Trip, Grades 6 - 11
 5-Apr Quarter 3 Ends
 10-Apr Progress Reports Go Home
 15-Apr à 19-Apr Spring Break
 24-Apr Parent / Teacher Conference Day – Half Day
 29-Apr PD Day for Staff – Half Day

May-12

| Sun | Mon | Tue | Wed | Thurs | Fri | Sat |
|---------------|-----|-----|-----|-------|-----|-----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

10-May ES Sports Day
 27-May PD Day for Staff – Half Day

Jun-12

| Sun | Mon | Tue | Wed | Thurs | Fri | Sat |
|---------------|---------------|---------------|---------------|---------------|-----|-----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

1-Jun Grade 12 Graduation
 3-June à 7-June Grade 8 – 11 Exam Week
 6-Jun ES Student Led Conference
 14-Jun Last Day for Students – Report Cards Go Home – Half Day
 15-Jun Teacher Check Out

School Hours

- Sunday Hours:
Pre –School and Pre-Kindergarten: 8:30 a.m. to 1:30 p.m.
Kindergarten through Grade 5: 7:55 a.m. to 2:30 p.m.
- Monday to Thursday Hours:
Pre-School and Pre-Kindergarten: 8:30 a.m. to 1:30 p.m.
Kindergarten through Grade 5: 7:55 a.m. to 3:30 p.m.

IISA MISSION AND PHILOSOPHY STATEMENT

IISA Mission Statement

ICARDA International School of Aleppo is an English medium IB World school offering the PYP, MYP, 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.

IISA's 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, 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.
- students learn in different ways, at different times, and at different rates.

IISA Profile of the Graduate

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

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

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

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

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

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 approximately 350 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 Baccalaureate Primary Years Programme (PYP) and the Diploma (IBDP) Programme.

IB Primary Years Program

The IB Primary Years program (PYP) has been in place at IISA since 2001 and is for students from PS to grade 5.

The PYP was developed as a result of the vision and effort, sustained for over 10 years until 1997, of the former International Schools Curriculum Project (ISCP). In 1997 the responsibility for ownership and ongoing development of the program was handed over to the IB. The PYP represents a combination of wide-ranging research and experience—excellent practice derived from a variety of national system and independent schools, and from IB World Schools offering a coherent program of international education.

Inquiry, as the leading pedagogical approach of the PYP, is recognized as allowing students to be actively involved in their own learning and to take responsibility for that learning. Inquiry allows each student's understanding of the world to develop in a manner and at a rate that is unique to that learner.

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School Governance

Appointment of Board Members

The School Board 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 Board.

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 Board or any of its subcommittees through defined channels.

PTA

The Board 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 Board through the School Head. The PTA Chair attends the Board meetings in an ex-officio capacity. While the Board solicits and values the opinions of parents, final decision authority rests with the Board.

The Board 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 Board Hearing

Any concern which a community member wishes the Board 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 Board. Further information concerning appeals is available in the School Management Policy manual and available from the School Head.

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 channel for appeals is as follows:

Classroom teacher → School Principal → School Head → School Board

Specific rules apply for appealing decisions to the Board and are available in the School Management Policy Manual or from the school administration. The door of the Head of School is open to all parents and students.

Attendance Policies

The ICARDA International School of Aleppo recognizes the importance of regular attendance for academic achievement. 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 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.

Absence:

If a student is absent (excused or unexcused) for 15 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.

Tardiness:

If a student has 3 unexcused tardies from lessons or school, this will count as a whole day absence. Tardy students will only be admitted to class with an appropriate note from an administrator or teacher.

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**

School Assessment Policy, March 2007

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.

Primary 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 standardized testing.

Essential Agreement on Assessing

The Primary 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 Primary 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 Primary 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.

Assessment

We believe that teachers must view our students individually in terms of developmental stages and learning styles.

We believe that we must encourage students to reflect on themselves as language learners – evidence of this will be reflected in the student portfolios and other student products that reflect achievement.

We believe that criteria, rubrics, and anecdotal remarks are the most effective assessment tools to offer parents clear and meaningful information concerning their children. Reports are translated into Arabic. In the Middle/High school our reporting is based on the generic IBO criteria.

Grading

Assessments are aligned to the primary scope and sequence for the grade level and the school assessment policy. Progress Reports and Report Cards use the following grading system.

- 4) Exceeds Expectations for grade level
- 3) Skill is secure at grade level
- 2) Skill is developing
- 1) Area of concern due to gap between grade level expectations and achievement.

Reading and Writing Continuums record annual developmental progress in skills.

Homework Guidelines

The following guidelines have been established for the assignment of homework:

Grades 1 – 3: maximum of one-half hour per night
Grades 4 and 5: maximum of one hour per night

Homework Diary

The Homework Diary for Grades 1 through Grade 5 and a Message Book for Pre-School and Kindergarten are used for students to develop skills in time management and organizational skills. The Homework Diary and Message Book are also a tool used for communication between school and home.

Pre-School to Kindergarten: A message book goes home daily. The teacher will write notes for the day. Parents can write notes to the school in this book.

Grade 1-2: A homework diary has been designed for this grade level. The homework is written down daily for English and Arabic Lessons. A parent signature is required each night.

Grades 3-5: A more formal Homework Diary is used. Students write their homework daily. A parent signature is required each night.

Expectations and Discipline

IISA Student Expectations in the Primary School

The students at IISA show responsibility, respect, and safety in all areas of the school.

IISA students develop a set of attitudes that will enable them to develop positive perspective towards people, the environment and learning. The attitudes are addressed consciously daily.

