Shahid Mahdavi International School

IB Primary Years Program Parent Handbook

2020-2021

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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 Kashani	Admin assistance
4	Ghazaleh Kashi	Administrative Staff
5	Farzaneh Behbahanizadeh	Administrative Staff
6	Haleh Jahanpeikar	Registration Officer
7	Parastoo Vaziri	Floor Coordinator and Counselor
8	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 IBPYP

The International Baccalaureate (IB) Primary Years Programme is a curriculum framework designed for students aged 3 to 12. The PYP transdisciplinary framework focuses on the development of the whole child as an inquirer, both at school and beyond. Informed by research into how students learn, how educators teach, and the principles and practice of effective assessment, the programme places a powerful emphasis on inquiry-based learning.

By choosing to implement the PYP, schools will develop students' academic, social and emotional wellbeing, focusing on international-mindedness and strong personal values. The PYP nurtures independent learning skills, encouraging every student to take responsibility for their learning.

The programme incorporates local and global issues into the curriculum, asking students to look at six related, transdisciplinary themes and to consider the links between them. The themes include "Who We Are", "Where We Are in Place and Time", "How the World Works", "Sharing the Planet", "How We Organize Ourselves", and "How We Express Ourselves".

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

In terms of achieving this balance, the five essential elements of the written curriculum are emphasized. They are shown in the below figure.

Essential elements of the written curriculum	
Knowledge	Significant, relevant content that we wish the students to explore and know about, taking into consideration their prior experience and understanding.
Concepts	Powerful ideas that have relevance within the subject areas but also transcend them and that students must explore and re-explore in order to develop a coherent, in-depth understanding.
Skills	Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or Transdisciplinary in nature.
Attitudes	Dispositions that are expressions of fundamental values, beliefs and feelings about learning, the environment and people.

Who We Are
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Where We Are in Place and Time
An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives

How We Express Ourselves
An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

How the World Works
An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment

How We Organize Ourselves
An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment

Sharing the Planet
An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution

Which concepts were chosen and why?

A set of eight concepts was drawn up, each of which, it is felt, is of major importance in the design of a transdisciplinary curriculum. These concepts are:

- form
- function
- causation
- change
- connection
- perspective
- responsibility
- reflection

What transdisciplinary skills does the PYP suggest?

Within their learning throughout the programme, students acquire and apply a set of transdisciplinary skills: social skills, communication skills, thinking skills, research skills and self-management skills. These skills are valuable, not only in the units of inquiry, but also for any teaching and learning that goes on within the classroom, and in life outside the school.

What attitudes does the PYP suggest that schools should encourage?

Appreciation: Appreciating the wonder and beauty of the world and its people.

Commitment: Being committed to their own learning, persevering and showing self-discipline and responsibility.

Confidence: Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.

Cooperation: Cooperating, collaborating, and leading or following as the situation demands.

Creativity: Being creative and imaginative in their thinking and in their approach to problems and dilemmas.

Curiosity: Being curious about the nature of learning, about the world, its people and cultures.

Empathy: Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.

Enthusiasm: Enjoying learning and willingly putting the effort into the process.

Independence: Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.

Integrity: Being honest and demonstrating a considered sense of fairness.

Respect: Respecting themselves, others and the world around them.

Tolerance: Being sensitive about differences and diversity in the world and being responsive to the needs of others.

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

Those learning about the PYP sometimes ask "Is it a curriculum or an approach?" The answer is "both". The PYP curriculum is defined broadly to include an approach to teaching and learning, in recognition of the fact that, in practice, the two are inextricably linked. The taught curriculum is the written curriculum in action.

