



# SECONDARY SCHOOL

# STUDENT-PARENT HANDBOOK

2026 – 2027



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# 1. IAA MISSION AND VISION

## Mission

IAA delivers a holistic international education that exemplifies life-long learning and responsible citizenship.

IAA belongs to the Jordanian community, fostering an atmosphere of pride and identity, celebrating our traditions, and promoting a sustainable future.

IAA equips its students with the skills, principles and experiences that empower them to fulfill their academic, personal and social potential.

IAA promotes ethical development, intercultural empathy and a duty to the global and local communities.

## Vision

To provide a unique educational experience that inspires, nourishes and celebrates the individual, one in which staff, students and parents are proud partners



## غايتنا

تقدم الأكاديمية الدولية تعليماً دولياً شاملاً يجسد مبدأ التعلم مدى الحياة والمواطنة المسؤولة.  
تنتمي الأكاديمية الدولية - عمان إلى الأسرة الأردنية وتعزز الفخر بالهوية الوطنية وتقاليدها كما تعمل على تعزيز مفهوم الاستدامة.  
تعمل الأكاديمية الدولية - عمان على صقل المتعلم بالمهارات وتنمية المبادئ والخبرات لديه لتطوير قدراته الأكاديمية والشخصية والاجتماعية.  
تشجع الأكاديمية الدولية - عمان التنمية الأخلاقية وقدرة المتعلم على الحس والوعي بالثقافات المتعددة وواجباته اتجاه المجتمع المحلي والعالمي.

## رؤيتنا

توفير تجربة تعليمية فريدة من نوعها تلهم المتعلم وتغذي فكره وتحثه على إنجازاته وتنمي الشعور بالفخر لجميع المساهمين بالعملية التعليمية.



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## 2. SCHOOL PILLARS



### **Duty**

Duty at IAA is commitment to serve selflessly, with no expectation of any recognition in return. It is an innate understanding that the well-being of the world can only be realized through the contribution of every citizen. Our own world extends far beyond our immediate circumstances, and the welfare of others can never be entirely separate from our own. IAA is committed to nurturing the sense of responsibility, duty and service.

### **Leadership**

"The leader of a house is also its humble servant." At IAA leadership stems from the fundamental principles of dignity, respect, peace, humanity, prosperity and belonging. The IAA community understands that strong and inspiring leadership is not simply a title or position, but rather requires the active development of these essential principles. Leadership cannot be divorced from character.

### **Cultural Heritage**

Our heritage is our cultural, social, physical and intellectual identity. It celebrates our past, drives our present and helps shape our future. Jordan is a unique country that celebrates the diversity of its people, honouring the pride each individual exhibits towards their own personal cultural heritage. This is the Jordan to which IAA is proud to belong.

### **Acceptance**

At IAA, we understand that we are one of many on this Earth. We know that our actions not only affect the world, but also reflect how the world views us. We accept people based on the universal principles of Human Rights, Human Dignity, and Fundamental Freedoms. We therefore recognize each other as equal brothers and sisters. At IAA, acceptance is the basis of all human interaction.

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### 3. THE IB MISSION STATEMENT

The IB aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IB works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### 4. IB LEARNER PROFILE



## 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:

|   |   |
|---|---|
| <p><b>INQUIRERS</b><br/>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.</p>              | <p><b>OPEN-MINDED</b><br/>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.</p>                                   |
| <p><b>KNOWLEDGEABLE</b><br/>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.</p>                                      | <p><b>CARING</b><br/>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.</p>  |
| <p><b>THINKERS</b><br/>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>   | <p><b>RISK-TAKERS</b><br/>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.</p>                          |
| <p><b>COMMUNICATORS</b><br/>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.</p>              | <p><b>BALANCED</b><br/>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.</p> |
| <p><b>PRINCIPLED</b><br/>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.</p> | <p><b>REFLECTIVE</b><br/>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.</p>   |

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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## 5. GLOBAL CITIZENSHIP AT IAA

Global citizenship at IAA is advocating for diversity, inclusion and equity by developing respect and compassion for the rights of others. As a result, we want our students to understand their place in the world and “take an active role in their community, and work with others to make our planet more equal, fair and sustainable” (Oxfam, 2020).



## 6. STUDENTS – MY RIGHTS, MY RESPONSIBILITIES



### MY RIGHTS

**I, the Student,  
have the right to...**

- Be safe and secure in school
- Learn and freely express my opinions, feelings and ideas
- Be treated fairly and with respect from all staff and students
- Be regularly informed of my progress
- Use school resources and facilities appropriately
- Expect that my property, when stored properly, will be safe
- Form, organize and/or join student-led school clubs to promote common interests that are aligned with the school pillars
- Provide my opinion on the policies of the school
- Present a complaint to a member of staff or to the Student Representative Council in a respectful manner if the decisions made by the school do not seem to be in my best interest, and to expect a response.

### MY RESPONSIBILITIES

**I, the Student, have the  
responsibility to...**

- Attend school regularly and on time and follow assigned schedules
- Come to class prepared
- Do my best and meet deadlines
- Respect teaching and learning, whether inside or outside the classroom
- Respect others' opinions, feelings, beliefs and ideas
- Recognize that my behaviour, whether in or out of school, reflects upon myself and my school community
- Follow the rules and procedures of the school
- Always be honest in my work
- Look after my own possessions, respect other people's property and share school resources responsibly
- Value and protect the natural and physical environment
- Act, whether in person or online, in a way that does not threaten the well-being or dignity of any person
- Serve as a responsible bystander, by informing staff about any behaviour that may cause harm to anyone.

Students are reminded that images, postings, dialogues, and information about themselves or others posted on the Internet are public information. Content that is brought to the attention of the IAA that brings the name of the school into disrepute is subject to further investigation. IAA reserves the right to appropriately respond to these incidents, including taking disciplinary action.

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# 7. ACADEMIC CALENDAR

## Academic Calendar 2026-2027

First Semester

| AUGUST |    |    |    |    |    |    |
|--------|----|----|----|----|----|----|
| Su     | M  | Tu | W  | Th | F  | Sa |
| 6      |    |    |    |    |    | 1  |
| 2      | 3  | 4  | 5  | 6  | 7  | 8  |
| 9      | 10 | 11 | 12 | 13 | 14 | 15 |
| 16     | 17 | 18 | 19 | 20 | 21 | 22 |
| 23     | 24 | 25 | 26 | 27 | 28 | 29 |
| 30     | 31 |    |    |    |    |    |

- Start date SMT
- Start date New Staff, HODs & GLs
- Start date returning staff
- Start date ALL students PK - 12
- Prophet Mohammad's Birthday (PBUH)

| SEPTEMBER |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | M  | Tu | W  | Th | F  | Sa |
|           |    | 1  | 2  | 3  | 4  | 5  |
| 6         | 7  | 8  | 9  | 10 | 11 | 12 |
| 13        | 14 | 15 | 16 | 17 | 18 | 19 |
| 20        | 21 | 22 | 23 | 24 | 25 | 26 |
| 27        | 28 | 29 | 30 |    |    | 22 |

- Secondary Faculty PD Day
- Primary School PTC

| OCTOBER |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| Su      | M  | Tu | W  | Th | F  | Sa |
| 16      |    |    |    | 1  | 2  | 3  |
| 4       | 5  | 6  | 7  | 8  | 9  | 10 |
| 11      | 12 | 13 | 14 | 15 | 16 | 17 |
| 18      | 19 | 20 | 21 | 22 | 23 | 24 |
| 25      | 26 | 27 | 28 | 29 | 30 | 31 |

- Primary Faculty PD Day
- Mid Term Break

| NOVEMBER |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | M  | Tu | W  | Th | F  | Sa |
| 21       |    |    |    |    |    |    |
| 1        | 2  | 3  | 4  | 5  | 6  | 7  |
| 8        | 9  | 10 | 11 | 12 | 13 | 14 |
| 15       | 16 | 17 | 18 | 19 | 20 | 21 |
| 22       | 23 | 24 | 25 | 26 | 27 | 28 |
| 29       | 30 |    |    |    |    |    |

- Secondary School PTC

| DECEMBER |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | M  | Tu | W  | Th | F  | Sa |
|          |    | 1  | 2  | 3  | 4  | 5  |
| 6        | 7  | 8  | 9  | 10 | 11 | 12 |
| 13       | 14 | 15 | 16 | 17 | 18 | 19 |
| 20       | 21 | 22 | 23 | 24 | 25 | 26 |
| 27       | 28 | 29 | 30 | 31 |    | 13 |

- Winter Break
- Christmas Day

| JANUARY |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| Su      | M  | Tu | W  | Th | F  | Sa |
| 13+6    |    |    |    |    | 1  | 2  |
| 3       | 4  | 5  | 6  | 7  | 8  | 9  |
| 10      | 11 | 12 | 13 | 14 | 15 | 16 |
| 17      | 18 | 19 | 20 | 21 | 22 | 23 |
| 24      | 25 | 26 | 27 | 28 | 29 | 30 |
| 31      |    |    |    |    |    |    |

- New Year's Day
- Winter Break
- EY Admission Screening
- Primary Parents Student Led Conference
- Second Semester Starts
- All Faculty PD Day

Second Semester

| FEBRUARY |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | M  | Tu | W  | Th | F  | Sa |
| 19       | 1  | 2  | 3  | 4  | 5  | 6  |
| 7        | 8  | 9  | 10 | 11 | 12 | 13 |
| 14       | 15 | 16 | 17 | 18 | 19 | 20 |
| 21       | 22 | 23 | 24 | 25 | 26 | 27 |
| 28       |    |    |    |    |    |    |

- Secondary School PTC
- First Day of Ramadan

| MARCH |    |    |    |    |    |    |
|-------|----|----|----|----|----|----|
| Su    | M  | Tu | W  | Th | F  | Sa |
| 18    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7     | 8  | 9  | 10 | 11 | 12 | 13 |
| 14    | 15 | 16 | 17 | 18 | 19 | 20 |
| 21    | 22 | 23 | 24 | 25 | 26 | 27 |
| 28    | 29 | 30 | 31 |    |    |    |

- Mid Term Break
- Eid Al-Fitr

| APRIL |    |    |    |    |    |    |
|-------|----|----|----|----|----|----|
| Su    | M  | Tu | W  | Th | F  | Sa |
|       |    |    |    | 1  | 2  | 3  |
| 4     | 5  | 6  | 7  | 8  | 9  | 10 |
| 11    | 12 | 13 | 14 | 15 | 16 | 17 |
| 18    | 19 | 20 | 21 | 22 | 23 | 24 |
| 25    | 26 | 27 | 28 | 29 | 30 | 20 |

- Palm Sunday

| MAY |    |    |    |    |    |    |
|-----|----|----|----|----|----|----|
| Su  | M  | Tu | W  | Th | F  | Sa |
| 11  |    |    |    |    |    | 1  |
| 2   | 3  | 4  | 5  | 6  | 7  | 8  |
| 9   | 10 | 11 | 12 | 13 | 14 | 15 |
| 16  | 17 | 18 | 19 | 20 | 21 | 22 |
| 23  | 24 | 25 | 26 | 27 | 28 | 29 |
| 30  | 31 |    |    |    |    |    |

- Spring Break & Easter
- Labour Day
- Eid Al-Adha
- Independence Day

| JUNE |    |    |    |    |    |    |
|------|----|----|----|----|----|----|
| Su   | M  | Tu | W  | Th | F  | Sa |
| 16   |    | 1  | 2  | 3  | 4  | 5  |
| 6    | 7  | 8  | 9  | 10 | 11 | 12 |
| 13   | 14 | 15 | 16 | 17 | 18 | 19 |
| 20   | 21 | 22 | 23 | 24 | 25 | 26 |
| 27   | 28 | 29 | 30 |    |    |    |

- Primary School PTC
- Last Day for Students
- Last Day for Staff
- Summer Break

|                               |
|-------------------------------|
| Official Holidays             |
| School Holidays               |
| Weekends                      |
| PD Days                       |
| Parent Teacher Conference PTC |
| 91 First Semester 18/8/2026   |
| 90 Second Semester 24/1/2027  |

**181 Total Contact Days**  
*Islamic holidays are subject to change*

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## **8. SCHOOL PARTNERSHIP AGREEMENT**

The IAA strongly believes in the triangular partnership involving the student, parents and the school. Below sets down the expectations we have as a school and our commitment to your child. We look forward to working together on a basis of mutual respect to help our students become confident and enthusiastic learners of today and leaders of tomorrow.

