



Shahid Mahdavi International School
IB Middle Years Program Parent Handbook
2020-2021

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Educational Philosophy and Working Approaches

1. Our History

Not only has Shahid Mahdavi Educational Complex had an excellent reputation for providing high quality education for nearly 30 years, it is an authorized IB World School.

The complex is over 14,000 square meters and has 2 pools (1 for younger children and 1 for older children), a 700 meter multipurpose gymnasium, 3 science labs, a ballet studio, an auditorium for plays and performances that seats 300, large airy classrooms and IT labs.

Mahdavi International School was developed to serve the internationally mobile community of Tehran. This truly international school is located in the campus of the Shahid Mahdavi Educational Complex and is authorized to offer the world renowned IB PYP, MYP, and DP as an IB World School.

At SMIS every child is supported in their learning and growing—academically, physically, socially, and emotionally. We work as a team with parents and students to offer the very best of opportunities for every child. Our approach is quite simple—students first. By carefully assessing student development, planning with individuals in mind, and differentiating learning opportunities, we are able to meet our students' needs. Not only do we work to identify individual learning targets for each student to ensure they are working at an appropriate level, we also consider the more holistic needs of each student. Mahdavi International School is an English-Medium Education and an English Immersion Experience. Our commitment is getting every English speaking student fully engaged in the classroom.

2. Our Mission

SMEC is a multilingual community that mirrors the world of the 21st century where the leaders, teachers, students, parents, and administrators work collaboratively to nurture caring and knowledgeable citizens. Our community members strive to think critically, communicate, and act both locally, by reflecting our cultural values, and globally, through intercultural understanding and respecting different perspectives.

To this purpose, our programs emphasize on individuals' needs by implementing differentiation, conducting rigorous assessments, and promoting self-reflection.

In our community, it is learners who construct meaning through an inquiry-based holistic approach fostering a lifelong passion for learning. Their main concern is to strive for a better world as responsible global citizens.

3. School Directory

No.	Name	Position
1	Mitra Maleki	Principal
2	Soroush Kashaninezhad	Curriculum Coordinator
3	Ghazaleh Kashi	Administrative Staff
4	Farzaneh Hosseini	Administrative Staff
5	Haleh Jahanpeikar	Registration Officer
6	Phd. Marjan Hasanirad	Counselor
7	Mojdeh Mohtashami	Nurse

4. Educational Philosophy and Working Approaches

4.1 IB continuum: The IB Programs

The Primary Years Programme (PYP): preparing students to be active participants in a lifelong journey of learning. The PYP is designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry.

The Middle Years Programme (MYP): preparing students to be successful in school and to be active, lifelong learners. The MYP is designed for students aged 11 to 16. It provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century.

The Diploma Programme (DP): preparing students for success in higher education and life in a global society. The DP is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

The IB Career-related Programme (CP): preparing students to follow their chosen pathways in life. The CP incorporates the vision and educational principles of the IB into a unique programme specifically developed for students who wish to engage in career-related learning. The CP's flexible educational framework allows schools to meet the needs, background and contexts of students. Each school creates its own distinct version of the CP.

4.2 IB Learner profile

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

- **Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **Thinkers:** We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **Open-Minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- **Caring:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- **Risk-Takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

- **Balanced:** We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve wellbeing for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- **Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

4.3 IBMYP

The MYP is open to any student aged 11 to 16 and is a challenging framework that encourages students to make practical connections between their studies and the real world. The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. This five-year program empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers. The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. The curriculum requires at least 50 hours of teaching time for each subject group, in each year of the program. In the final two years of the program, carefully-defined subject group flexibility allows students to meet local requirements and personal learning goals. In the final year of the program, optional MYP eAssessment provides IB-validated grades based on examinations and course work. Students who undertake external assessment are eligible for MYP course results and the IB MYP Certificate.

IB programme models highlight important shared features of an IB education.

- Developing the attributes of the learner profile
- Approaches to teaching and approaches to learning
- Age-appropriate culminating experiences
- An organized and aligned structure of subject groups or disciplines
- Development of international-mindedness as a primary aim and context for learning

In the programme model for the MYP, the first ring around the student at the center describes the features of the programme that help students develop disciplinary (and interdisciplinary) understanding.

*Approaches to learning (ATL)—demonstrating a commitment to approaches to learning as a key component of the MYP for developing skills for learning

*Approaches to teaching: emphasizing MYP pedagogy, including collaborative learning through inquiry

*Concepts: highlighting a concept-driven curriculum

*Global contexts: showing how learning best takes place in context

The second ring describes some important outcomes of the programme.

*Inquiry-based learning may result in student-initiated action, which may involve service within the community.

*The MYP culminates in the personal project (for students in MYP year 5) or the community project (for students in MYP 4).

The third ring describes the MYP's broad and balanced curriculum.

*The MYP organizes teaching and learning through eight subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design.

*In many cases, discrete or integrated disciplines may be taught and assessed within a subject group: for example, history or geography within the individuals and societies subject group; biology, chemistry or physics within the sciences subject group.

*The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts.