The PYP developers have set out to strengthen these links by developing a curriculum in which classroom practice, the taught curriculum, is a direct reflection of the written curriculum. Therefore, in the written curriculum the essential elements of learning—knowledge, concepts, skills, attitudes and action—are identified. It is recognized that these elements are not completely separable—in the course of the learning process they blend. It is suggested that they are synthesized in three main ways:

• through the learner profile, which is supported by a curriculum framework based on the five essential elements

• through the exploration of conceptually based central ideas, linked to the transdisciplinary themes, which support and are supported by the other four essential elements

• through the collaborative planning process, which may involve input from students, that considers all three components of the PYP curriculum model—written, taught, assessed—in an iterative manner.

4.6 How best have we learnt (The Assessed Curriculum)

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 PYP perspective on assessment? (IBO)

What do we assess?

At SMEC we assess performance and progress in all the essential elements of the program:

•   Knowledge of the subject areas from the scope and sequence documents

•   Skills that are subject-specific as well as interdisciplinary

•   Subject-specific objectives by the MYP subject specific criteria

•   Learner Profile attributes

What types of assessment do we use?

We believe that teachers are professionals with the ability to make valid and "weighty" assessments, and that parents also can and do contribute informal valuable assessment data, which should be actively sought. In addition assessment should allow the students to become part of the evaluative process engaging students in reflecting on their learning and in the assessment of their work and the work of others. Therefore we use:

1.   Self-assessment

2.   Peer assessment

3.   Teacher assessment

4.   Parental assessment

Assessment can evaluate the students' individual or team learning:

1.   Individual assessment

2.   Group assessment

Formative and Summative assessments

Assessments should be done on three occasions:

1.   **Pre assessment** is used to diagnose and invoke students' prior knowledge. We believe that the teaching/learning cycle starts with assessment, rather than teaching, because if you don't know what students already know and can do, you don't know where to start that teaching. This is the student's ZONE OF PROXIMAL DEVELOPMENT.

2.   **Formative assessment** is interwoven within the daily learning and helps teachers and students find out what they have learned in order to plan the next stage of learning. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other. It is

encouraged that a balance of individual and group assessments is used for the formative assessments. Through effective formative assessment, teachers gather, analyze, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self-assessment can be important elements of formative assessment plans.

3.   **Summative assessment** takes place at the end of the teaching and learning process, and is done to assess the enduring understanding of the knowledge and skills mentioned in the subject objectives. Enduring understanding has happened when students are able to apply and explain what they have learned. 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.

Student's Portfolio

A portfolio is a record of students' involvement in learning. A portfolio is a celebration of an active mind at work. It provides a picture of each student's progress and development over a period of time both as individual and group learners. It enables students to reflect with teachers, and parents in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans. Evidence of learning in a portfolio should be from a range of experiences and curriculum areas. The portfolio is used to show the development of knowledge,

conceptual understanding, interdisciplinary/ transdisciplinary skills, attitudes and the attributes of the learner profile over one academic year. It may also be used to document student action. Portfolio entries should document both the process of learning and the product, including images and evidence of students in the process of constructing meaning. It is a tool for assessment and reporting purposes for students, parents, teachers and administrators.

Student's Portfolio Guidelines:

o One per child made by the class teacher and given to the child at the end of the year

o A Binder of pages separated by tabs into subjects

o Cover page: name, class, school, year, and perhaps a self-profile

o Table of content

o Class picture

o Philosophy page

o Assessment page

o POI page: the central idea and lines of inquiry of the six units of the POI of the grade

o A balance of teacher-selected and student-selected work depending upon developmental stage of child. Use comment tags.

o Students should be able to explain why specific materials are in their portfolios

o All works dated, assessed, and clearly show improvement

o Should have a balance of: Pre, formative and summative assessment samples, and group, and individual work.

o Evidence of Development in:

- Reading (both Farsi and English): Book/text Responses
- Writing (both Farsi and English and French): Evaluated Writing Samples
- Mathematics: Problem Solving Pieces
- POI: One student-generated work for each unit or a student's response to a piece of work from the unit of inquiry
- PYP Learner Profile Reflection: Students assess and report on their own learning and development related to all attributes of the IB learner profile.
- Assessed Work from single subjects in French, Art, Koran, ICT and PE

How do we record?