As IAA Staff, we will do our best to:

- Provide a broad and balanced curriculum which meets the needs of all students
- Encourage your child to do his/her best at all times
- Provide your child with a safe, well-ordered and caring environment
- Ensure that bullying, racist, sexist and other discriminating behaviour is not tolerated
- Set, mark and monitor homework and class work regularly, in keeping with the school policy
- Contact parents and guardian as soon as possible if we are concerned about a child's work or behaviour
- Contact parents and guardian if there is a persistent problem concerning a child's attendance or punctuality
- Provide opportunities for participation in co-curricular activities designed to enrich the school experience.

As a Student, I will do my best to:

- Work to the best of my ability at all times
- Listen carefully to instructions
- Come to school regularly and be on time
- Adhere to IAA rules and behave well
- Bring the required materials to the lesson
- Do my homework regularly and submit it on time
- Wear the correct school uniform
- Be responsible for taking communications to and from school and home
- Take good care of the IAA environment and property
- Represent IAA in a manner that is consistent with good sportsmanship and respect for others
- Ask for help when I need it.

As Parents/Guardians, we will do our best to:

- Make sure that our child attends school regularly, on time and in full uniform
- Ensure that our child is well enough to attend school and to keep him/her at home when unwell
- Take an interest in our child's education by encouraging him/her to always do his/her best and to complete all homework tasks
- Keep IAA informed about any problems which might affect our child's learning
- Attend Parents' Meetings
- Support IAA and its policies as fully as possible
- Encourage our child to appreciate and respect the views of others
- Read all correspondence from the school and respond quickly when necessary
- Encourage our child to have breakfast every day
- Update the school immediately upon changing email or phone details

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## 9. WHO IS WHO AT IAA

We welcome parent involvement at IAA but do request that should they need to see any member of staff, to make an appointment first as staff need to be available. They are expected to give the reason for the appointment, so that the staff member can be properly prepared.

**The following is a list of whom to contact:**

### ***Academic Issues***

#### **Subject Teachers**

The Subject Teacher should be contacted regarding specific subject/class concerns. The Subject Teacher, in turn, may also contact parents to discuss any ongoing subject/class issues with a student. Phone or email the school, and the school secretaries facilitate the making of an appointment or a return of call (within 48 hours).

#### **Heads of Department (HOD)**

Heads of Department are the curriculum and pedagogical leaders of their subject area. They should be contacted by parents for issues regarding the teaching and learning within the subject area if the Subject Teacher has not been able to answer an initial enquiry.

### ***Pastoral Issues***

#### **Home Room Tutor**

The Home Room Tutor should be contacted about any general (non-academic) concerns a parent has about their child's life at IAA. The Home Room Tutor has contact with a number of students and their teachers, so is in the position to give much information about their social wellbeing and their general approach to studies and study skills. The Home Room Tutor should be the person with whom parents should have most contact, initially.

#### **Grade Leaders**

If an issue has not been resolved with the Home Room Teacher, then the next person to contact is the Grade Leader. The Grade Leader has overall responsibility for the pastoral welfare of a particular grade. They should be contacted regarding minor pastoral issues, such as homework completion and behaviour.

Should pastoral issues become such that significant intervention is needed then this will involve the Deputy Head of Middle School (G6 to 10) and Deputy Head of Secondary for Behaviour and Wellbeing (G6 to 12).



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## ***Specialist Services***

### **Pastoral Counsellors**

The Counsellor should be contacted if parents have any significant concerns about their child's social/emotional wellbeing at IAA. The Counsellor may also contact parents if there is a need to discuss social issues and/or any ongoing concerns raised by staff.

### **University and Career Counsellor**

The University and Career Counsellor offers advice on careers and assisting students with university information and applications. As part of this service, the Counsellor also has information on summer programmes inside and outside of Jordan.

### **Student Protection Lead (SPL)**

IAA is fully committed to promoting the safeguarding and protection of all our students. The role of the SPL is to record, report and investigate any serious issues brought to their attention by our counsellors on behalf of our students, or directly by parents and staff that involve significant concerns as to our students' overall health and wellbeing. Our counsellors will become involved if there is an issue of abuse, including neglect, where the students' emotional or physical well-being are impacted. If should you have a concern about an IAA student that is impacting on his/her physical and/or emotional health, please send an email to [SPLs@IAA.edu.jo](mailto:SPLs@IAA.edu.jo). All information shared and recorded will be safely stored to respect the privacy of our students.

### **The School Nurse**

The School Nurse should be contacted by parents (079 100 0194) if their child is unable to come to school due to illness, or can come to school but needs special care and accommodations due to a medical condition. Should a child need to take medication during the day, then the Nurse must be notified in a timely manner, and the medicine must be kept with the school nurse and be dispensed from the school clinic. If the student has a chronic condition and is on long term medication, it is important that the Nurse is informed at the beginning of the year.

## ***Senior Management***

### **Middle Years Programme Coordinator (Grades 6-10)**

### **Diploma Programme Coordinator, including Careers Program (Grades 11 and 12)**

The MYP and DP Coordinators should be contacted with issues pertaining to the overall curriculum, such as concerns and questions about the structure of courses/units, grading, standardization and programme requirements.

### **The Deputy Head of Middle School (Grades 6-10)**

The Deputy Head of Middle School assists the Secondary Principal with the day-to-day running of the Middle School. That person oversees all matters relating to the welfare of students in Grades 6 to 10. The Deputy Head of Middle School works with the Deputy Head of Secondary - Student Wellbeing Grade Leaders, HODs, Student Support, Teachers and Parents on matters that impact on student behaviour and school life for students in these grades.

### **Deputy Head of Secondary – Student Wellbeing**

The Deputy Head of Secondary- Student Wellbeing oversees all aspects of student life and community involvement outside the classroom. That person works closely with the Senior Leadership Team to create, implement, and manage initiatives that align with IAA's mission and vision, promoting student and community well-being and success. They develop and nurture student qualities of collaboration, determination, responsibility, integrity, duty, leadership, cultural heritage and acceptance all while committing to IAA's vision of inspiring, nourishing and celebrating our students.

### **Deputy Head of Secondary – Teaching and Learning**

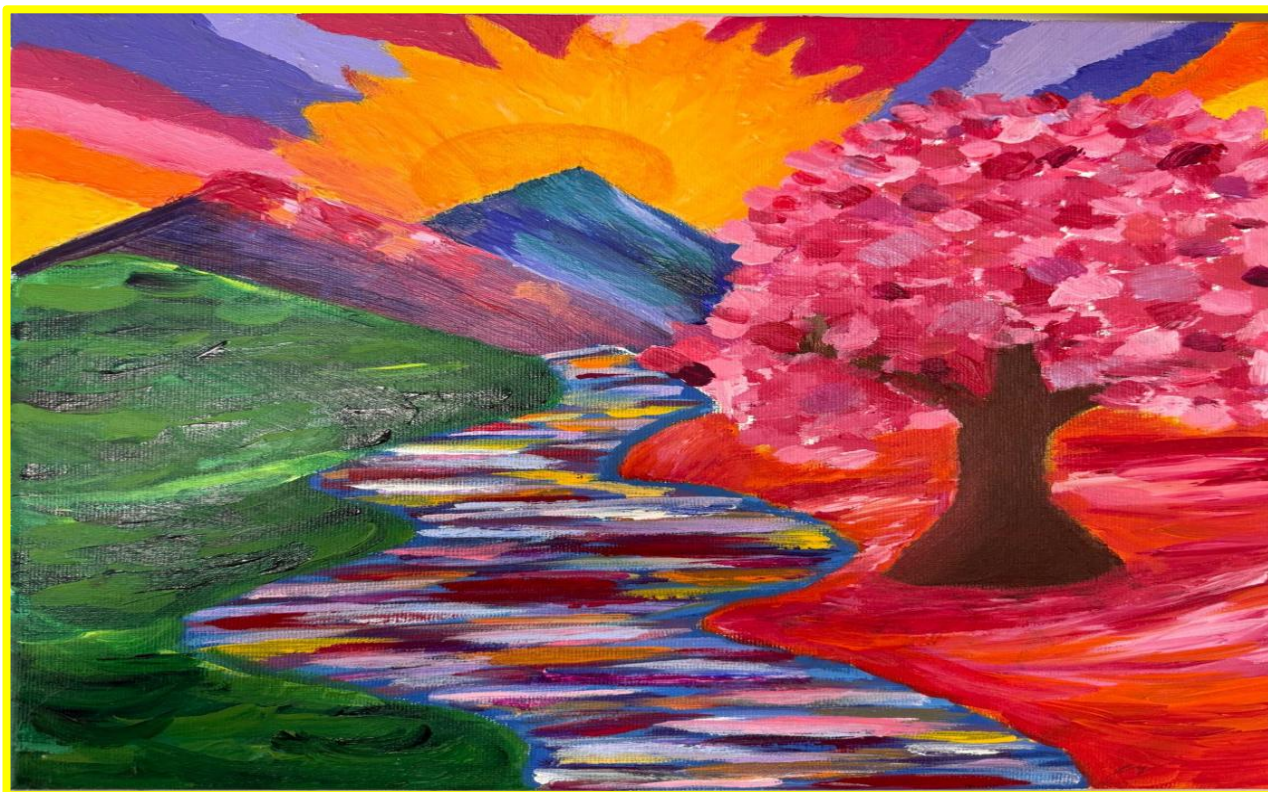
The Deputy Head of Secondary is responsible for the day-to-day running of Secondary and assists the Secondary Principal with the implementation of the IB programmes. That person works with the MYP / DP / CP Coordinators, Grade Leaders, HODs, Student Support, Class Teachers and Parents on matters that impact on student achievement, behaviour and school life for students in these grades.

