



# **Shahid Mahdavi Educational Foundation**

**Parents' Handbook 2020-2021**



## IB learner profile

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

As IB learners we strive to be:

### INQUIRERS

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

### KNOWLEDGEABLE

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

### THINKERS

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

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, 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 well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

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

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



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## **Educational Philosophy and Working Approaches**

### **1. Our History**

Not only has Shahid Mahdavi Educational Foundation 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 Foundation and is authorized to offer the world renowned IB PYP, MYP, and the Diploma Program.

At SMEF 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.

## **Our Mission**

**SMEF 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.**

## 2. School Directory

	Name	Position
<b>Leaders</b>	Fatemeh Kazemzadeh	DP Principal
	Nasrin Barootchi	Program Coordinator & Academic Counselor
	Laya Nabatchi	Admin Assistant
	Marjan Hasanirad	Counselor
	Nadali	Librarian
<b>Core</b>	Hannaneh Hajibaba Laya Nabatchi Sarvenaz Tabrizi Nasrin Barootchi	TOK Teacher CAS Coordinator Research Teacher ( Introduction to EE) EE Coordinator
<b>Group One</b>	Mahsa Asadollahnejad Farzaneh Roohani	Persian Literature Teacher English Language & Literature Teacher
<b>Group Two</b>	Tannaz Golpayegani Paridiseh Mofidi	French Ab initio Teacher English B Teacher
<b>Group Three</b>	Mersedeh Chegini Sarvenaz Tabrizi	Psychology Teacher Bus. Man. Teacher
<b>Group Four</b>	Fahimeh Rassian Marjan Eslami Behrouz Soltani Delaram Masoumi	Chemistry Teacher Chemistry Teacher Biology Teacher Physics Teacher
<b>Group Five</b>	Delaram Masoumi Sara Kasiri	Mathematics Teacher Mathematics Teacher
<b>Group Six</b>	Maryam Vesal	Visual Arts Teacher

### 3. 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 IBDP

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

#### 4.3.1 DP Curriculum

DP students must choose one course from each of five subject groups delivering a breadth of knowledge and understanding in their best language, additional language(s), individuals and societies, the sciences and mathematics. Furthermore, students must also choose either an arts course from the arts group or a second course from one of the other subject groups. DP courses can be taken at higher level or standard level. At least three and not more than four are taken at higher level (240 teaching hours), while the remaining courses are taken at standard level (150 teaching hours). Students can study and take examinations in English, French or Spanish. Two courses are classified as interdisciplinary meaning that they satisfy the requirements of more than one subject group:

- Literature and performance (group 1 and group 6)
- Environmental systems and societies (group 3 and group 4) In addition to disciplinary and interdisciplinary study, the DP features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

#### 4.3.2 DP Core

The extended essay asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies extended essay option allows students to focus on a topic of global significance which they examine through the lens of at least two DP subjects.

Theory of knowledge (TOK) develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

Creativity, activity, service (CAS) emphasizes helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. It involves students in a range of activities alongside their academic studies throughout the DP. The three strands of CAS are creativity (exploring and extending ideas leading to an original or interpretive product or performance), activity (physical exertion contributing to a healthy lifestyle) and service (collaborative and reciprocal engagement with the community in response to an authentic need).

### 4.3.3 University Recognition

DP students not only do well academically while in high school, but also go on to perform well at the university level. University admissions officials say the DP is the best qualification for developing students' non-academic skills and preparing them for further education and careers.

The DP is internationally recognized as representing one of the highest standards in university preparatory education. More than 1,000 colleges and universities in North America have recognition policies on how they weigh it in admissions, advanced standing, college credit and scholarships. A list of colleges and universities that grant credit, scholarships and/or advanced standing for DP diplomas and certificates is available at [www.ibo.org](http://www.ibo.org)

### 4.3.4 DP Teachers

All DP teachers receive professional development in the IB's approaches to teaching and approaches to learning from certified IB workshop leaders. This is a requirement for IB World Schools implementing the DP.