4.4 What do we want to learn? (The Written Curriculum)

The written curriculum is a formal, comprehensive, school-wide set of documents written by the school that describes what will be taught in each subject to each age group. The MYP presents schools with a framework within which schools are expected to develop their own written curriculum, whether this includes external requirements or not. It is acknowledged that many schools will not have autonomy in deciding subject content. The development of learner profile attributes, conceptual understanding, incorporation of global contexts and approaches to learning (ATL) skills is a school-based process.

Curriculum development centers on four major elements.

- Key and related concepts
- Global contexts
- ATL skills
- Subject-group objectives

From these elements, documents such as subject overviews and unit planners will be developed through vertical and horizontal planning. In the written curriculum, MYP teachers can plan for service activities arising from inquiry that will be engaging and relevant to students.

4.5. How best we will learn? (The Taught Curriculum)

Learners have beliefs about how the world works that are based on their experiences and prior knowledge. Those beliefs, models or constructs are revisited and revised in the light of new experiences and further learning. As students try to create meaning in their lives and the world around them, they will continually construct, test, confirm or revise their personal models of how the world works and their personal values.

Consequently, the taught curriculum in a school should emphasize the construction of meaning so that students' learning will be purposeful. When planning to teach a subject as part of the MYP, it is important to ascertain students' prior knowledge, and to provide experiences through the curriculum that give students opportunities to test and revise their models, to make connections between their previous and current perceptions, and that give them the opportunity to construct their own meaning. The MYP encourages teachers to provide opportunities for students to build meaning and refine understanding through structured inquiry. As the learning process involves communication and collaboration, this inquiry may take many forms, with students working on their own or collaboratively with partners or larger groups, within the classroom or beyond.

The structuring of new experiences by teachers, and the support teachers give to students' ideas about new experiences, are fundamental to students' conceptual development. The MYP encourages conceptual development that applies across and beyond subject groups.

4.6 How best have we learnt (The Assessed Curriculum)

MYP assessment gives teachers and students reliable and valid information on student learning. Integrated with the written and taught curriculum, the assessed curriculum is considered throughout the processes involved in planning for learning. Assessment in the MYP is largely an internal (school-based) process. Teachers in IB World Schools develop, administer and provide feedback on assessment tasks that meet the programme requirements (including mandatory assessment criteria). The IB validates student achievement on the personal project through a process of external moderation. Optional MYP eAssessments provide students with additional opportunities to demonstrate their learning and receive IB-validated grades.

The MYP provides teachers with examples of the development of a range of authentic and targeted assessment strategies and tools that are focused on learning. Such strategies are communicated through subject-group guides, teacher support materials and workshop materials. These strategies and tools can be used to design assessment tasks that bring balance and integrity to the curriculum.

Table 1 summarizes the purpose and inquiry focus of the written, taught and assessed curriculum in the MYP.

Curriculum	Purpose	Inquiry focus
Written	The identification of a framework of what is worth knowing	What do we want to learn?
Taught	The theory and application of teaching through inquiry	How best will we learn?
Assessed	The theory and application of effective assessment	How will we know what we have learned?

Table 1
Curriculum summary

What is assessment? (IBO)

At SMEC we believe that “assessment” should promote student learning, provide information about student learning and contribute to the efficacy of the program. We believe that Assessment is integral to all teaching and learning processes. The following outlines why we assess work at the SMEC:

- To inform teaching and learning: to review, revise and improve our future planning and instruction in order to provide more learning opportunities
- To build a profile of student understanding by providing evidence concerning the strengths and weaknesses of the individual student.
- To provide positive motivation and reinforcement for students who strive to reach their personal best.
- To assess student performance in relation to the general and specific learning outcomes of the program.
- To provide evidence of teaching effectiveness and methodology in meeting the needs of the individual student.
- Support continuity and progression throughout the school.

What is the MYP perspective on assessment? (IBO)

Students at SMEC are assessed in a variety of ways, including:

- Compositions—musical, physical, artistic
- Creation of solutions or products in response to problems
- Essays
- Examinations
- Questionnaires
- Investigations
- Research
- Performances

- Presentations—verbal (oral or written), graphic (through various media)

MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.

In order to provide the students with opportunities to achieve the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies. Assessment of student understanding at the end of a course is based on the whole course and not individual components of it. Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts. Students need to understand assessment expectations, standards and practices, which teachers can introduce early and naturally in teaching, as well as in class and homework activities.

The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process of learning. Generally, there should be at least one example for each achievement level in an assessment **rubric**.

The criteria for each subject are as shown below:

	A	B	C	D
Language and Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and Societies	Knowing and Understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and Understanding	Inquiring and designing	Processing and evaluating	Reflecting on the aspects of science
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying mathematics in the real-world contexts
Arts	Knowing and Understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and Understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP Projects	Investigating	Planning	Taking action	Planning

Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting
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What types of assessment do we use?

At SMEC the goal is for our students to demonstrate that learning has taken place by showing what they understand and how they are applying that understanding to real life and the world around them. Authentic learning cannot always be demonstrated through traditional tests or exams.