### **Secondary Principal**

The Principal of Secondary is responsible for the day-to-day management of all areas of the school. The Principal should be contacted for serious concerns related to the overall management of the school and after parents have exhausted the above channels.

### **The Director**

The Director is the final authority within IAA and therefore should only be contacted after having exhausted all of the above channels or for extenuating cases only. The Director meets with parents every Tuesday from 8:00 am – 9:00 am on a first come, first served basis. In extenuating cases when the issues cannot be delayed parents can schedule a meeting with the Director by contacting the Office Manager or Secretary.



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## 10.POSITIONS AND RESPONSIBILITIES

| Name               | Position   |
|--------------------|--|
| Cameron Forbes     | Secondary Principal  |
| Zena Muhtaseb      | Deputy Head of Secondary – Teaching & Learning<br>Student Protection Lead                                      |
| Ronan Banks        | Deputy Head of Secondary – Student Wellbeing<br>Student Protection Lead<br>G11 Theory of Knowledge Coordinator |
| Yaaseen Hoozeer    | Deputy Head of Middle Years (G6-10)  |
| Mariam El-Lalla    | Diploma and Careers Programme Coordinator<br>G12 Theory of Knowledge Coordinator                               |
| Ramz Rabadi        | Middle Years Programme Coordinator   |
| Reem Yassin        | Head of Arabic   |
| Susanne Marchant   | Head of English  |
| Ingrid Donati      | Head of Spanish  |
| Alia Nusseibeh     | DP - Head of Individuals and Societies and<br>Extended Essay Coordinator                                       |
| Batool Al Sharif   | MYP – Head of Individuals & Societies  |
| Susan Ibrahim      | Head of Science  |
| Mohammad Malhis    | Head of Maths  |
| Lubna Atari        | Head of Creative Arts  |
| Dema Sawalha       | Head of Design   |
| Kayed Maghames     | Head of Religion   |
| Eyad Makanai       | Head of Physical and Health Education, Athletics Director  |
| Rawand Haroon      | Secondary Librarian  |
| Yasmeen Abu AlRob  | Student Support Coordinator  |
| Stephen Reynolds   | Pastoral Counsellor (9 to 12)  |
| Buse Unlu          | Pastoral Counsellor (6 to 8)   |
| Haethem Abdelrasul | Head of University and Career Counselling  |
| Reham Saleh        | Educational Technology Coordinator   |
| Hadeel Qattan      | Educational Technology Specialist  |
| Tatiana Khoury     | G12 CAS Coordinator  |
| Laila Ewaiwi       | G11 CAS Coordinator &<br>Careers Programme Community Engagement Coordinator                                    |
| Rund Fanek         | Personal Project Coordinator   |
| Suha Yaseen        | Community Project Coordinator  |
| Ahlam Aqrabawi     | Approaches to Learning Coordinator   |
| Aseel Al Naser     | Interdisciplinary Coordinator  |
| Farah Bakeer       | MYP Community Engagement Coordinator   |
| Sami Hamdan        | El Hassan Youth Award Coordinator  |
| Da'ad Mdanat       | School Nurse   |
| Rawan Hariri       | Executive Secretary for Secondary Principal  |
| Natasha Hazaz      | Secretary for Middle School  |
| Hebah AlKhatatbeh  | Secondary Receptionist   |

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## 11.GRADE LEADERS AND TUTORS

| Grade | Name                  | Grade Leaders   |
|-------|-----------------------|-----------------|
| 6A    | Ahmad Keswani         | Abeer Mansoor   |
|       | Zeena Bazbaz          |                 |
| 6B    | Rasha Al Laham        |                 |
|       | Sofia Abdel Rahim     |                 |
| 6C    | Suzan Rashid          | Dana Al Kurdi   |
|       | Rand Edilbi           |                 |
| 6D    | Lubna Al Bustami      |                 |
|       | Banan Zahran          |                 |
| 7A    | Julie Jahshan         | Rana Akiely     |
|       | Andry Garcia          |                 |
| 7B    | Ahmad AlOmari         |                 |
|       | Mira Mihyar           |                 |
| 7C    | Jocelyn Betancur      | Ghada AlAmoudi  |
|       | Sahar Aranki          |                 |
| 7D    | Samah Falah           |                 |
|       | Sarah Barghout        |                 |
| 8A    | Rita Ammari           | Claudia Qusus   |
|       | Matthew Simpson       |                 |
| 8B    | Hala Abdullah         |                 |
|       | Nicole Jouzy          |                 |
| 8C    | Njoud Tadros          | Sami Hamdan     |
|       | Manal Zakarneh        |                 |
| 8D    | Faten Hadad           |                 |
|       | Hana Abzakh           |                 |
| 9A    | Samia Yaqoub          | Titiana Khoury  |
| 9B    | Ibrahim Nawas         |                 |
| 9C    | Raya Shanawani        |                 |
| 9D    | Isra Yassin           |                 |
| 10A   | Alaa Abu Halimeh      | Neveen Sama'een |
| 10B   | Hadeel Al Fayoumi     |                 |
| 10C   | Rawan Abdallah        |                 |
| 10D   | Reem Amireh           |                 |
| 11A   | Sawsan Qaddoumi       | Leen Al Haddad  |
| 11B   | Jamil Bustami         |                 |
| 11C   | Luna Barghouti        |                 |
| 11D   | Tamer Masadeh         |                 |
| 12A   | Rula Abu Jaber        | Owen Gleeson    |
| 12B   | Christiaan Summerhill |                 |
| 12C   | Khalid Zarrour        |                 |
| 12D   | Zeyad Kudsi           |                 |

## 12.PASTORAL COUNSELLING AT IAA

The Pastoral Counselor is trained with special qualifications and skills to assist in addressing the social and psychological issues that can hinder students' academic progress. Through individual and group counseling and prevention programs, the pastoral counselors help our students overcome the difficulties in their lives, resulting in better chances at succeeding in school.

### **The Pastoral Counsellor:**

- Advocates for students to help ensure that their academic, social and emotional needs are being met.
- Assists students whose behavior and/or emotional problems are interfering with their ability to function in the classroom.
- Consults and collaborates with the student, school staff and parents to promote the student's personal/social and academic achievement and development.
- Facilitates prevention and intervention programs that are part of a school counselling curriculum.
- Keeps conversations between counsellor and student confidential, with the following exceptions: she/he is at-risk of harm themselves or to others; she/he is being harmed by another; if she/he gives their consent to share information.
- Abides by ASCA & ACA professional school counselling & professional counselling ethics (ASCA, 2021).

### **School Counselling Services:**

- Brief and solution focused individual and/or group counselling
- Conflict resolution and mediation
- Support of new students in their transition to IAA
- Facilitate PSHE activities related to social and emotional development
- Psychoeducational classroom presentations
- Parent workshops on pertinent topics
- Peer counseling.

### **The Wellness Center**

The Wellness Center is the counselling office and mindfulness space that provides students with academic and social-emotional support.

- **Wellness Room**—give students 10 minutes to calm down or de-stress during class; teachers will give students a pass and counselors will write a note upon returning to class.
- **Peer Helpers**—trained students who help their peers with issues and concerns.

### **Confidentiality**

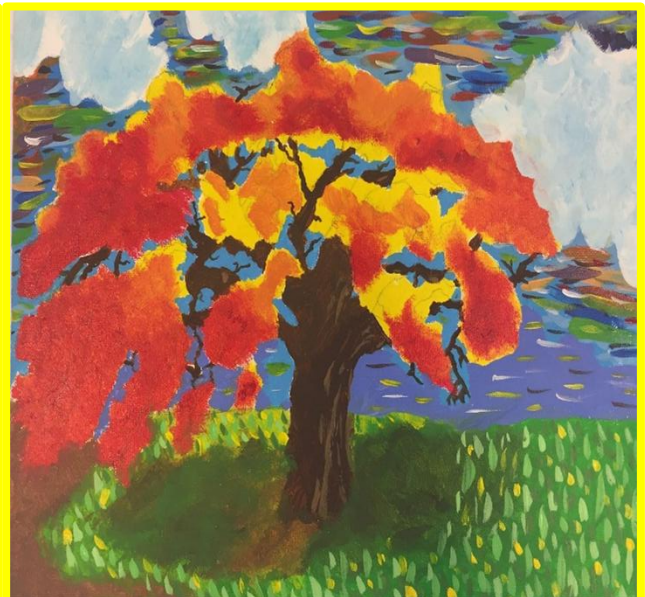
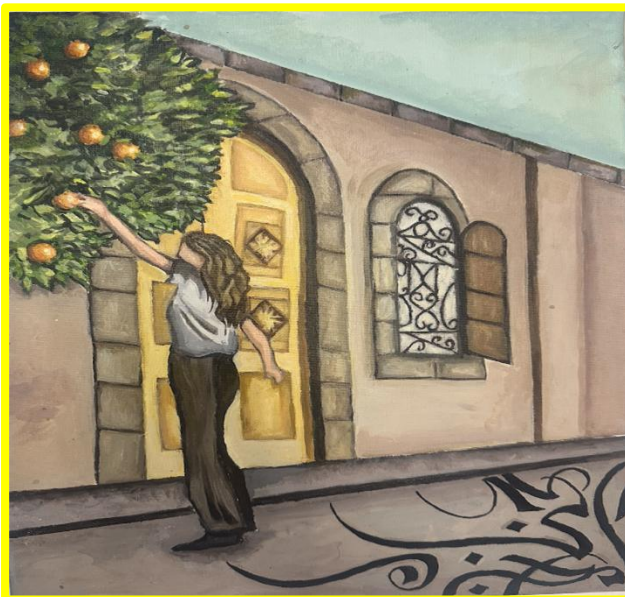
Confidentiality of students' discussions with the school counselor is crucial as it allows students to feel safe and build trust. However, certain situations may require the counselor to disclose information to appropriate parties, such as instances of self-harm, harm to others, or when someone is harming the student.

### 13.WHAT IS LEARNING AT IAA?



# 14.SCHOOL DAY

| Time                           | Sunday | Monday | Tuesday                  | Wednesday | Thursday |
|--------------------------------|--------|--------|--------------------------|-----------|----------|
| Morning Line-up<br>8.20 – 8.30 |        |        |                          |           |          |
| Period 1<br>8.30 – 9.20        |        |        |                          |           |          |
| Period 2<br>9.20 – 10.10       |        |        |                          |           |          |
| Break<br>10.10 – 10.35         |        |        |                          |           |          |
| Period 3<br>10.35 – 11.25      |        |        |                          |           |          |
| Period 4<br>11.25 – 12.15      |        |        |                          |           |          |
| Period 5<br>12.15 – 13.05      |        |        |                          |           |          |
| Lunch<br>13.05 – 13.45         |        |        |                          |           |          |
| Period 6<br>13.45 – 14.35      |        |        |                          |           |          |
| Period 7<br>14.35 – 15.25      |        |        | Early dismissal at 14.35 |           |          |



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# 15.COMMUNICATION WITH THE IAA COMMUNITY

## 15.1 SCHOOL/HOME COMMUNICATION

There are many ways in which IAA Secondary School communicates with its parents:

*Email* – Teachers and Parents may contact each other via email to address academic matters.