### 4.3.5 DP Students

Developing good academic research skills is essential to IB success; therefore, it is crucial IB students are fully aware of their responsibilities in respect of academic honesty. An IBDP student:

- ensures that all work submitted for assessment is theirs
- is responsible for accurately and completely acknowledging the work and ideas of others
- is expected to review their own work before submission for assessment to identify any passages, computer programs, data, photographs, images, and other materials which require referencing.
- is expected to comply with all internal school deadlines. This is for their own benefit and may allow time for revising work that is of doubtful authorship
- is aware that once a student has 'signed off' the official IB DP coversheet, indicating that and internally assessed piece of work is authentically theirs, there is no opportunity to resubmit different work, if the first submission is deemed to be plagiarized.
- is aware that teachers have the right to refuse to sign their cover sheet if they do not believe they completed the work, and they you cannot prove their ownership to their satisfaction, or the satisfaction of the IB DP Coordinator. The IB will accept the teacher's decision in this case.
- if academic dishonesty is suspected, it is the student's responsibility to prove that all pieces of work are their own, and have not been plagiarized.

#### 4.3.6 How does DP compare to the other programs?

**AP (Advanced Placement)** A 2015 study by the Educational Policy Improvement Center revealed that students viewed AP only as a means to obtain college credit in high school, while the DP is considered a holistic program that develops strong life-long learners.

**A-Levels** An annual report from 2012 described the assessments in the Diploma Programme as excellent for allowing differentiation, for encouraging independent thinking and research skills, and for allowing students to demonstrate higher order skills. In 2014, the Universities and Colleges Admissions Service (UCAS) developed a new tariff system that gave the International Baccalaureate an official A-level equivalence.

**Australian Curriculum and Australian Qualifications Framework** Teachers interviewed for a 2014 study by Deakin University generally believed that the DP provides better university preparation than the AC. Additional benefits of the DP curriculum included real-work application, clear global dimensions and the development of intercultural understanding.

#### 4.4 How best will we learn? (The Taught Curriculum)

From its beginnings, the DP has adopted a broadly constructivist and student-centered approach, has emphasized the importance of connectedness and concurrency of learning, and has recognized the importance of students linking their learning to their local and global contexts. These ideas are still at the heart of an IB education today.

Therefore, approaches to teaching and learning are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. These approaches and tools, intrinsically linked with the IB learner profile attributes, enhance student learning and assist student preparation for DP assessment and beyond.

These approaches to teaching and learning are also inextricably linked to the development of internationally minded students, a central aim of all IB programs. Education for international-mindedness “relies on the development of learning environments that value the world as the broadest context for learning” (What is an IB Education? 2013). Effective approaches to teaching and learning in the DP should therefore be developed within global contexts, with particular attention being given to promoting the three key elements—global engagement, multilingualism and intercultural understanding.

You can find the approaches to teaching and learning strategies tabulated below:

Approaches to teaching	Approaches to Learning
Teaching through Inquiry	Thinking Skills
Teaching through Concepts	Communication Skills
Teaching Developed in Local and Global Contexts	Social Skills
Teaching Focused on Effective Teamwork and Collaboration	Self-Management Skills
Teaching Differentiated to Meet the Needs of all Learners	Research Skills
Teaching Informed by Assessment	

Note: The information above has been extracted from: <http://Xmltwo.ibo.org>

## 4.5 How best have we learnt (The Assessed Curriculum)

### 4.5.1 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.

### 4.5.2 What is the DP perspective on assessment? (IBO)

Assessment of the DP is high stakes, criterion related performance assessment.

- ✓ The criteria focus on “generic skills” that students have to demonstrate rather than “specific knowledge” related to different subjects. “Diploma Program Assessment-From Principles into Practice, P. 33.”
- ✓ In the DP, “Assessment reliability” is defined as a set of subject grades which are appropriate to rigorous university entrance qualification.
- ✓ All the DP summative assessments are conducted externally in order to evaluate students without bias i.e. culture, gender, social class or language competence. It is this practice which integrates international mindedness into the assessment philosophy of the program.
- ✓ DP assessments are built based on the Bloom’s taxonomy including higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application). It is necessary that all teachers and students constantly pay attention to this practice.
- ✓ In order to make sure that all the DP subject objectives and criteria are met, students are exposed to a wide range of assessment tools and tasks.
- ✓ Apart from frequent formative assessments which are “for” learning and are conducted and graded by teachers, other examinations are either graded or moderated externally, and all stakeholders must be informed about this practice in all stages of the program implementation.
- ✓ A major factor in DP assessments is language. Diploma Program assessments are conducted in English, therefore, it is necessary that all subject teachers see themselves as language teachers to prepare their students. See: Language Policy
- ✓ All DP teachers assess, report and record students’ understanding and implementation of academic honesty. (See: Academic Honesty Policy)

#### 4.5.3 Formative Assessment and Summative Assessment

In the DP, formative assessments not only assist students to develop skills, but also they contribute summatively to their final assessment. All stakeholders must know that:

- ✓ All DP formative assessments conducted by subject teachers are designed based on their subjects' aims and objectives. Teachers use a full range of assessment techniques e.g. self-assessment and peer assessment to reflect the IB perspective and meet a wide range of learning styles.
- ✓ All DP assessments grading systems for formative assessments conducted by teachers have parity with their subjects' aim and objectives and are based on evidence in order to reflect the IB perspective and prepare students for the external assessments conducted by the IB.
- ✓ All DP teachers familiarize their students with the assessment components of their subjects.
- ✓ The duration of the IB Mock Written Examinations conducted by teachers do not exceed five hours in total at higher level and three hours at standard level.
- ✓ All DP teachers inform their students about the fact that while external assessments assess their syllabus coverage, internal assessments mainly assess students' skills.
- ✓ All DP teachers ensure that internal assessment tasks submitted do not duplicate the kind of work that is carried out for extended essays in the same subject.
- ✓ Wherever possible, internal assessment tasks should become an integral part of normal classroom teaching (and/or homework) for that subject. They should not be "add-on" activities. The work carried out for internal assessment is meant to be part of each student's learning experience.
- ✓ Where different internally assessed tasks are carried out over a prolonged period within a Diploma Program course (to make up a portfolio of work, for example) allowance must be made for student improvement over this period. Thus the final internal assessment mark should reflect a student's best level of performance during the course and not be merely an average of performance over the whole course.
- ✓ All DP students document their internal assessment work in a portfolio or blog, etc.
- ✓ The degree of assistance that teachers can provide, the extent to which students can use external resources, and the permitted amount of redrafting of work are fully described. Generally teachers are permitted to discuss the topic and approach with the student and give restricted advice on a first draft. Any subsequent amendment or editing must be by the student, so that the final work submitted for internal assessment is the student's own.

#### 4.5.4 Reporting: Report Cards, Parent-Teacher Meetings

- ✓ Moodle-Based Monthly Performance Report
- ✓ One-on-One Parent-Teacher Meeting at the end of each Trimester

## 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. Working Hours

	Semester	Semester
DP Year 1	16 weeks of classes	16 weeks of classes
DP Year 2	16 weeks of classes	12 weeks of classes

Period 1 : 7:30-9:00

Period 2: 9:15-10:45

Period 3: 11:00-12:30

Period 4: 13:00-14:30

Saturdays to Wednesdays

## 7. Rules and Regulations

At SMEF, we expect our students and their parents to remain committed to our mission, vision and the implementations of the learner profile attributes.

### 7.1 School Rules

In case of infractions, parents and the school are required to work in close cooperation to manage the issue and get the best result.

### 7.2 Classroom 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.
- If a student has missed more than 20% of the class time during a trimester, she submits a written report to the teacher one week before the end-of-trimester-assessments describing what her plans are to meet the class programs and assessments.
- Academic honesty is fundamental and must be respected and adhered to in class works.



### 7.3 Outreach Activities

The elements of the Diploma Program outreach activities have been tabulated below:

Creativity	Activity	Service
<p>سازمان فرهنگی هنری شهرداری Cultural &amp; Art Organization of Tehran Municipality <a href="http://www.farhangsara.ir">www.farhangsara.ir</a></p>	<p>فدراسیون تنیس ایران Tennis Federation Of Islamic Republic Of Iran <a href="http://www.iritf.ir">www.iritf.ir</a></p>	<p>(IMUNA) International Model United Nations Association <a href="http://www.imuna.org">www.imuna.org</a></p>
<p>مرکز آموزش های فرهنگی و هنری کانون پرورش فکری کودکان و نوجوانان Institute of the Intellectual Development <a href="http://www.markazafarineshha.ir">www.markazafarineshha.ir</a></p>	<p>وزارت ورزش و جوانان Ministry of Sport and Youth <a href="http://www.gov.ir">www.gov.ir</a></p>	<p>United Nations World Food Program <a href="http://www.wfp.org">www.wfp.org</a></p>
<p>مرکز مشارکت های فرهنگی مردمی People-driven Culture &amp; Art Center <a href="http://www.mosharekat.farhangsara.ir">www.mosharekat.farhangsara.ir</a></p>	<p>انجمن بازی و ورزش کودکان Association of Children's Games and sports <a href="http://www.kwna.ir">www.kwna.ir</a></p>	<p>(FAO) Food and Agriculture Organization of the United Nations <a href="http://www.fao.org/iran">www.fao.org/iran</a></p>
<p>انجمن طراحان لباس و پارچه ایران Iranian Fashion and Textile Designers Association <a href="http://www.irftda.com">www.irftda.com</a></p>	<p>انجمن مدیریت سبز ایران Iranian Society for Green Management <a href="http://www.iran-gma.com">www.iran-gma.com</a></p>	<p>(IOM) International Organization for Migration <a href="http://www.Iom.int">www.Iom.int</a></p>
<p>خانه تئاتر Iranian Theater Forum <a href="http://www.theaterforum.ir">www.theaterforum.ir</a></p>	<p>شرکت توسعه و نگهداری اماکن ورزشی Development and Maintenance of Sport Centers and Facilities <a href="http://www.tanavar.ir">www.tanavar.ir</a></p>	<p>بنیاد هم‌دلان کودکان و نوجوان <a href="http://www.hamdelan.org">www.hamdelan.org</a></p>
<p>انجمن علمی هنرهای تجسمی ایران Iranian Scientific Association of Visual Arts <a href="http://www.avoa.ir">www.avoa.ir</a></p>	<p>باشگاه فرهنگی زیست محیطی Iran Eco-schools Cultural and Environmental Club <a href="mailto:Ecoschools.wgs@gmail.com">Ecoschools.wgs@gmail.com</a></p>	<p>جمعیت دفاع از کودکان کار و خیابان <a href="http://www.jamiatdefaa.org">www.jamiatdefaa.org</a></p>
<p>انجمن پژوهشی آموزشی هنر درمانی Art Therapy Association <a href="http://www.persianarttherapy.org">www.persianarttherapy.org</a></p>	<p>مجموعه فرهنگی ورزشی انقلاب Enghelab Sports Complex <a href="http://www.enghelabsportcomplex.ir">www.enghelabsportcomplex.ir</a></p>	<p>موسسه خیریه بهنام دهش پور Behnam Daheshpour Charity Organization <a href="http://www.behnamcharity.org.ir">www.behnamcharity.org.ir</a></p>

## 7.4 Homework

The workload of the Diploma Programme is immense but manageable. Therefore, students should employ efficient time management and study skills in order to manage their workload. Students are expected to work at weekends and during holidays in order to maximize time available and minimize periods of stress.

Parents are suggested to discuss homework with students. Students and parents can discuss deadlines, how they are going to meet them, what the objectives are, resource acknowledgement, etc. parents should be aware of the fact that although external lessons and tutoring are very helpful, it is vital that they have the chance to focus on their school work. It is widely known that students that have an opportunity to express themselves or to keep fit by playing sport are more likely to be able to focus on their work at home. Therefore, parents need to encourage a balanced lifestyle which is focused on in holistic education.

## 7.5 Electronic Device Policy

SMEC Electronic Device Policy is implemented in all the programs and sections. However, the Diploma Program Examination Period is when the policy is highly emphasized. The followings are the rules addressing the use of electronics in examination sessions:

- ✓ Only an approved calculator is permitted in certain examinations.
- ✓ Wearable electronic devices are not permitted in the examination session e.g. smart watches or smart glasses
- ✓ E-book readers, and small electronic whiteboards are not allowed in the examination session.
- ✓ If any of these items into an IB examination even if it is
- ✓ by mistake—you will be in breach of regulations and may not be
- ✓ eligible for a grade in the subject being examined

## 7.6 Health Care Policy Program

Since many diseases in adults get started with poor health habits at a young age, the school makes sure to monitor and support its students to have a balanced lifestyle by providing a holistic environment where all the aspects of health are emphasized on i.e. social, physical, emotional, intellectual, and spiritual. The students are encouraged to:

- get regular physical exercise
- eat a healthy diet
- test to check their general health
- avoid stressful situations
- have study-life balance

## 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 Code

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 must 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.

## 7.9 Attendance and Punctuality

Since the Diploma Program is a very demanding two year course requiring students to be actively involved in all class works and school programs, and exams, therefore:

- Attendance to all classes, mock exams, exams and other activities sanctioned by the school is mandatory.
- All absences are registered in by the subject teachers. Students are always strongly advised to state the reason for absence. If a student falls ill for more than a couple of days, it is advisable to inform the program counselor. If the illness prevents the student from participating in an oral or written exam or an IA-component, a re-exam is only granted if the student has a valid document and has contacted the school before the exam begins.