The IB views assessment as needing to be authentic, essential, rich, engaging, and feasible – it should incorporate students in the process of evaluating their learning.

“Formative” assessment is interwoven into the daily lessons and learning – this ongoing process of “checking in” between teachers and students, helps both teachers and students find out what they already know, in order to plan for the next stage of learning. Formative assessment and teaching are directly linked; effective learning cannot take place without one or the other.

“Summative” assessment takes place at the end of the teaching and learning process – this is the time that students have the opportunity to demonstrate their understanding and application of what has been learned at the end of each unit. Therefore:

- a. Summative assessments should have both a written and a spoken component.
- b. Each strand of the objectives are used and assessed at least twice a year.
- c. Each summative assessment should have its own assessment tool (e.g. rubric) attach to it.
- d. It is discouraged for the summative assessments to be group assessment. It is better they are individual assessment.
- e. Summative assessment tasks should be done entirely in the class.
- f. Summative assessment should be challenging and designed according to the level of the students and the curriculum. E.g. a well-designed exam will result in a class average mark of B. Any average above B shows that the summative assessment has been too easy for the students.

What are the steps of assessment?

1. **Assess:** discover what is learned; first, you define outcomes (knowledge, skills, attitudes) and design the strategy i.e. what will you hear and see the student do that will convince you that they have learned.
2. **Record:** select and collect data; here you decide about the tool you will use to record the assessment, criteria for success, and present to students prior to task. We believe that it is necessary to make sure the students know in advance the exact criteria, based on which they will be assessed.
3. **Report:** communicate the result of assessment to inform others, including students, colleagues and parents.

How do we assess?

Teachers employ a variety of strategies to form the basis of a comprehensive approach to assessment and represent the school’s commitment to provide a balanced view of each of its students. These assessment strategies include:

1. Observations
2. Performance assessments
3. Process-focused assessments
4. Selected Responses
5. Open-ended tasks
6. Portfolio assessment

1. Observations

All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from nonparticipant to participant.

Observation of:

- Individual behaviors
- Student interactions
- General class behaviors
- Reading skills (individual, both silent and aloud; partnered; group)
- Logical thinking skills
- Lateral thinking skills (eg in brainstorming sessions)
- Study skills
- Listening skills
- Response to instructions
- Student application of what has been learnt

2. Performance Assessments

The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.

- Role-play

- Presentation
- Demonstration
- Problem-solving
- Response to challenges

3. Process-focused Assessments

Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviors, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting these observations.

Assessment of:

- Research effectiveness
- Project work
- Interdisciplinary skills
- Typical and non-typical behaviors
- Behaviors over time (i.e. multiple observations)
- Behaviors in different contexts, with synthesis of evidence

4. Selected Responses

Single occasion, one-dimensional exercises. Tests, oral questioning and quizzes are the most familiar examples of this form of assessment.

5. Open-ended Tasks

Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.

schools can register for optional eAssessment in all other elements of the programme - with students earning a formal, internationally-recognised certificate if they meet the success criteria.

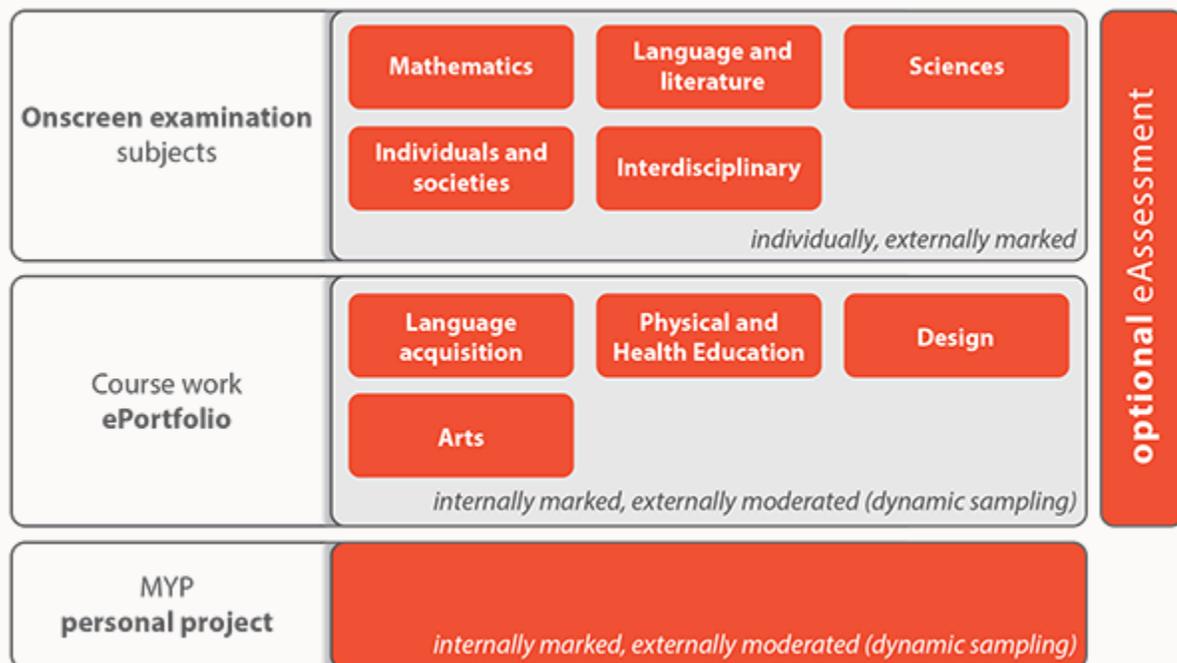
MYP eAssessment

MYP eAssessment is a reliable, globally consistent and highly innovative assessment model that helps achieve greater student outcomes and provides greater quality assurance and recognition for International Baccalaureate® (IB) World Schools.