*Phone call home* –Teachers are expected to return parent phone calls within 48 hours. Teachers and Parents should speak about any behavioral matters by phone or appointment.

*Meetings* – Parents may request to meet with Teachers. They should be aware that our teachers have full schedules, so appointments must be made a minimum of 48 hours in advance. As our Teachers have set meetings throughout the year, as well as using other types of communication, so additional meetings should be set for extraordinary matters. Please note that meetings will not be scheduled two weeks before the parent-teacher conferences.

*Letters* – Secondary communicates to Parents through letters sent to the given email address. Please be sure to keep your email current with us. Also, check your junk folder to see if any IAA communication is diverted there by your server.

*Fortnightly Weekly Newsletter* –It contains information about activities, school timings, upcoming events and other important information regarding Secondary.

*Toddle* – This tool is used to communicate to students with regards to homework, review materials, extension materials and due dates. Resources and student’s work will be posted here.

*Reporting and Conferences* – Purpose of parent-teacher conferences is to allow teachers and parents to discuss student’s performance, needs and methods of cooperation with the parents to promote the academic and social-emotional growth and development of the student. It is strongly recommended for students to attend these meetings with their parents.



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## 15.2 REPORT CARDS

Written reports on academic progress are issued through the year. Timings will be placed in the school calendar on the website.

|                   | Progress Report 1   | Semester 1 Report  | Progress Report 2   | End of Year Report   |
|-------------------|---|--|---|--|
| <b>Issued in</b>  | November  | February   | March/April   | June<br>(in April for G12)   |
| <b>Issued for</b> | G6-12   | G6-12  | G6-11   | G6-12  |
| <b>Includes</b>   | Achievement level for criteria assessed<br><br>Final Level out of 7 for G11-G12 | Course Overview<br><br>Achievement level for criteria assessed<br><br>Final Level out of 7 | Achievement level for criteria assessed<br><br>Final Level out of 7 | Course Overview<br><br>Achievement level for criteria assessed<br><br>Final Level out of 7 |



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## 16.ACADEMICS

### 16.1 ACADEMIC INTEGRITY

#### **The Goal of Academic Integrity**

According to the IB's academic integrity policy, "The goal of academic integrity is to make knowledge, understanding and thinking transparent. Students must also master the technical components of academic integrity, which includes learning how to correctly reference and ethically use information, opinions and artificial intelligence (AI) tools" (53).

#### **The Need for an Academic Integrity Policy**

At IAA, we stress the need for students to be principled, to act with integrity and honesty and take responsibility for actions as well as accept the consequences of such actions.

At IAA, students' work is expected to be completely the result of their own efforts. It is the duty of IAA to foster a sense of independent study in students. In practice, this means that students should strive to maintain academic integrity of their work. For Secondary students, this translates as 'zero tolerance' of plagiarism and academic dishonesty.

The IB defines student academic misconduct as "deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment (IBO, *Effective Citing and Referencing* 3).

Misconduct can take these forms regarding academic integrity:

#### **Plagiarism**

Plagiarism is deliberately and knowingly taking ideas, images or written documents from someone else including an AI platform and presenting them as one's own.

Where a student has poorly referenced work, where the quality of referencing does not meet the required standards of IAA (and therefore the IB), the work will be classed as plagiarised.

The extensive use of other people's work when referenced correctly is not plagiarism; however, a student may be asked to re-submit work if the ideas of the student are not meaningfully represented.

Where a student uses an AI platform to generate text or images without acknowledgement their work will be determined as plagiarised.

## **Collusion**

Collusion occurs when two or more students agree to present work that is not their own individual work, with the aim to gain better marks and to deceive the teacher into thinking it is their own individual work.

## **Duplication of Work**

Work is duplicated when a student uses a piece of work twice (or more) for submission of IB authorized course requirements. A common example of duplication is the use of the data as a basis for both an Internal Assessment and the Extended Essay.

## **Unfair Advantage**

Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate constitutes 'unfair advantage'. Examples include falsifying a CAS record and taking unauthorized material into an exam.

## **Fabrication**

Fabrication is inventing information, falsifying research/projects, and/or using other products with the intent to deceive. The following offenses, including but not limited to those below, are considered examples of fabrication:

1. Creating a false reason to receive special consideration for an assessment or assignment.
2. Citing information not taken from the source indicated.
3. Submitting a paper, lab report, or other academic exercise containing falsified data or evidence.

## **Scope and sequence for teaching of academic integrity**

In Grades 6 to 12, there is an expectation that teachers and students will use the school-adopted software (e.g. turnitin.com) to ensure that students' work is their own

### **Grades 6-7**

For Grades 6 and 7 students the requirements are stricter than for Grade 5 and teachers are expected to be less lenient in accepting errors. Whilst the focus on work is still for students to use their own words as much as possible, direct quotes and paraphrasing skills are introduced and developed. The building of works cited to acknowledge ideas and work of others is also expected. All teachers continue to reinforce the reasons for academic integrity, and the majority of skills are introduced through units of work, often in conjunction with the library staff. Turnitin.com must be used to ensure that the work is their own, where relevant.

### **Grades 8 -12**

Turnitin.com must be used to ensure that students' work is their own. Classes will continue to revise and strengthen academic integrity skills. Misconduct will be subject to the full consequences for academic dishonesty. This may include non-submission of IB MYP/DP work for moderation and/or grading.

Students are warned about collusion and cheating every year and in all grades. All students in Grade 9 to 12 will sign (and parents will countersign) the 'Code of Conduct for IB Students' Grades 9 to 12.

## Generative AI (Artificial Intelligence)

Generative AI can be defined as tools that “can analyze or summarize content from a huge set of information, including web pages, books and other writing available on the internet, and use that data to create original new content” (Weed).

IAA follows the guidance of IB to determine how to incorporate new technologies brought by Artificial Intelligence. The use of AI tools is therefore not ‘banned’; instead, it is considered essential that students know how to use these tools with integrity to ensure the authenticity of their work. Students will be guided on how to use AI Tools to enhance research, thinking and communication skills by teachers and librarians (IBO, *Statement from the IB about ChatGPT*).

However, the use of AI to generate text or images is **not** authentic student work; and unless acknowledged following MLA guidelines will be considered plagiarism and sanctioned as academic dishonesty. Therefore, students (as in all cases of using source material) must clearly cite the product of AI tool in the body of their work and add it to the Works Cited List. MLA and IAA offer the following guidelines:

- When content generated by a generative AI tool is paraphrased, quoted, or incorporated into own work (whether text, image, data, or other) it must be acknowledged with in-text citation
- identify text generated by AI (quotation) with the use of quotation marks and in-text citation
- in-text citations use the prompt e.g. (“Write 200 words to describe Jordan’s summer weather”)
- The full citation in Works Cited List contains
  - This prompt
  - Name and version of AI
  - Publisher
  - Date of generation
  - URL

“Write 200 words to describe Jordan’s summer weather” prompt. ChatGPT, 13 Feb. version, OpenAI, 9 Mar. 2023, chat.openai.com/chat.



## Responsibilities of all stakeholders towards Academic Honesty at IAA

### Student Responsibilities

The student is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. It is important that every student to be familiar with the accepted procedures in acknowledging the work of another writer.

Below are general guidelines for citing material:

- Sources include printed and electronic media, such as books, textbooks, magazines, interviews, social media platforms, emails, websites (including AI-) and images.
- Reference in the text all material quoted or paraphrase from any source (including AI). This includes all phrases, sentences, paragraphs, graphs, charts, images or any other information.
- All ideas that are used must be referenced.
- As a rule, common knowledge, or knowledge assumed to be known by everyone or nearly everyone does not need to be cited; however, when in doubt, students should err on the side of caution and cite sources.
- **For the “how to of referencing”, refer to “MLA Referencing – 9th Edition”**

### Teacher Responsibilities

ALL teachers at IAA share the responsibility of reinforcing best practices and teaching proper research skills. IAA teachers are expected to ensure academic integrity in these ways:

- Support and act on the School’s Academic Integrity Policy
- Clearly communicate to students the Academic Integrity Policy
- Provide instruction and support in research and study skills and be available to offer advice and guidance to students.
- Give specific requirements as well as written examples of proper citation of a variety of sources in their discipline area(s)
- Structure assignments to encourage the development of students’ own ideas through problem solving, comparison, precise hypothesis, analysis etc.
- Provide a formative assessment structure for investigative reports that includes planning and the evaluation of sources and reflects the need for candidates’ work to be authentic. The formative assessment structure might include: a carefully developed thesis, the evaluation of sources, planning for an investigation, personal critique or analysis, evidence of higher thinking in a proposal of alternative solutions to the issue under discussion, in-class research assignments.
- Work within the school expectations when planning assessments to avoid placing unnecessary pressure on students that find it difficult to manage workloads
- Guard against what might be described as “academic negligence”. In other words, teachers must warn candidates about the consequences of being careless when recording sources, or displaying a cavalier disregard for the origin of material within their work.
- Observe the same procedures as students and actively use the MLA bibliographic convention when providing students with reference material. All teachers should epitomize good academic practice and act as role models for students.

## Parent Responsibilities

Review the principles of academic integrity with their children and encourage them to practice honesty in all matters and at all times. In addition, parents may support their students in these ways:

- Attend school workshops on Academic Integrity
- Provide an appropriate routine for study and relaxation at home and provide a suitable working environment in the home
- Support their children by ensuring a balance in activities (that focus on quality not quantity) so that work can be tackled in a managed way in order that time pressures do not impact on a student's decision making re Academic Integrity
- Ensure a balance in support that is given to children (either voluntary help or paid for tutoring), so that the work is always in the words of the child and there is not an over-reliance on outside support
- Actively discuss work that is being done by children by asking them to discuss it in their own words
- Upon suspicion that a student is contravening the Academic Integrity Code, parents should be proactive and seek clarification/help from IAA in order to prevent misconduct.
- Support children who could benefit from extra support by having them attend school support clubs or to use the library facilities after school

## School Administration Responsibilities (including IB MYP and DP Coordinators)

The school's leadership has the responsibility for establishing processes and procedures that supports and a school culture that actively encourages academic integrity. IAA coordinators and administrators are expected to:

- Know the regulations and instructions as provided by the IB that govern the conduct of each examination session.
- Inform staff, parents and students through various media what constitutes misconduct and how it can be prevented. This will include a clear guide for parents and students that will be posted on the IAA website and e-learning platform.
- Support the IB fully in the prevention, detection and investigation of misconduct.
- Undertake any additional responsibilities required by the IB should a candidate or staff member be investigated for misconduct.