- If a student's absence rate is regarded problematic by the school (More than 20% of the class time in a trimester) she will be asked to participate in a meeting with the IB coordinator in order to discuss the reasons behind the absence problem. (Also See: 7.2)

#### 7.10 Library Regulation

- Students using the library should work in a way that respects all other people that are using the facility.
- Students must have an ID card to check out books from the library.
- Internet is available to all students.
- All materials checked out on a student's ID card are the responsibility of that student.
- Computers are to be used for school related projects. Students misusing computers will have their computer access disabled.
- Food and beverages are not permitted in any of the research or computer areas
- In compliance with school policy the following items are not permitted— headphones, iPod, CD players, cell phones, or laser pens. The library staff has the right to remove these items to the Main Office.
- Students in the library researching an assignment with a classroom teacher are requested to remain in the area reserved by their teacher until the end of the period or block.
- If the student is from a research class, the teacher is responsible for providing the student with a pass and it will be issued at that teacher's discretion.
- Before a student leaves the library she is expected to log-off their computer, leave the area around their computer clean, push in their chairs and return all materials to the areas that they found them.
- Students are encouraged to return books as soon as they are finished with them.
- Books may be renewed if there are no holds on them from other students.

#### 7.11 Laboratories Regulations

In the Biology, Chemistry and Physics classes, the practical activities which include hands-on, inquiry-based investigations are mostly done in the school laboratories. All the sciences group teachers must study and follow the School Guidelines for Chemical Laboratory Safety for the High School Students. The summary of the guideline is as follows:

- Students should behave in a mature and responsible manner at all times in the laboratory or wherever chemicals are stored or handled. All inappropriate behavior is especially prohibited.
- Students must follow all verbal and written instructions carefully. If you are unsure of the procedure, ask your teacher for help before proceeding.
- Students should not touch any equipment or chemicals unless specifically instructed to do so.
- Students must not eat, drink, apply cosmetics, or chew gum in the laboratory. Wash hands thoroughly after participating in any laboratory activities.
- Students must perform only those experiments authorized by the teacher.

- Students will receive training related to the locations and operating procedures for all applicable laboratory safety equipment and personal protective equipment (PPE).

## HANDLING CHEMICALS AND EQUIPMENT

- Students must properly dispose of all chemical waste, as directed.
- Students must never enter or remain in the science laboratory storage rooms or preparation areas unless accompanied by their teacher or a designated school employee.
- Students must wear eye protection whenever chemicals, heat, or glassware are used by either the teacher or the students in the laboratory. Students should wear appropriate personal apparel at all times in the laboratory and also avoid wearing loose or flammable clothing.
- Students must report any incident (including all spills, breakages, or other releases of hazardous materials) to the teacher immediately—no matter how insignificant it may appear. This should include all injuries such as cuts, burns, breathing problems, or other signs of physical harm. It is encouraged that students also report incidents that do not result in physical harm, so that lessons can be learned from these “near misses”.
- Students must never remove chemicals, equipment, or supplies from the laboratory area.
- Students must carefully examine all equipment before each use and report any broken or defective equipment to the teacher immediately.

### 7.12 Pool Regulations

The Diploma Program students are constantly encouraged to have a study-life balance, therefore in the student’s weekly schedule there are three periods made available for our students to decide on an activity they would like to take part in either individually or with their friends. The summary of the pool guideline is as follows:

- Students must shower before entering the pool.
- Students must wear proper swim attire.
- Glass containers or breakable objects of any kind are not permitted in the pool
- Shoes worn outside may not be worn on the pool deck.
- Students with skin infections, open wounds, and nasal or ear discharges should inform the pool assistants.
- Food and drink are not permitted. Water in plastic bottles is allowed.
- All injuries occurring within the pool area must be reported to the pool assistants.

### 7.13 Gym Regulation

The Diploma Program students are constantly encouraged to have a study-life balance, therefore in the student's weekly schedule there are three periods made available for our students to decide on an activity they would like to take part in either individually or with their friends. The summary of the gym is as follows:

- Students must wear their PE uniform and clean sports shoes in the gym.
- All their belonging and gym bags must be kept in their lockers.
- The Gym assistant is in charge of guiding the students in the gym.
- Students must pay attention to the signs throughout the gym.
- Water bottle is allowed in the gym area.

### 8 . Communication between School and Parents

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

- Attending School Meetings and Events
- Individual Parent Meetings
- Contacting the Principal
- Speaking with the school's DP coordinator
- Contacting the Consultants
- Speaking with your child's DP classroom teacher
- Visiting the IB website at [www.ibo.org](http://www.ibo.org)

**This document has been created based on:**

**[www.ibo.org](http://www.ibo.org)**

**IB Digital Toolkit**

**Parent Pack**

**Program Information for Parents**

**IB Information for parents**

**IB Subjects Guides**