Teachers use many techniques to gather information about students' learning. Data is recorded using a variety of tools to ensure that assessment shows the process and product of learning. Some of the tools to use may include:

•   Rubrics

•   Checklists

•   Anecdotal records

•   Continuums

PYP Exhibition

In the final year of the PYP, students, carry out an extended, in-depth, collaborative project known as the PYP exhibition. This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesise all of the essential elements of the PYP in ways that can be shared with the whole school community. It also provides teachers with a powerful and authentic process for assessing student understanding. The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB learner profile developed throughout their engagement with the PYP. It also provides schools and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

Reporting: Report Cards, Parent-Teacher Meetings

There are two 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.

        Student-led conferences—in which students share assessment data about their learning with their parents, possibly supported with a portfolio of achievement:

1. November: Parent-teacher conferences to give the parents information about the student's progress development and needs, and about the school's program + a short written report

2. January: Full written report showing assessment in all areas + mini exhibition of the last unit + teacher conference

3. March: Student-led conferences led by students who take responsibility for their learning by sharing the process with their parents + a short written report

4. June: Final written report sent home to parents which includes a full assessment review of all essential elements of the program + mini exhibitions of the last unit + handing over the student portfolios

5. May: Exhibition of grade five. The school ensures that all students can demonstrate consolidation of their learning through the completion of the PYP exhibition.

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

Kindergarten, Grade 1-5
School days are from Saturday through Wednesday. Students are expected to arrive between 8:30 and 8:45. Classes begin at 9:00 and finish at 16:00 when the students should be picked up from a place that will be announced.
If students arrive after 9:00, they must report to the School office and will be marked as late.

TIME SCHEDULE:
9:00 a.m. - 9:45 a.m. 1st period. All students should be in their class.
9:45 a.m. - 10:25 a.m. 2nd period
10:25 a.m. - 10:35 a.m. 1st break
10:35 a.m. - 11:15 a.m. 3rd period
11:15 a.m. - 12:00 a.m. 4th period
12:00 p.m. - 12:45 p.m. Lunch Bell
12:45 p.m. - 13:30 p.m. 5th period
13:30 p.m. - 14:15 p.m. 6th period
14:15 p.m. - 14:30 p.m. 2nd break
14:30 p.m. - 15:15 p.m. 7th period
15:15 p.m. - 16:00 p.m. 8th 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.
● **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.

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.

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.

Students have a right to:

•Learn and play in a safe and clean environment
•Learn and play in a supportive environment
•Be respected
•Access adequate and appropriate facilities
•Express their opinion
•Express themselves in an appropriate manner
•Privacy

Students have a responsibility to:

•Actively promote safe and clean practices whilst at school
•Participate in school activities to the best of their ability
•Respect the rights of others
•Care for school facilities in a respectful manner
•Tolerate opinions of others
•Express themselves in a socially acceptable way
•Allow others their privacy
•Respect the learning styles of peers

7.3 Field trips
Field trips constitute a significant part of the educational program at SMIS. All trips are led by homeroom teachers; however, if necessary or appropriate, external professional guides may also be

used to provide professional skills or knowledge. Kindergarten, first and second grade Parent volunteers may be requested to accompany field trips.

Each class will take 6 field trips over the course of the school year.

Participants in school organized trips are representatives of the school at all times. As such they are expected to follow appropriate standards of behavior and appearance and to demonstrate concern for the wellbeing of others.

All Field Trips will begin and end at the school. We request that parents arrange to have their children to be dropped and picked up at school for all Field Trips. The field trip will not officially end until all students have returned with their teacher to the school.

The student's Study Organizer has a Fieldtrip Table that is going to fill out before each trip and the parents have to sign it.

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 KG through Grade 6 to assist with the organization of assignments. Homework assignments and due dates are recorded each day and should be checked by parents/guardians. The Student Record Book and Mahdavionline.org /Moodle (School site) can be useful for the direct communication between home and school and should be checked daily.