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## Sanctions for Academic Dishonesty

There is 'zero tolerance' of academic misconduct in Secondary. This includes plagiarism, collusion, duplication of work and/or receiving an unfair advantage. Apart from students not having their work graded, they may also not be entered for any external exams and will be subject to Discipline Committee process and procedures.

## Procedures

If students are found to be copying the work of others or deliberately submitting work (whether copied or paraphrased) without references, the following will take place:

- i) Teacher confirms with Head of Department that it is a case of plagiarism/cheating/collusion.
- ii) The student is awarded level 1 for all criteria assessed in that assessment.
- iii) The name of the student is passed to the appropriate member of the Senior Management Team who will contact parents to explain what has happened and who will record the incident on the school's disciplinary records. The student will also be required to attend a session on Academic Integrity with the Library Staff.
- iv) Should parents appeal, then a Review Panel of teachers will be called to consider the case. If a student appears to be guilty of misconduct, then s/he will be penalized accordingly. Students must know and expect that if a teacher suspects misconduct, then their work may not be sent for external moderation and/or marking.
- v) Students who have colluded by allowing their work to be copied by another will be initially counselled by the teacher. In addition, parents will be informed and the incident will be noted in the school's disciplinary record. If there should be a second occurrence, the HOD and the appropriate member of the school's management team must be informed. Contact will be made with parents. Consequences as outlined in part ii) above will be applied.
- vi) For cheating offences, student will get zero for each offence. If cheating occurs more than once, the student will be referred to the Discipline Committee which makes recommendations based on Ministry of Education rules and regulations.
- vi) Students who have used too much of other people's work but cited correctly will redo the work. The percentage of work allowed depends upon the student's grade level.



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## Works Cited

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## **16.2 ACADEMIC SUPPORT**

Teachers will inform students of their office hours at the start of the academic year, if they should need help with the subject. These times will be during lunch and/or after school. Students could also coordinate with the teacher a suitable time for additional help. Students have a responsibility to ask for help and be reasonable in the request for help.

## **16.3 STUDENT SUPPORT**

At IAA, we believe that there is no “one size fits all” when it comes to education. Learning Services aim at providing students with tailored and targeted instruction to support students with identified learning. We ensure that students with identified learning needs are supported, inside and outside of the classroom. Learning Services aim at fostering independence in learning for students with identified learning needs using a tiered approach to support instruction.

Support starts within the classroom, where teachers provide students with the best possible, differentiated, instruction to ensure that students’ variabilities are catered for. Learning specialists work with subject teachers to provide them with support and strategies for differentiation in the classroom. If, despite teachers’ best efforts to support a student within their classrooms, a student is still seen struggling, teachers are encouraged to fill in a referral form. This will provide the Learning Services coordinator with information on the nature of the student’s difficulties in the classroom. Following referral, learning specialists observe the student in class and provide strategies for differentiation to classroom teachers.

Should the student still be seen struggling, the student is evaluated using standardised instruments, to identify his/her strengths and weaknesses and to put in place relevant support structure(s).

Below is a summary of the steps taken to support students with identified learning needs at IAA:

- High quality differentiated teaching is provided in the classroom.
- If a child is seen struggling, a referral form is filled in by classroom teacher(s). Parents can also meet with the Coordinator for Learning Services to discuss their concerns.
- After classroom observation, should learning specialists feel there is a need for an evaluation of the student’s strengths and weaknesses, parents will be contacted. The evaluation process can be stressful for both parents and students. However, this process is about providing teachers, parents and students with an overview of a student’s strengths and weaknesses and therefore help in ensuring that a student receives the support required to successfully navigate classes and school life in general.
- Results from the evaluation will be used to provide teachers with targeted and individualised classroom strategies that will help them support the student’s needs.

- Should the results from the evaluation highlight particular areas of need that need to be tackled on a one-to-one or in a small group setting, parents will be invited to discuss available options. Typically, the student would drop Spanish for support. These results will also be used to set goals and objectives of the student’s Individual Education Plan (IEP). Areas of need will be remediated using research-based methodologies and assistive technology will be used to support students in their respective areas of need.
- The student’s progress during Learning Services intervention sessions will be regularly monitored and reviewed to determine whether the goals of the IEP have been met.
- The student will exit Learning Services when:
  - (i) results from monitoring and testing reflect progress in identified areas of need,
  - (ii) the goals and objectives of the IEP have been met,
  - (iii) the student is able to demonstrate independent application of the strategies introduced during Learning Services intervention sessions and is able to independently access the curriculum.



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## **16.4 HOMEWORK**

Homework is a type of formative assessment. It is an opportunity for students to take responsibility for their own learning and to think creatively and reflectively. Homework helps students to improve the quality of learning in their subjects. This can be achieved in different ways. They can:

- Develop the ability to work alone
- Develop the study skills to research, organise and present work on a given theme or topic
- Consolidate and extend the work done in class or prepare for subsequent lessons
- Develop the habit of reading
- Follow up on a particular interest or develop expertise in a particular area of study
- Learn to plan and organise their time and their work more effectively
- Do background work to prepare for what they will do next in class
- Develop problem-solving skills
- Develop skills at communicating what they have learned in a variety of ways.

Teachers will give ideas to parents for supplementary homework activities, including educational websites.

### **Quantity**

The amount of homework set will depend on the grade level and the time of year. It is expected that during lead up to exams and tests, homework will be revision based and will focus on practice exercises. Furthermore, new work will not be mandated. Students will be informed of what needs to be revised.

Every day during the week, students will be expected to devote some time to homework- either set or not. Depending on the grade level, on days where there is no homework set, students will be expected to read either in Arabic and/or English, review the day's lessons and/or revise for any upcoming lessons.

For grades 6-8, teachers should consult the homework calendar (posted on Toddle) to ensure that students are not overloaded with homework. There should be no more than two subjects' homework set on a night for grades 6 – 8. No person may cancel/change or amend designated homework schedules other than the Heads of Schools. Grades 9-12 do not have a set homework calendar.

Furthermore, students are not expected to exceed the following maximum of time allocation per school week night completing out-of-class work:

|                 |           |
|-----------------|-----------|
| Grades 6 – 7:   | 1 hour    |
| Grade 8:        | 1.5 hours |
| Grade 9:        | 2 hours   |
| Grades 10 – 12: | 2.5 hours |

It is also expected that students will read independently for at least 15 minutes every day.

## Arabic and English Typing Expectations

Our students must master certain technical skills to be successful in both their high school and post-secondary studies. In specific, typing quickly and accurately allow our students to better cope with a technological world based on text communication. To improve typing skills, our students need to commit to daily typing practice. As part of their weekly homework load, G6-9 students are expected to practice typing in English and in Arabic.

For English and Arabic typing, Grades 6 to 8 access <http://iaajordan.typingclub.com>. It focuses on accuracy and speed. Students log in to this website using their IAA Google accounts. The website allows teachers to check the progress of each student. Students who complete a specified level of typing are presented with a certificate, along with other forms of recognition such as a civvies day. Parents will be informed of the progress of their child.

## Student Responsibilities

All students are to:

- do their best on all assignments/tasks.
- do their own work at all times, i.e. independent of each other, tutors and/or other help.
- inform the teacher well before a task is due, if they are experiencing any difficulties- this is not given to mean the night before.
- complete assignments in a timely fashion as requested by the teacher.
- check Toddle immediately upon return from absences to find out about any make up arrangements (if allowed). Students are responsible to make up the missed work.
- if sick and unable to complete set homework, to provide the nurse with a note from their doctor.
- reflect on their learning.



### Failure to hand in Homework and/or Late Submission

Teachers will keep a record of those students who do not submit homework. At the third time of failing to hand in homework within one month for students in grades 6 - 8, teachers will inform parents through Toddle. Parents of students from grades 9 to 10 will be informed right away if homework is not completed. If there is still concern regarding consistently missed work, then parents will be asked to attend a meeting where the problems will be discussed.

### Late Homework Submissions due to Authorized Absence

Secondary students are responsible for checking Toddle to identify any and all work missed. Students are responsible to make-up any missed work.

Students who are on school sanctioned overnight trips are not expected to hand in work on the first day they are back. They will receive a **one-day extension for every two days** they were away on the trip or participating in a time-consuming activity.

### Holiday Homework

Grades 6 – 9 teachers will not assign written homework or projects for students during holidays that are one week or more in length (e.g. Winter Break, Spring Break, etc...). However, students in Grades 6 – 9 may be assigned homework that can be read, viewed or listened to only. Furthermore, Grades 6-12 students should not be assigned tests / summative assessments on the first two days back from a holiday. These days will be blocked on the assessment calendar.

### Parents and Home Tutor Responsibilities

Homework is a learning activity for students; the opportunity to take responsibility for their own learning and to think creatively and reflectively. Parents and home tutors, should refrain from ‘teaching’ the student or giving the student answers to questions. Rather they should, ask the student to explain and to work through their homework through questioning.



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## 16.5 TODDLE

Toddle is a tool of communication, to both parents and students, with regards to homework, review materials, extension materials, due dates and assessment dates.

Furthermore, it provides access to school policies, presentations conducted to parents, handbooks and other valuable resources.

### Logging In

To get to the Toddle website, open your web browser and go to <https://web.toddleapp.com/?type=studentLogin&usertype=student>. Students log in via Google using their IAA username and password. Once logged in, they will be taken to the Homepage. This is personalized for each student and will contain some blocks and a list of their courses.

There are basic expectations for the use of Toddle. Students must be able to:

- See an overview of the topics to be covered that week
- Access resources, homework instructions and extension materials
- Submit assignments and where appropriate use the Turnitin function to check for plagiarism
- Access the assessment calendar which displays summative assessments
- Access the summative assessment task sheet a minimum of five school days prior to the assessment.

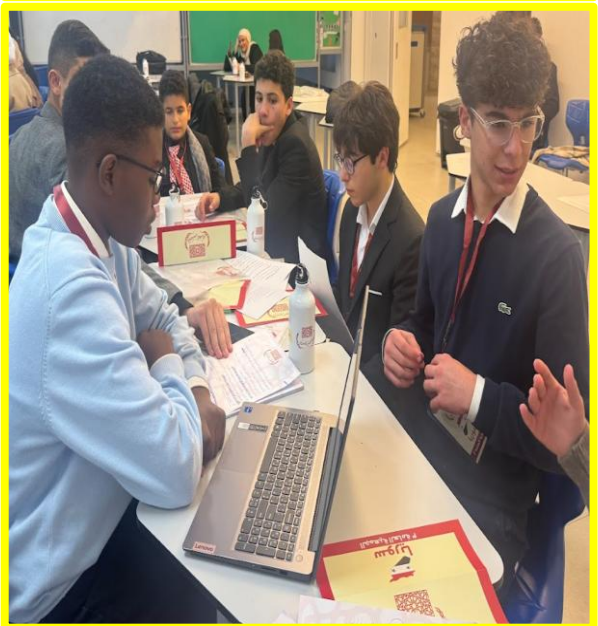


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## 16.6 CHANGE OF CLASS

Students in Grade 9 may change their option classes within the first 4 weeks of the academic year, assuming availability and with permission from their teachers and parents. A special form exists for this. Grade 10 may not change their options.