Once a school registers for eAssessment in the MYP, the IB will be able to assess students' work in two ways:

- ePortfolios of coursework, including a compulsory ePortfolio for the personal project.
- on-screen examinations, with each exam lasting two hours.

The graphic below shows how these two types of assessment are divided across the MYP's different subject groups.



To ensure that on-screen examinations are rich and authentic, media and interactive functions are used to engage students. On-screen tools include:

- Drag and drop; cut and paste; copy and paste
- Play, pause and replay video and animations
- Interaction with animations and simulations
- The ability to plot graphs and draw lines and pictures
- On-screen (graphing) calculator(s).

Personal Project

The MYP personal project is a student-centred and age-appropriate practical exploration in which students consolidate their learning throughout the programme. This long-term project is designed as an independent learning experience of approximately 25 hours. The personal project formally assesses students' ATL skills for self-management, research, communication, critical and creative thinking, and collaboration.

The personal project encourages students to practice and strengthen their ATL skills, to connect classroom learning engagements with personal experience, and to develop their own interests for lifelong learning.

Students who finish the MYP in year 3 or 4 must complete the MYP community project. MYP year 5 students must successfully complete the externally moderated personal project to be eligible for IB MYP course results and the IB MYP certificate. Students participating in MYP years 3, 4 and 5 may engage in both projects.

The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

Students must identify a global context for their MYP projects to establish their relevance and significance. The following global contexts direct learning towards independent inquiry.

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development.

MYP projects involve students in a wide range of student-planned learning activities that extend knowledge and understanding, and develop important academic and personal skills.

II. Project components

Students address personal project objectives through:

- the process they follow
- the product or outcome they create
- the report or presentation they make that explains what they have done and learned.

Students document their thinking, research process and development of their initial ideas by developing an outline of a challenging but manageable goal. Example goals include the development of original works of art, models, business plans, campaigns, blueprints, investigative studies, scientific experiments, performances, fieldwork, and narrative essays, courses of study or learning engagements, films, computer programmes, and many other forms of work.

Students document their project work in the process journal. This learning strategy helps students record and learn from their work, and it promotes academic honesty. As a record of progress, journals can take many forms and can be recorded in a variety of media. They represent an evolving record of plans, ideas and accomplishments. The process journal provides a repository for essential reflections on learning and formative feedback on students' work.

Extracts from the journal, which demonstrate achievement in all criteria, are submitted as appendices of the report or presentation at the conclusion of the project.

The personal project report explains the project process in a concise and succinct form. The report contains a formal bibliography and a statement of academic honesty.

Reporting: Report Cards, Parent-Teacher Meetings

There are four reports per year. Each report serves to give parents the full picture of their student's learning during the year.

School communicates assessment data to parents in a variety of ways using a clear process, and at frequent intervals. The following ways of reporting to parents are currently used and have proved effective.

Report cards—in which all teachers contribute assessment data from their subject, and which may or may not include grades.

Parent conferences—in which teachers communicate assessment data to parents openly and transparently, possibly supported by examples of each student's work.

5. Monitoring and Evaluation of Education

Monitoring and evaluation of education is done in various forms at all levels and departments.

✓ Conducting classroom observations:

- twice a year based on a schedule by the andragogical team
- randomly on a continuous basis by the andragogical team
- twice a year by the principal
- randomly on a continuous basis by the principal
- twice a year based on a schedule by the education coordinator/IB Program Coordinator
- randomly on a continuous basis by the education coordinator/IB Program Coordinator

- twice a year based on a schedule by the heads of different subject group departments
- randomly on a continuous basis by the heads of different subject group departments
- ✓ Conducting continuous pre, formative and summative assessments using different strategies, considering individuals' background and prior knowledge.
- ✓ Conducting comprehensive achievement tests twice a year by the andragogical team, head of departments, and teaching staff.
- ✓ Conducting comprehensive achievement tests twice a year by the andragogical team, and heads of departments.
- ✓ Holding reflective meetings after all types of evaluations and assessments in order to inform teaching and learning

6. School Day/ School Hours

School days are from Saturday through Wednesday.

School Times

Grade 7 to 9:

9:00 am to 4:00 pm

BELL SCHEDULE:

9:00 a.m. 1st period. All students should be in their class.