The PYP attitudes are:

| | | |
|--------------|------------|--------------|
| appreciation | commitment | confidence |
| cooperation | creativity | curiosity |
| empathy | enthusiasm | independence |
| integrity | respect | tolerance |

Classroom Expectations

Each class pre-school through 5th grade have made essential agreements in each category of the student expectations of responsibility, respect, and safety. A copy will be given to the parents.

Recess and Lunch Expectations

- Move in and out of the building in an orderly manner (safety)
- **Eat** and then **Play** – sit and eat for 10 minutes (respect, responsibility)
- Use good manners in eating and playing (respect, responsibility)
- Be where you can be seen by a supervising adult (responsibility)
- Listen to the person on duty. (respect, responsibility)
- Keep the playing area clean and in working condition.(Respect, responsibility, safety)

Bus Expectations

- Remain seated at all times. (safety)
- Sit in a proper seat, not a jump seat. (safety)
- Keep your hand, feet, and personal items to yourself. (respect, safety)
- Food is carried in bags and containers and not eaten on the bus. (respect)
- Listen to the bus driver. (Respect, safety)
- Follow the bus drivers directions. (Respect, responsibility, safety)
- Use friendly and appropriate language (respect)

Areas out of bounds Expectations Preschool – 12th Grade

- The grass areas between the Secondary and Primary Schools. (responsibility)
- The roadway between the guardhouse and the Secondary Office. (responsibility)
- The ICARDA Housing and Administration Area. (responsibility)
- The roadway near the DG's residence. Use only for a passageway. (responsibility)
- The ICARDA sports club. (responsibility)

Procedure for Discipline

For Students who are not meeting IISA Expectations

| Action Taken | Procedure | Consequence |
|--|--|--|
| Verbal Warning – light green | <ol style="list-style-type: none"> 1. Teacher fills out incident report. 2. Student and teacher discuss the expectations that were not met. 3. Student writes a reflection 4. Marked on the expectation report. 5. A signature is not needed by parent. | <ul style="list-style-type: none"> ● Writing the reflection. ● Recess taken ● Lunch time taken |
| Yellow Card – 1st | <ol style="list-style-type: none"> 1. Fill out incident report 2. Student and teacher discuss the expectations that were not met. 3. Student writes a reflection 4. Marked on the expectation report. 5. A parent signature and comment required. | <ul style="list-style-type: none"> ● Recess taken ● Lunch taken ● Recess and Lunch taken |
| Yellow Card – 2nd | <ol style="list-style-type: none"> 1. Fill out incident report 2. Student and teacher discuss the expectations that were not met. 3. Student writes a reflection 4. Marked on the expectation report. 5. A parent signature and comment required. | <ul style="list-style-type: none"> ● Recess and Lunch taken (several days) ● Community Service |
| <p>Red Card -</p> <ul style="list-style-type: none"> ○ can be ongoing from the yellow cards. ○ Or the behavior could be severe enough to hand out a red card. | <ol style="list-style-type: none"> 1. Fill out incident report 2. Student and teacher discuss the expectations that were not met. 3. Student writes a reflection 4. Marked on the expectation report. 5. A parent signature and comment required. 6. Parent must accompany student back to school in the morning with the red card signed. | <ul style="list-style-type: none"> ● Recess and Lunch for ____ Days. ● Recess and Lunch for a week. ● Community Service in the school. ● In school suspension – we need to define what this means. <ul style="list-style-type: none"> ○ Out of school suspension – parent must come with student on the morning the student is expected back at school. |

Student Use of Technology at IISA

Responsibilities

Access to computers, e-mail, the LAN and Internet entails responsibility. The school requires all users to obey 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.
- cyber bullying

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.

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 student's permanent 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.

Persistent plagiarism and/or academic dishonesty will result in suspension or more serious consequences as determined by the academic discipline committee and the School Head.

Enrollment and Placement

Preschool

Preschool students must be three years of age by December 31 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 Pre Kindergarten and Kindergarten

In order to qualify for entrance to Pre-Kindergarten, students must be four years of age by December 31 of the year of entrance. Kindergarten students must be five years by December 31 of the year of entrance.

Grades 1 - 12

Grade placement is determined by successful completion of a full academic year prior to entering IISA. In addition, the student must meet the admissions criteria on the test. Students entering Grade 6 onwards must have English language proficiency.

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). After one year of intensive ESL, the student may be admitted to the regular program if the English level has shown significant improvement. Students may receive additional ESL support during their second year at IISA.
2. Parents may be required to provide additional English language instruction, at their own expense, outside school hours.
3. 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.
4. If upon placement in a regular classroom and after intensive ESL, a student does not achieve, enrollment in this school will be reconsidered.

Field Trips

Field trips expand a child's experience through a variety of out of school opportunities. The Primary Years Program uses field trips as an integral part of the units of inquiry studied throughout the year. Throughout the year your child will 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. It allows us to take brief visits within the city of Aleppo. For overnight field trips or trips outside of Aleppo parents will be given detailed information. For these trips parents are required to sign a special permission form in order to allow the student to participate.

Primary Swimming Sessions

Two 5-week sessions of swimming instruction will be provided at the beginning and end of the school year for students in Kindergarten through Grade 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.

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.

Primary Extra Curricular Activities

A variety of activities are provided after school for Grades Kindergarten through Grade 5. These include sports, crafts, and clubs. All students are encouraged to participate.

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.

Grades 3-5 students represent the students in the Primary School.