Students in Grade 11 may change their subjects until a published date (usually five weeks into Grade 11). This can only happen with the consent of the parents and teachers, and a special form exists for this. However, there are always going to be exceptional circumstances during the year where students may find themselves in a situation where they wish to change a subject and these will be dealt with on a case-by-case basis. Students wishing to change from HL to SL and vice versa can be accommodated for much longer (all through Grade 11). Again, permission from all those concerned needs to be taken.



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## **16.7 LIBRARY INFORMATION**

The Secondary Library is available Sunday through Wednesday from 8:00am until 4pm and Thursday from 8:00am until 3:30pm. If students want to use the library after 4pm, then an appointment must be arranged in advance.

### **Destiny Discover**

The Secondary Library Catalog (Destiny Discover) is located online. Use to search for books or e-books, find information from curated Collections, articles from free databases and subscriptions all on Destiny at any time from school or home. [IAA Secondary Library Destiny Discover](#)

Books are available to check out for 4 weeks during school hours. E-books can be checked out at any time for one week using your school-provided email and password. Report any problems with access to e-books to the Librarian.

### **Destiny Collections**

Destiny Collections are created specifically to support IAA curriculum and students by collecting, curating and organising by topic published, websites, videos, book and non-book resources. Students can also see collections to guide their reading of fiction e.g. mystery, new books, historical fiction. [Destiny Collections](#)

### **Databases**

The Secondary Library subscribes to several databases all of which are accessible 24/7. [IAA Secondary Library Destiny Discover](#)

Databases can be accessed automatically when on campus. Off campus use requires the usernames and passwords which are available on Toddle and from Library Staff. Database subscriptions include JSTOR, Gale, and Britannica School and Webpath Express through Destiny Discover. The library provides training throughout the year for research needs.

Students also have access to free databases including Oxford Research, Project Gutenberg, UN Data and more through Destiny Discover. There are also some Arabic databases as well.

### **Secondary Library Links**

Students are directed to [Secondary Library Links](#) (or via Destiny Discover) for access curated resources including:

- Internet resources annotated and organised by school subject
- AI tools and how to use them
- Research Skills Tutorials

### **Academic Integrity**

The Teacher-Librarian also provides students with resources to encourage the practice of academic integrity, including reference services and citation help, specific research skills, and using AI tools with integrity.

# 17.ASSESSMENTS

## 17.1 NUMBER OF ASSESSMENTS

These shall be determined according to programme requirements and grade level. The following principles will, however, be adhered to:

- Internal and external assessments for the DP and G10-MYP will be set according to an annually published assessment calendar
- Summative assessments will be posted on the assessment calendar on Toddle at the beginning of each semester and no less than five school days in advance of the assessment.
- No more than one summative assessment on one day may be given for grades 6–9.
- No more than two summative assessments a day may be given for grades 10-12.

Students will be informed:

- of the information to be assessed, the nature of the task, the criteria to be graded by posting the MYP cover sheet on Toddle no less than five school days in advance of the assessment.
- that DP and MYP exam, tests, and other summative assessments will be conducted using the standards and procedures as outlined by the IB Exam protocols.

### **Late Submissions**

MYP students who hand in **late summative assessment tasks** will be marked as usual, and then the mark will be lowered by one band for each criterion assessed, unless a student has been ill and has a medical certificate or has an excused absence such as representing the school on a trip. The medical certificate must be scanned and emailed to Secondary ([secondary@iaa.edu.jo](mailto:secondary@iaa.edu.jo)) within 3 working days, where the first day includes the day of absence. For example, if a student was absent on Monday, then the medical note must be handed in by Wednesday. After the 3<sup>rd</sup> day, the medical note will not be accepted. The student will receive a zero on the summative assessment missed.

MYP students who hand in **late summative assessment tasks**, for an unauthorized reason, will be marked as usual, and then the mark will be lowered by one band for each criterion assessed. Students may not turn in work more than five days after the set due date. Teachers are not expected to mark late summative work turned in more than five days past the due date.

DP students will lose 10% of the overall final mark for that piece of assessment.

### **Missed Assessments**

Special arrangements for assessments will only occur due to sickness (accompanied with a doctor's certificate), administrative approved absences or bereavement; otherwise the student will not sit the assessment and will receive no mark for it. Once again, the doctor's certificate must be handed in to the Nurse within 3 working days; the first day includes the day of absence.

### **Retests**

A retest is not given to students. Once an assessment has been completed, the students may not be reassessed for the same material in order to improve this grade.

### **Misbehaviour During an Assessment**

Should a student misbehave in such a way that their behaviour affects the rest of the class, the student will be removed to another location to complete the assessment. Consequences will then be determined/discussed once the assessment is complete. A student can receive a zero if conduct of behaviour during an assessment is unacceptable.

### **Cheating During an Assessment**

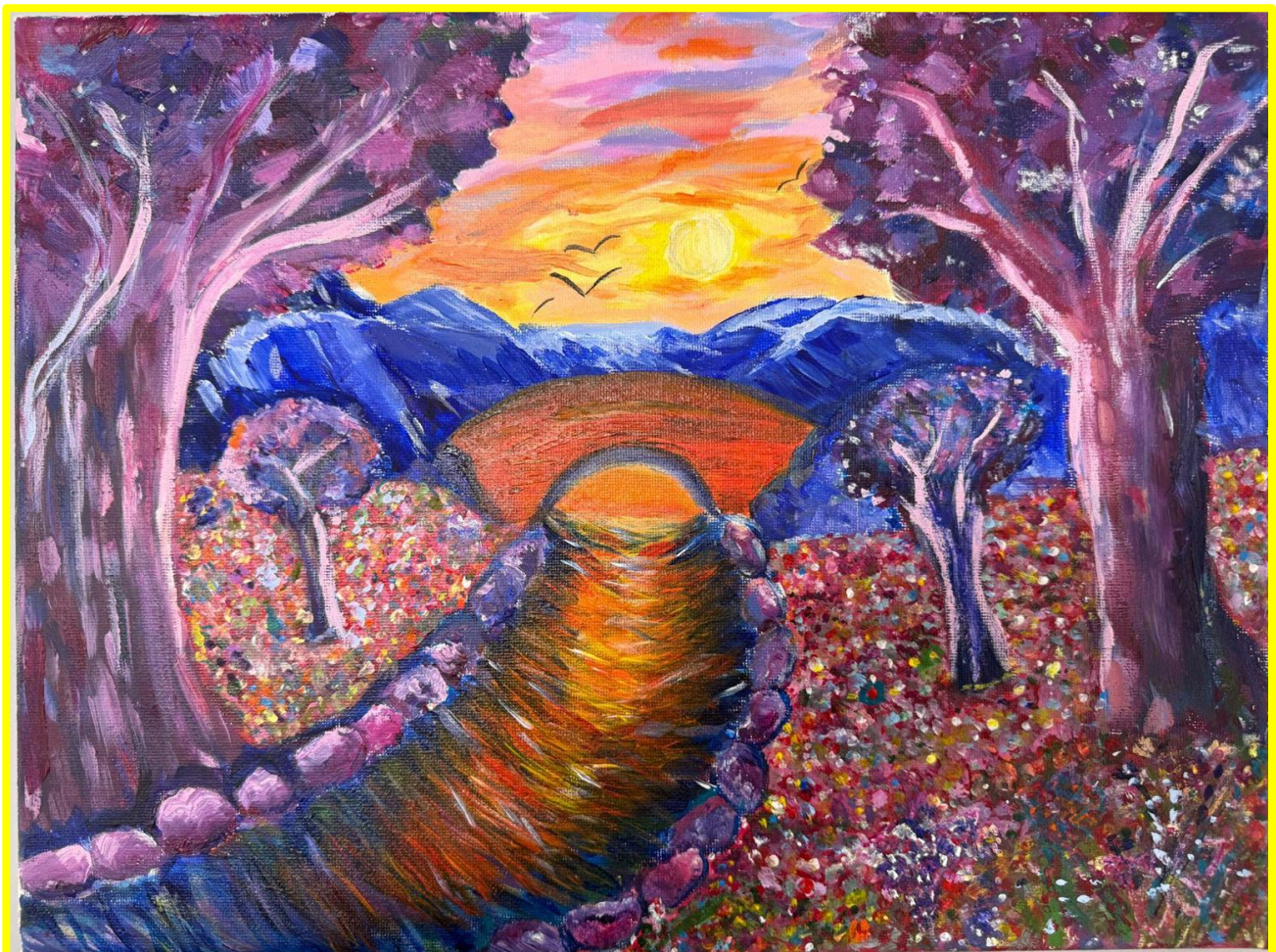
When a student is caught cheating on an assessment, any materials that were being used to cheat are taken away from the student. However, the student will finish the assessment. For cheating offences, there is 'zero tolerance' in the Secondary School, and students will get zero for such an offence. Deputy Head of MYP (for grades 6-8), Head of MYP (for grades 9 – 10) or the Principal (for grades 11 and 12) will follow up on that incident.

### **Student Support for Assessments**

Teachers are to follow the accommodations shared by the Student Support Team.

### **Missed Assessments**

Grades 11 – 12 may make up an assessment during class time. Grades 6 –10 will make-up any assessments during the make-up assessment time which is offered Tuesday and Thursday after school.



## **17.2 STUDY SKILLS**

### **Getting started**

When starting a piece of work, ensure you understand what you have been asked to do. Where possible, break it down into smaller sections. Make sure you have set aside enough time to be able to do all, or a section of, the task without interruption.

### **Reading**

- Learn to skim read before reading in detail.
- Learn to scan, to look for specific pieces of information.
- Add a dictionary and an encyclopedia website to your favourites.

### **Note-making**

- Write down / type important facts and ideas.
- Use your own words rather than those of the teacher.
- Abbreviate where possible, for ex. “after” could become “a/f”.
- Highlight key words.
- Use a flow chart, spider diagram, list or any other style to help you log your ideas.

### **Writing up projects**

- Make sure each section has a heading.
- Make sure your ideas have a logical order.
- Write clearly using your own words.
- Label any drawings clearly and accurately.
- Check your spelling and punctuation.

### **Presentation of Online Notebook**

Presentation of the online notebook falls under the ATL skill of self-management - keeping an organized and logical system of information files/notebooks.

Teachers will have access to each student notebook, so that they can check it for presentation and give feedback on the content directly on the document.

To maintain a consistent format for all documents, up the items listed below as your default.

- Font: Calibri, 11
- Paragraph alignment: left
- Paragraph spacing:
  - Before and after: Opt and line spacing: single
- Page layout: size A4

Students should also

- Write the date at the left-hand side of the page:
- Write the title underneath the date - centred, underlined, size 13
- Leave one line after the title
- Underline and bold the subheadings
- Number the pages
- Double space or indent paragraphs

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## **17.3 REVISING FOR ASSESSMENTS**

### **Planning**

Find out what topics will be on the assessment. Your revision topics will be provided in the exam revision booklet.