9:45 a.m. 2nd period

10:30 a.m. 3rd period

11:15 a.m. 4th period

12:00 p.m. Lunch Bell

13:00 p.m. 5th period

13:45 p.m. 6th period

14:30 p.m. 7th period

15:15 p.m. 8th period

16:00 p.m. dismissal

Grade 10:

8:15 am to 4:00 pm

BELL SCHEDULE:

8:15 a.m. 1st period. All students should be in their class.

9:00 a.m. 2nd period

9:45 a.m. 3rd period

10:30 a.m. 4th period

11:15 a.m. 5th period

12:00 p.m. Lunch Bell

13:00 p.m. 6th period

13:45 p.m. 7th period

14:30 p.m. 8th break

15:15 p.m. 9th period

16:00 p.m. dismissal

7. Rules and Regulations

7.1 International School Discipline Rules

Teachers and the administration of Mahdavi International School expect students to come to school prepared to learn. When circumstances prevent a student from concentrating on learning, the staff of SMIS will seek ways to help the student. However, it is expected that the student will cooperate and want to improve her performance or behavior.

Behavior expected of all students includes:

1. Respect for the rights of other students.
2. Respect for the authority of all SMIS staff.
3. Respect for school property.
4. Responsibility for being on time for class.
5. Being prepared for class.

Personal appearance

● Hair

Should be kept neat and tidy at all times. If long, it should be tied back.

● Nails

Should be kept clean and short, as the students play many contact sports.

- **Jewelry**

The school advises that students do not wear valuable jewelry to school. A pair of earring studs and only one thin bracelet is allowed. If loss occurs, it is at the parent's own risk and the school cannot be held responsible. It is not advisable that girls wear loops or dangling earrings, which can catch during games.

- **Water for Drinking**

Students are expected to bring water bottles with them to school each day. Fresh water is available in the school for students to drink. Students may refill their water bottles as needed.

NOTE: Please label your water bottle and do not share your bottle with your friends.

Cups will be available only if your students forget her water bottle.

- **Attendance**

The school's instructional program is based on the assumption that students will attend school regularly. Daily class attendance is a condition for coursework and general academic progress at the school. Student must attend at least 85% of the instructional days designed in the school calendar. The school asks that students be absent only for those matters that cannot be arranged outside of school hours. Consistent and regular attendance enables students to keep up with classroom learning expectations and enjoy fully the varied classroom activities.

Students need to be at school at least ½ of the school day (3 hours) to be counted present. When a student has accumulated a total of 6 absences or 10 tardies, you will receive a letter from the principal. Students who are absent more than thirty days during a year shall be referred to the Coordinator and the Principal, who shall determine if the student should be retained. They will also review any additional educational experiences that the child might have received during the absences as they make their determinations. A student who leaves school for any reason during the day is counted absent for that day unless the combined time in school is equal to half the regular school day (3 hours). Students may leave with a parent for dental or doctor appointments with prior notice to your child's teacher. If possible, these appointments should be made after school hours.

- **Early Dismissal/ Check Out for The Day**

Requests for early dismissal should be submitted in writing to the child's teacher. We will call the classroom when you arrive to sign your child out in the office. Please avoid requesting dismissal between 3:30 to 4:00 p.m., as this is a very busy time in the office and the classroom.

Note: At the beginning of each school year, you will need to fill out information cards for anyone who has permission to pick your child up from school.

- **Inclement Weather**

Now is the time to plan with your child what to do in case of rain at dismissal time or early dismissal because of snow or air pollution. All students are expected to be outdoors for breaks and after lunch if the weather is suitable. No student will remain indoors unless there is a medical reason or disciplinary measures. Unsuitable weather is weather that is too cold for outdoor play, weather that is too wet, if umbrellas are required that is too wet. If children or staff would become very wet if outdoors then they must remain indoors. If there is a chance of heat or sunstroke than children and staff must remain in shaded areas, they may still go outside. If no shade is available or the temperature rises beyond +35c all children and staff must remain inside. Some children become very concerned if their usual patterns are disrupted; this is particularly true for some of our younger children. If school needs to be closed early for any reason, you will be called and informed. Please make sure **we have your correct current information and an emergency contact number.**

- **Transfers**

Except for emergencies, the parents or guardian of a student transferring from Shahid Mahdavi International School should notify the office at least one-month prior to the last day of her attendance. All library books must be returned, along with all fees and transportation charges must be paid in full, before any reports or letters will be released to the parent or new school.

7.2 Class Rules

If a student has not handed in an assignment or homework due to absence, they must submit that assignment or homework on their first day back at school. Academic honesty is fundamental and must be respected and adhered to in class works.

Portfolio

Throughout the year each child will collect work in a Portfolio. The purpose is to provide evidence of student learning and achievement and to show growth over the course of the year.

Student Codes of Conduct

Shahid Mahdavi International School is committed to providing a safe, caring and inclusive learning and working environment by promoting respect, responsible citizenship and academic excellence. A positive school climate exists when all members of the school community feel safe, comfortable and accepted. The Standards of Behavior outlined apply to all students when they are:

- on school property;
- traveling on a school bus;
- participating in extra-curricular activities;
- participating in off-site school-sponsored activities;
- engaging in an activity which will have an impact on the school climate.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.