How long should it take? Besides time for reading, rough guidelines are:
● Kindergarten – Grade 2: 20-30minutes per day.
● Grade 3 – Grade 6: 50-60 minutes per day.

Grade Level # minimum minutes of Homework:
Early Years none
Junior and Senior Kindergarten: 10-15 minutes
Grade 1: 20-30 minutes
Grade 2: 25-30 minutes
Grade 3: 35-40 minutes
Grade 4: 45-60 minutes
Grade 5: 50-65 minutes
Grade 6: 55-65 minutes

What form can assignments take?
● Handwriting practice, Inquiry tasks, Reading (silent/oral),
● Review (spelling, number facts, test material, etc.)
● Skill games
● Creative writing
● Oral assignments
● Continuation of classroom activities

● Foreign language practice
● On line Projects

Please consult your child's teacher if your child needs more time for completion of homework on a continual basis.

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 from grade 3 to grade 6 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.

7.5 Cell Phone, Laptop, Personal Computer and Camera …
In school, students are not allowed to bring personal electronic devices or cell phones during the school day.
If a student uses a personal electronic device or a mobile phone during class or break time, the equipment will be confiscated by the teacher.

7.6 Health
Please be sure to inform your child's teacher if your child 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 child 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 the office staff 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
Students who feel sick are sent to the nurse, 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.

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 homeroom teacher by the parent. The student should also inform the office.

Absences
If your child comes late in the morning, please inform the school office by telephone before 9:00. Please explain the reason for absence and the anticipated length of absence. If your child's absence is to be prolonged, the school should be informed in writing.
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.

7.10 Excused Absence, Late Arrival and Early Dismissal Form

We need to keep a record of the tardies and the students who leave school before dismissal time. Please inform the office in case of excused late arrival.

7.11 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, 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.

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 Swimming Pool Rules

Please review Swimming Rules with your children.
Equipment: Students will need appropriate swimming equipment, which should include a towel, goggles, swimming hat, towel cap and a one piece swimming suit.
In the case of sickness, please provide a doctor's certificate for your child to be excused.

Competitive Swimming (Extended Curriculum Activity)
Competitive swimming events usually occur during the second semester. Students that have been placed in the advanced curriculum or in swim club will be invited to attend the first swimming event. Students from upper intermediate swimming may be allowed to take part in subsequent events.

7.14 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, earnings, 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 Lunch Area and Snack Rules
We are encouraging healthy lifestyles. A full lunch does not include dessert. Sweets, chocolate bars, crisps, or any other sugary or junk food items will be confiscated and returned to the child at the end of the day. Due to dietary restrictions and food allergies, students who bring a lunch from home may not share their lunch. Please encourage your children to have school lunch. Soft drinks/ sodas are not permitted at any time. Students have a hot lunch supplied. Information about the lunch program is available on the site each month.

7.16 Birthday Ceremonies
Parents, who would like their child'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.

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

- Parents volunteer for attending fieldtrips (Kindergarten, Grade 1):

The parent volunteer is part of the whole group and responsible for a designated group of students. When responsible for a small group, the group should stay together at all times.

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

9. Communication between School and Parents

Parents of our PYP students can reach us through the following ways:
- Attending School Meetings and Events

- Individual Parent Meetings (Student-led conferences and Parent-teacher conferences)
- Contacting the Principal
- Speaking with the school's PYP coordinator
- Contacting the Consultant
- Speaking with your child's PYP classroom teacher
- Visiting the IB website at www.ibo.org
- Visiting the school website at www.mahdavischool.org
- Visiting the school Moodle at www.mahdavionline.org

9.1 Parents-Teachers Meetings (Group Meetings)

- First Day of School for kindergarten and Grade 1 students (Ceremony)
- Orientation Meetings
- Teacher-Parents meetings

9.2 Parents-Teachers Meetings (Individual Meetings)

- Teachers-parents conferences
- Student-led Conference