### **Choose the right place**

Work in the same quiet place.

Ensure that the workplace is well lit to avoid tiring your eyes.

Keep your work space tidy and use a firm chair.

Make sure you have enough space to spread your textbooks and notes. Get rid of all distractions, and make sure you feel as comfortable and able to focus as possible.

### **Make a Revision Calendar**

Plan your revision carefully so you have enough time to cover each topic. Work backwards from the assessment and divide up your time. Use a large planner to write in times of your assessments. Divide up your time, making sure you spend more time on the weaker subjects. Leave some slots blank so you can use them for extra revision. Leave some time for yourself especially just before the assessments.

### **Make Your Revision Active**

Give your revision session a focus. Don't just re-read your notes in hope you will learn them. Learn about a particular part, then test yourself by drawing a diagram or flowchart, make pictures, cartoons, put boxes around words, talk to yourself. Explain an answer to a question to those around you. That will help you to get it clear in your head and can highlight any areas where you need more work.

### **Take Regular Breaks**

Studies have shown that for long-term retention of knowledge, taking regular breaks really helps.

### **Snack On 'Brain Food'**

Keep away from junk food, caffeine, energy drinks and carbonated drinks! Keep your body and brain well-fuelled by choosing nutritious foods that have been proven to aid concentration and memory, such as fruits, vegetables, whole-grain cereal, nuts and yogurt. Drink lots of water.



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## 17.4 COPING WITH STRESS

Stress is the body's normal response to a challenge, threat or excitement. Some people cannot perform due to stress, whilst others are motivated by it to do well. You need to find out what level of stress motivates you and what amount paralyzes you. When you know this, you make sure that you keep your stress levels in the motivational zone. See 'six ways of coping with stress' below.

### 1. **Get Organised**

Draw up an action plan to improve your time management. Plan ahead and set yourself goals. Identify busy periods.

### 2. **Think Positively**

Recognise what you have achieved so far. Make a list of tasks and tick them off as you finish them. Make a plan and stick to it. Keep problems in perspective. Remember to think about what you are doing well.

### 3. **Keep Fit and Healthy**

Exercise helps to get rid of the biochemical effects of stress. Eat a balanced diet and eat regularly. If you're hungry and stressed, you're less likely to be able to concentrate properly. Get plenty of sleep. If you're too tired, you can't study efficiently.

### 4. **Learn to Relax**

Allow time for relaxation to help control your stress. Find the balance between time spent working and leisure. Learn relaxation techniques (eg. Breathing quietly for 5 minutes).

### 5. **Stay in Control**

Take responsibility for dealing with your stress. Don't blame your circumstances. Have realistic targets. Don't try to change everything at once. Identify what is causing your stress and take steps to change it gradually.

If your stress is caused by parental pressure, avoid getting into unproductive arguments. Try to keep calm, listen to what your parents say. Try to understand their point of view. Then put forward your ideas assertively.

### 6. **Talk it Over**

Find an adult who you feel would listen to you and tell them why you are feeling anxious. Ask for advice. Discuss ways of dealing with your stress.



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## **17.5 TIPS FOR SUMMATIVE ASSESSMENTS**

1. Read the INSTRUCTIONS on the assessment carefully.  
How many questions do you have to answer?  
Are there questions on both sides of the paper?  
Do your answers have to be on separate pieces of paper?
2. For each assessment, you will be given 5 minutes reading time. During that time, read ALL of the questions. You are not allowed to write during that time.
3. Keep an eye on the command terms. These terms inform you on the amount of detail required in your answers.
4. Decide on AN ORDER of answering – do your BEST questions FIRST.
5. Stay in motion. If you do get stuck on a question, think about it for a minute or two. If nothing comes to you, move on to another problem. You may later have time to return to it.
6. When answering questions, try not to repeat yourself. Keep your language and expression straightforward.
7. If you have time, check your answers for SPELLING, GRAMMAR and EXPRESSION.



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## **17.6 CODE OF CONDUCT DURING ASSESSMENTS**

During any summative assessment, all students are expected to behave in the following manner:

1. Students must enter and leave the assessment room in a quiet and orderly manner. They are to sit in their assigned seats.
2. No talking or communicating with any student either at the beginning whilst assessments are distributed; during the assessment; or at the end when materials are being collected. This includes nonverbal communication such as eye contact and gestures. **Breaking this rule may result in a zero being awarded on the assessment.**
3. Stationary must be brought in clear plastic bags. Students are not allowed to borrow materials from other students during an assessment.
4. The instructions of the invigilator must be obeyed. The invigilator has the right (at any time) to expel from the assessment room any student whose behaviour is interfering with the proper conduct of the assessment.
5. No questions may be asked of the invigilating teacher.
6. All materials which may not be used during the test (notes/textbooks/watches) are to be left OUTSIDE of the classroom.
7. Phones and air pods should be in the locker.
8. All assessments must be completed in blue or black pen, unless instructed otherwise. Some assessments may be completed electronically.
9. Students who finish the assessment early are not allowed to leave the examination.
10. Students who are over 30min late to the assessment will not be allowed to sit it. Students who are less than 30min late will be allowed to sit the assessment but will not be given extra time.
11. Students must hand in watches and other electronics as soon as they enter the assessment room.
12. White-out is not to be used during the assessment.
13. Students are not allowed to go to the toilet during the first hour and last 15 min of the assessment.

What you need to bring to the assessment – all placed in a clear, plastic bag

- Two pencils
- Sharpener
- Eraser
- Two blue or black pens
- Calculator
- Ruler
- Water bottle (optional)

What you are NOT allowed to bring into the room:

- Pencil case
- Mobile phone, smart watches, iPod, mp3 player, ear pods, or any other electronics
- Own paper and white out / tipex
- Food (including candy)



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## 17.7 GRADING

### MYP

The school uses MYP grades, on a 1-7 scale, to report on each subject at the end of each semester. The table below explains the descriptor for each achievement level.

| Achievement Level | Descriptors  |
|-------------------|--|
| 1                 | <b>Minimal</b> achievement in terms of the objectives.   |
| 2                 | <b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .   |
| 3                 | <b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .  |
| 4                 | <b>A good general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.  |
| 5                 | <b>A consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a variety of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.   |
| 6                 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. There is <b>consistent</b> evidence of analysis, synthesis and evaluation where appropriate. The student <b>generally</b> demonstrates originality and insight.  |
| 7                 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces <b>work of high quality</b> . |



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## MYP Assessment Criteria for All Subjects:

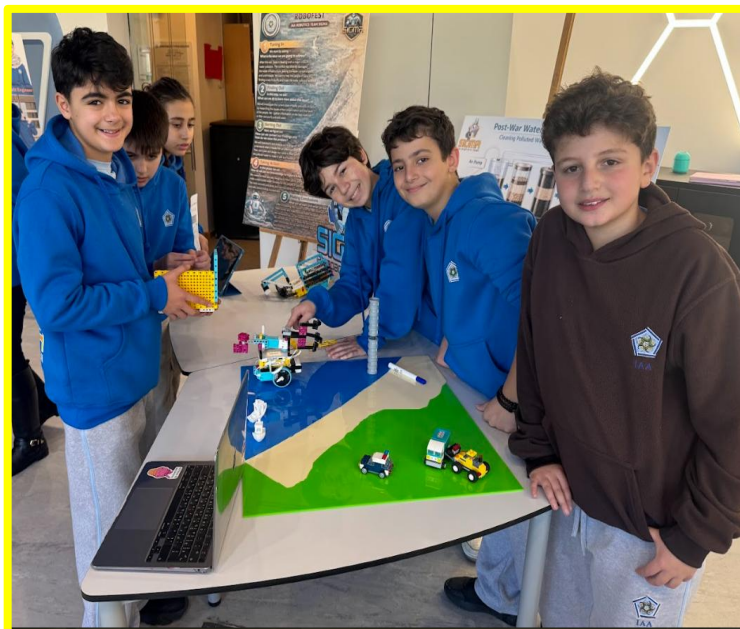
All of the descriptors for the subject criteria are included in the MYP Student Handbook, which can be accessed from Toddle. These descriptors should be utilised to set goals, ask questions on how to improve, and evaluate one's own work before submitting it to the teacher.

| Criterion | Arts                                       | Maximum | Criterion | Individuals & Societies              | Maximum |
|-----------|--|---------|-----------|--------------------------------------|---------|
| A         | Investigating                              | 8       | A         | Knowing and understanding            | 8       |
| B         | Developing                                 | 8       | B         | Investigating                        | 8       |
| C         | Creating / Performing                      | 8       | C         | Communicating                        | 8       |
| D         | Evaluating                                 | 8       | D         | Thinking critically                  | 8       |
| Criterion | Sciences                                   | Maximum | Criterion | Design                               | Maximum |
| A         | Knowing and understanding                  | 8       | A         | Inquiring and analyzing              | 8       |
| B         | Inquiring and designing                    | 8       | B         | Developing ideas                     | 8       |
| C         | Processing and evaluating                  | 8       | C         | Creating the solution                | 8       |
| D         | Reflecting on the impacts of Science       | 8       | D         | Evaluating                           | 8       |
| Criterion | Mathematics                                | Maximum | Criterion | Physical and Health Education        | Maximum |
| A         | Knowing and understanding                  | 8       | A         | Knowing and understanding            | 8       |
| B         | Investigating patterns                     | 8       | B         | Planning for performance             | 8       |
| C         | Communicating                              | 8       | C         | Applying and performing              | 8       |
| D         | Applying mathematics in real-life contexts | 8       | D         | Reflecting and improving performance | 8       |
| Criterion | Language & Literature                      | Maximum | Criterion | Language Acquisition                 | Maximum |
| A         | Analyzing                                  | 8       | A         | Listening                            | 8       |
| B         | Organizing                                 | 8       | B         | Reading                              | 8       |
| C         | Producing text                             | 8       | C         | Speaking                             | 8       |
| D         | Using Language                             | 8       | D         | Writing                              | 8       |
| Criterion | Interdisciplinary Learning                 | Maximum |           |                                      |         |
| A         | Evaluating                                 | 8       |           |                                      |         |
| B         | Synthesizing                               | 8       |           |                                      |         |
| C         | Reflecting                                 | 8       |           |                                      |         |

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To determine grades, teachers first review a student’s achievement on the subject-specific criteria. This is done by looking holistically at everything students have done over the course of the year, taking into account factors such as the difficulty and importance of specific tasks, and the development of skills over time. Once subject-specific criteria marks have been determined, a conversion chart (shown below) is used to determine the overall 1-7 mark for the semester.

| Grade | Boundary Guidelines for subjects with 4 criteria |
|-------|--|
| 1     | 1-5  |
| 2     | 6-9  |
| 3     | 10-14  |
| 4     | 15-18  |
| 5     | 19-23  |
| 6     | 24-27  |
| 7     | 28-32  |