- Prepare for each class; take appropriate materials and assignments to class.
- Meet school standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other staff and volunteers.
- Respect the property of others, including school property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

Disregard for Authority

Students shall not:

Fail to comply with directives given by school personnel (insubordination).

- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in school vehicles.
- Refuse to accept discipline management techniques assigned by a teacher or administrative personnel.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle.
- Threaten a student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyber-bullying, and harassment
- Release intimate visual material of oneself or someone
- Release or threaten to release visual material of a student or staff without her consent.
- Engage in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a student, employee, board member, or volunteer.
- Engage in inappropriate or indecent exposure of private body parts.
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a school student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others.
- Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- razors, cutters, chains, “look-alike” weapons, knives, hand instruments designed to cut or stab another by being thrown;
- Matches or a lighter;
- A laser pointer for other than an approved use;
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists;
- telecommunications device, including a cellular telephone, a Smart Watch, or other electronic devices IN ANY CASE AND FOR ANY REASON

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the students or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable school technology resources including, but not limited to, computers and related equipment, school data, the data of others, or other networks connected to the school’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the Internet or other electronic communications to threaten school students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including cyber-bullying either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the Internet or other electronic communications for personal purposes.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Cheat or copy the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

Discipline Management Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or "time-out."
- Seating changes within the classroom or vehicles owned or operated by the school.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by school counselors or administrative personnel.
- Parent-teacher conferences.
- Grade reductions for cheating, plagiarism, and absence.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- School-assessed and school-administered probation.
- Out of school suspension in rare cases when approved by the school discipline team: principal, Head of the Complex, and another staff.
- Other strategies and consequences as determined by school officials.

After School Arrangements

If your child is to go home with a classmate after school, BOTH THE HOSTING AND VISITING STUDENT SHOULD BRING NOTES FROM THEIR PARENTS INDICATING THE PLANNED VISIT AND TRANSPORTATION PLANS. No student will be permitted to ride home after school with anyone other than her parent/assigned drivers or school cars unless the child brings a note from her parent requesting such. Students are not allowed to leave the school campus during the school day without an appropriate adult.

7.3 Fieldtrips

Field trips are an integral part of the curriculum and provide extended learning activities outside the classroom for students in all grade levels. These are day trips for the students. The field trips are mandatory and should be attended unless the child is ill or some other unavoidable reason.

Many activities are based around these trips. Above all these trips teach our students independence, social behavior, expectations, and pride in representing our school. Parents will always be informed when their child is attending any trip or function off school grounds. A notice will be sent home advising of the date, place, return time, and reason for the trip. Parents should be given about one week notice for any field trip. Current education philosophy recognizes the desirability of using the total community environment as a learning laboratory. To this end, teachers may schedule field trips for their classes. These trips, always arranged for their educational value, enable students to see people at work and serve to broaden the students' total educational experiences. Every effort will be made to assure both the appropriateness of any trip away from school and the reasonableness of any cost involved in the trip. For this reason, all field trips must have the approval of the principal. Before a student can go on a field trip, a signed permission form from the parent must be on file in the office. Verbal permission is not accepted. A field trip is defined as any planned activity that necessitates the students leaving the school grounds during the instructional hours from 9:00a.m.-3:30 p.m. To ensure the safety of students, they must leave and return to campus with their teacher on the school bus. Parents will be asked to serve as volunteer chaperones on these trips. Parents will be informed of any activity where their child will leave school grounds.

7.4 Homework and Studies

Homework forms an important part of a student's education since it reinforces the work covered during lessons. For students at SMIS, homework is an expectation, although the amount and nature of the homework will vary according to the age and grade of the student. The school provides homework diaries (Study Organizer) for students from Reception through Grade 10 to assist with the organization of assignments. Homework assignments and due dates are recorded each day and should be checked and initialed by parents/guardians. The Student Study Organizer and Mahdavionline.org Moodle (School site) can be useful for the direct communication between home and school and should be checked daily.

It is recommended that parents/guardians remain aware of their children's homework, coursework and project commitments. Helping ensure that adequate time is set aside and that there is a quiet place for each child to work will be of particular assistance in establishing good study habits.

Consequences for Late or Incomplete Homework

Students are expected to satisfactorily complete and submit on time all homework assignments. Children are encouraged to be responsible and well organized. At the beginning of the academic year, teachers will share homework expectations and consequences with all students. **These consequences are standardized so that expectations remain consistent from teacher to teacher and from grade level to grade level.** It is expected that all parents will support the school's stance on homework.

Reading at Home

In addition to daily homework assignments, all students are expected to read at home on a daily basis. This includes both reading aloud to parents and reading silently. Building reading stamina (the ability to read for longer periods of time) positively impacts student learning. Parents are also strongly encouraged to read aloud to their children. This provides a model of good reading at home, promotes interest in reading, and helps foster a love of reading.

7.6 Health

Please be sure to inform your daughter's teacher if your daughter has a chronic illness or physical handicap and if there are any special measures or activity restrictions that will be necessary for her welfare at school. Please keep your child at home and consult your doctor if she has any of the following symptoms, which may indicate the onset of a communicable disease:

- Fever
- Watery eyes, discharge from eyes
- Sore throat with fever
- Cough with fever
- Skin rash or spots
- Nausea, vomiting, diarrhea

Your daughter should be fever free, without use of aspirin or fever reducing medications for 24 hours before returning to school. If a child has been sent home with a fever, they must remain home for at least 24 hours before returning to school. If your child has an infectious disease, he/she should receive one full day's worth of antibiotics before returning to school. Colds are most contagious in their earliest stages. Please encourage good hand washing to reduce the spread of germs.

Emergency Help Information

Please give your daughter's teacher the name and phone number of a relative, neighbor, or friend who can be contacted in case of an emergency when you cannot be reached. If this situation changes during the year, please notify the office.

School Nurse

There is a medical office located in the school. A trained and qualified Doctor and/or Nurse are on-duty during school hours to attend to students' health needs (illness, accidents and medications). Students who feel sick are sent to the health office, where they are examined to determine the kind of treatment necessary. If the nurse/doctor decides that a student should be sent home or to a hospital, they will contact our administration office to contact the parents.

Medication

Medication may be administered to a student during the school day only at the request of the student's parents and/or physician. The family doctor must indicate in writing the necessity for the medication to be taken by the student and parents must provide written authorization for the school's health-care professional to administer the medication in the prescribed dosage. All medication taken at school must

be brought to the health care office for safe keeping. No medication is to be kept by students in their backpacks, desks or on their person (except perhaps inhalers, if a child is asthmatic).

7.7 Academic Honesty

It is suggested that parents provide support by sharing the school's academic honesty policy with their children, encouraging ethical behavior and monitoring students' work in the home such as: computer use, homework, or written assignments.

So, parents can help their children to avoid short- and long-term adverse consequences by:

- asking their daughter about their perception of academic dishonesty and discuss practices and malpractices with her.
- encouraging time management and clear communication with teachers. support your daughter in her work, more precisely see to it that they give priority to their academic work, set aside time and a particular space for it, discuss set deadlines with her and related expectations and encourage her to draw up a plan to be able to complete every task on time;
- setting an example for her by being respectful of the school policy and teachers' instructions relating to work
- giving attention to positive behaviours, in particular when she takes the responsibility for her work and complete it on time, and congratulate her on it;
- giving her constructive observations in order to help her have the sense of her own responsibility towards her academic work.
- Considering the extent to which your own desire for your daughter to be successful can sometimes be interpreted as pressure to get "good" grades, no matter the means. Remind your daughter that an average grade earned honestly is far more valuable than an excellent grade awarded on the basis of dishonest work.

Academic honesty is a shared concern while pursuing a common goal: to help our young people to show responsibility, honesty, trust and respect.

7.8 Dress

SMIS students are expected to be neatly attired in clean uniforms when attending school.

Footwear should be either appropriate shoes or proper running shoes. Students have to wear the headscarf provided with the uniform to and from school and on school field trips. On field trips it is mandatory that all students wear SMIS uniforms.

P.E. (Physical Education) Uniform

All students must bring their P.E. kit, their Sports/ running shoes that fully cover and support the foot, and towel to school (or wear it on P.E. days) on the required days

7.9 The rules of absence, late arrival and early dismissal

It is important that students arrive on time for the start of class. If students arrive after 9:00, they must report to the School office and will be marked as late. **If a student has to be dismissed early from school, an explanatory note should be sent to the Office.**

Absences

If a student is absent for any reason, parents are expected to call and inform the school on the morning of each absence. In the event of a planned absence, parents are expected to inform the school in writing of the planned absence. If leave has to be taken during the school year, parents should notify the school in good time (5 to 10 days ahead of time, so homework can be prepared). While a student's teachers will make every effort to indicate what work will be covered during the period of absence, it is the student's responsibility to make up this work. The student is expected to return the completed work upon return. We request that a family's travel plans respect the school calendar. Parents are urged to schedule doctor, dentist and other appointments after school hours or during vacations where possible.

Punctuality

SMIS expects all students and staff to be on time. Punctuality is a mark of good manners and students are expected to arrive at school and for their lessons on time.

Extended Leave

Unless an emergency, the school strongly encourages parents to plan all family vacations during regularly scheduled school breaks so that children do not miss school. When students are absent from school for an extended time they miss important instructional and educational interactions with teachers and classmates. Teachers are not required to prepare additional supplemental materials for the students to make up except in the case of extended illness or a family emergency.

Early Withdrawal

When a student is withdrawing from school, at least one month's notice (unless it is due to an emergency) should be given, if the student wishes to receive her transfer documents the day she leaves. All departments of the school are then notified of the student's departure. When all obligations have been met, the student's school records are released.

7.10 Library Rules

SMIS has a growing library, which plays a central role in the school-learning program, providing a good range of reading material for students. There are both reading and reference books used for class time and for recreational reading. Children are encouraged to borrow books each week to give them practice in reading books they enjoy and foster a lifelong love of reading. Parents are asked to help read library books to their children and remind them to treat books with respect.

Your child's class teacher will be happy to go over the "Library Book Rules" with you. We are always happy to receive donations of suitable books for the library. The school's library Policy on missing or overdue books is as follows: Lost/missing and overdue books: the borrower is reminded verbally

within the first week; a written notice is issued the second week; The librarian will send a written notice to parents. No other material will be issued to the borrower until all materials have been returned. Missing items will be deleted from the library catalogue

Retention Period

The length of time for retaining a book is one week and in each session only one book will be given out for loan. New book can be taken out, only if the previously borrowed book is returned.

Library Behavior Policy

The library is shared by students, staff and other members of the SMIS community, thus all users are requested to behave responsibly and respectfully. The eating or chewing of any food or drink is not allowed. In order to maintain a pleasant and enjoyable learning environment we also ask that users clean up after themselves.

Please review Library Rules with your children.

1. Membership:

All students from grade 1 to 5 are regular members of the library.

Active Members:

Active members are students who borrow a book every week and return it the on the due date. After some time these students will be considered as active members of the library and their names will be posted on the library board.

2. Library Helpers:

Among active members, one person will be selected as the library helper.

As library is a public place; silence must be observed at all times. This demonstrates your respect and considerations towards other students who are studying.

3. Retention Period:

The length of time for retaining a book is one week and in each session only one book will be given out for loan. New book can be taken out, only if the previously borrowed book is returned.

4. Borrowing Books and Materials:

Students are responsible for all the books and materials borrowed. If a book is lost, stolen or damaged, it is the responsibility of the student to report this matter to the librarian.

5. Prohibition of Food:

Consumption of food and beverages are strictly forbidden inside the library.

6. Use of Reference Books:

Researchers can utilize the reference books only inside the library.

7. Use of Publications:

Magazines and newspapers can be used by the students inside the library.

7.12 Laboratory rules and workshops

Please review Laboratory Rules with your children.

Important points to be considered while working in the laboratory:

1. Laboratory is a place wherein it requires great degree of attention and accuracy. It is requested to perform your activities with the help and guidance of your teacher.
2. While working in the laboratory refrain from tasting, smelling or doing any kind of activity without obtaining prior permission from the teacher.
3. When using laboratory apparatus or equipment pay attention to labels and refer to the manuals.
4. Always keep your working table and equipment clean.
5. Please do not move any laboratory equipment or devices without prior coordination.
6. While working in the laboratory please do not make hasty movements without prior coordination made with the section's worker.
7. While using sharp devices like scissors, blades, etc., do not forget to be careful.

7.13 Gymnasium Rules

Please review Gymnasium Rules with your children.

- Students must wear the P.E. uniforms for Physical Education classes.
- For safety reasons no jewelry (watches, earrings, necklaces, etc.) should be worn during P.E. lessons.
- Students with hair below shoulder length must have their hair tied up.
- Students who do not have appropriate clothing and/or footwear will not be able to participate in Physical Education classes.
- Students can come to school wearing their P.E. pants on their designated P.E. days.

- Students can use the gymnasium/sport hall only if they are wearing sport shoes.
- The name of the students must be labeled on all their belongings.
- In order to maintain sanitation please do not bring any food to the gymnasium.
- During physical education period your route is from class to the gymnasium. It is strongly urged not to gather in hall ways or in the class rooms.
- In the event of any kind of accident please inform the facilitator/teacher immediately.
- Without the supervision of your coach do not perform any kind of individual or group exercises.

7.15 Birthday Ceremonies

Parents, who would like their daughter's birthday celebrated in school, must make arrangements with the office and the teacher in advance. The celebration must be limited to a cake or cupcakes and a drink and last no longer than 30 minutes.

School Learning Experiences

SMIS policy states that all activities that take place within the school during a school day should be based on a learning experience for the children and cannot be approved if they are purely for entertainment or for birthday recognition. **Please ask the office for permission to bring refreshments on your child's birthday. Additionally, seek permission to serve "home baked goods" to the class.**

7.17 The Rules of Valuables items

Students are asked not to bring valuables into school. Occasionally, students may wish to bring valuable items into school as part of a project or other piece of school-related work. Under these circumstances, any valuables should be given to the school office for safekeeping. Unless items are deposited with the school office, the school is not responsible for the loss of valuables.

Lost & Found Items

A lost and found box is kept in each class and in the hallway. Students are encouraged to check this box in the event that items are lost. Please label all personal items with the student's name.

8. Parents' cooperation with school

We are always happy to receive donation of suitable books for the class libraries.

9. Communication between School and Parents

Parents of our MYP students can reach us through the following ways:

- Attending School Meetings and Events
- Individual Parent Meetings (Parent-teacher conferences)
- Contacting the Principal
- Speaking with the school's MYP coordinator
- Contacting the Counselor
- Speaking with your child's teachers
- Visiting the IB website at www.ibo.org
- Visiting the school website www.mahdavischool.org
- Visiting the school Moodle www.mahdavidionline.org