The scale used is excellent, very good, good, satisfactory and needs improvement.

| Skill           | Description   |
|-----------------|---|
| Communication   | <ul style="list-style-type: none"> <li>● Exchanging thoughts, messages and information effectively through interaction</li> <li>● Reading, writing and using language to gather and communicate information</li> </ul>      |
| Social          | <ul style="list-style-type: none"> <li>● Working effectively with others</li> </ul>   |
| Self-management | <ul style="list-style-type: none"> <li>● Managing time and tasks effectively</li> <li>● Managing state of mind</li> <li>● (Re)considering the process of learning, choosing and using ATL skills</li> </ul>                 |
| Research        | <ul style="list-style-type: none"> <li>● Finding, interpreting, judging and creating information</li> <li>● Interacting with media to use and create ideas and information</li> </ul>                                       |
| Thinking        | <ul style="list-style-type: none"> <li>● Analysing and evaluating issues and ideas</li> <li>● Generating novel ideas and considering new perspectives</li> <li>● Using skills and knowledge in multiple contexts</li> </ul> |

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The following qualifiers are used to evaluate a student's ATL skills.

| Level                  | Meaning                              | Qualifiers  |
|------------------------|--------------------------------------|---|
| E - Excellent          | Significantly Exceeding Expectations | Always, committed, complete, consistent, exceptional, exemplary, high degree, masterful, meticulous, proficient, thorough |
| VG – Very Good         | Sometimes Exceeding Expectations     | Considerable, frequently, most of the time, often, usually successful, usually thorough                                   |
| G - Good               | Meeting Expectations                 | Acceptable, adequate, at level, moderately, suitable  |
| S -Satisfactory        | Approaching Expectations             | Approaching at times, developing, some, sometimes   |
| NI - Needs Improvement | Below Expectations                   | Limited, few, rarely, infrequently, minimal, poor   |

What should students do with the assessment information given to them by teachers?

- Make sure they understand the criteria that will be used for each assessment task
- Self-assess while planning and preparing for an assessment task, and ask: How am I doing?
- Carefully review comments made by teachers and use it to improve on future tasks
- Talk to their teachers about their progress.

How do teachers ensure that grades are fair and accurate?

- Teachers within each subject area work together to plan major assessment tasks.
- Teaching teams conduct internal standardization, working together to assess student tasks. This ensures that a student's task would earn the same mark from any IAA teacher.

### Tutorisation of Work

The IB programmes advocate the nurturing of independent learners as is reflected in the Learner Profile. IAA endeavours to reinforce these skills amongst its students. This is to be reflected by having our MYP students finish most summative assessment tasks in class and under the supervision of teachers. These assessments include, but are not limited to, writing of essays, conducting research, and finishing different types of oral presentations. The teacher might ask students, as homework, to conduct essential research and to finish the planning; however, the final product should be finished in class for all subjects. The school aims, that by adopting such a strategy, our students' learning will be enhanced and sustained in a manner that would make them lifelong learners; which is a realistic reflection of the IB Mission and Vision.



## **DP**

The Diploma uses both internally and externally assessed components to assess student performance. The marks awarded for each course range from 1 (lowest) to 7 (highest). They are awarded based on the extent to which students master basic and advanced skills such as:

- Knowledge and understanding of content and concepts
- Critical thinking, reflective, research and independent learning skills
- Application of standard methods
- Analysing and presenting information
- Evaluating and constructing arguments
- Creative problem solving

### **DP Grade Descriptors for All Subjects:**

Each subject in the Diploma/Courses Programme has their own set of grade descriptors for each grade (1-7). These descriptors consist of characteristics of performance at each grade and are available here <http://bit.ly/1BtjkJb>. These subject specific grading descriptors are a useful reference point when undertaking assessments, reviewing progress in report cards and in understanding predicted grades.

## **17.8 IAA ACADEMIC EXPECTATIONS**

IAA promotes academic excellence and provides consistently challenging targets by using an internationally recognized curriculum. IAA aims to place students both in the top schools around the world and in the schools that are best suited for each student.

In order for a student to be able to access the IB curriculum and successfully apply their knowledge to the next level, a student *ideally* needs to maintain an average of a level 4 out of 7 as a GPA, as well as a level 4 in Maths, Science, Arabic and English.



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## Students of Concern

Students who are not able to maintain the grade standards above will find each year more and more difficult, tending to fall behind their peers in attaining the skills and knowledge of that year and subject.

At IAA, we want to maintain strong communication with the parents of our students during students' academic and personal growth. We recognize, however, that it is necessary to be in close contact with parents at any point in which a student is achieving below a 4 in any of the MYP courses.

If a student is not improving enough to achieve a grade of four (4), the teacher will speak to the parents at the end of the Progress Report month (November) and before the end of Semester 1 (January). This procedure is to be repeated, if necessary, in Semester 2.

When speaking to the parent and student, the teacher will offer concrete ways in which to improve academic and behavioural achievement (i.e. complete all homework assigned, stay after school for help, edit and revise work, focus on a particular area, be an active learner, etc.)

During Parent-Teacher conferences, staff will be transparent, giving parents accurate feedback, even if difficult. Concerns must be expressed.

Students will work toward the achievement of a four (4) or higher (i.e. by attending after-school help, during break help, keeping up with homework, keeping up with due dates, asking the teachers specific questions for clarification, maintaining a study schedule and being organized for the school day, etc.) Parents will help their children achieve this by checking on their child (i.e. through Toddle, the assessment calendar, asking to see work, organising for the next day with their child, etc.)



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## **18.STUDENT PROMOTION POLICY**

### **Promotion between Grades 6 to 10**

At the end of the academic year, any student who scores a '2' or below in any of the core subjects Arabic, English, Mathematics or Science has to sit for a retake exam in the subject(s) two weeks before the start of the new academic year.

A student who still does not attain more than a '2' in two or more of the core subjects will be referred to a committee consisting of the Director, the Secondary Principal and the Head of Middle Years to evaluate the needs of the student and determine whether s/he will be promoted, required to repeat the previous grade.

A student who still does not attain more than a '2' in a singular subject will be promoted but will start the next grade on an academic contract for that subject. If the student is unable to then achieve more than a 2 in that subject (allowing for another retake at the end of this grade) then he/she will not be promoted.

Students who do not meet the MOE requirements for attendance at school will not be promoted to the next grade.

Students who receive Learning Support services will be considered individually and are not required to meet the expectations laid out in the Policy above.

### **Promotion from Grade 10 to 11**

At the end of the academic year, any student who scores a '2' or below in any of the core subjects Arabic, English, Mathematics or Science has to sit for retake exams in the subject(s) before the start of the new academic year.

A student who still does not attain more than a '2' in one or more of the core subjects will be referred to a committee consisting of the Director, the Secondary Principal and the Head of Middle Years to evaluate the needs of the student and determine whether s/he will be promoted or required to repeat the previous grade.

Students who do not meet the MOE requirements for attendance at school will not be promoted to the next grade.

Learning Support students: students who receive Learning Support services will be considered individually and are not required to meet the expectations laid out in the Policy above.

## Programme Promotion Criteria

| Programme                        | Qualifications   | Consequences to not meeting qualifications  |
|----------------------------------|--|---|
| The IB Diploma Programme         | <p>Successfully complete the requirements for Community Engagement</p> <p>Minimum score of 4 in the Personal Project</p> <p>Passing grades in all subjects at the end of Grade 10.</p> | <p>Students who do not achieve 3 or more in a core subject (English, Arabic, Math and Science) must retake it.</p> <p>The student's status will be reviewed by the school committee, which may result in a recommendation for an alternative academic pathway in place of the full IBDP.</p> <p>School committee consists of the Director, the Secondary Principal, the Head of the MYP and the DP Coordinator.</p> |
| The IB Careers related Programme | <p>Successfully complete the requirements for Community Engagement</p> <p>Minimum score of 4 in the Personal Project</p> <p>Passing grades in all subjects at the end of Grade 10</p>  | <p>Students who do not achieve 3 or more in a core subject (English, Arabic, Math and Science) must retake it.</p> <p>The student's status will be reviewed by the school committee, which may result in a recommendation for an alternative academic pathway in place of the IBCP.</p> <p>School committee consists of the Director, the Secondary Principal, the Head of the MYP and the DP Coordinator.</p>      |
| IB Courses                       | <p>Passing grades in all subjects at the end of Grade 10</p>   | <p>Students who do not achieve 3 or more in a core subject (English, Arabic, Math and Science) must retake it.</p>  |



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## Subject-Specific Requirements

Some subjects have additional entry requirements, as outlined in the table below:

| Subject / Level                 | Qualifications  | Consequences to not meeting qualifications   |
|---------------------------------|---|--|
| Math Analysis and Approaches HL | <p><b>Extended Math students</b> must achieve at least <b>5/7</b> on the end-of-year report card.</p> <p><b>Standard Math students</b> must achieve at least <b>6/7</b> on the end-of-year report card.</p> <p>Students must at least maintain the achieved level on their end-of-year report card in the MYP Math eAssessment.</p> | Students will not be permitted to enroll in Math HL.   |
| Math Analysis and Approaches SL | Students must achieve 3 or above on their end of year report card and in the IB MYP Math e-Assessment.  | Students who fail the e-Assessment will be moved to <b>Mathematics: Applications and Interpretation</b> instead. |
| Physics HL                      | <p><b>Discrete Sciences students</b> must achieve at least <b>5/7</b> on the end-of-year report card in Physics.</p> <p><b>Integrated Sciences students</b> must achieve at least <b>6/7</b> on the end-of-year report card.</p>  | Students will not be permitted to enroll in Physics HL.  |



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## Promotion from Grade 11 to 12

If a student achieves 3 or less on the end of year HL exam, they have to re-sit for that exam before the start of the next academic year. Students achieving 2 or less on the end of year SL exam will have to re-sit for that exam before the start of the next academic year. Students who do not obtain 22 points by the Semester 2 grading point of Grade 11 will not be allowed to carry on to Grade 12 as full Diploma students. They must be registered as Diploma Course students and their programme of study changed accordingly.

Students who do not meet the MOE requirements for attendance at school will not be promoted to the next grade.



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## 19.ATTENDANCE

IAA values teaching and learning time. When a student misses class time, valuable learning does not take place, and students are left with gaps in knowledge and skills that become apparent during assessments. Furthermore, the absence may affect the teaching staff who may have to change plans for lessons, as well as affect other students' learning from this disruption.

### 19.1 STUDENT ATTENDANCE

Please call Secondary Reception to inform us if your child will not be attending school.

As per Ministry of Education guidelines, students must attend at least 90% of their scheduled classes in Grades 6-12.

Given that the school year is comprised of a minimum of 180 school days, this means that no student at IAA may be absent more than the above stated percentage in an academic year. Should this happen, then the school would discuss this with parents/guardians as the learning of the student is being seriously compromised. Students can also repeat the year.

Students will not be allowed to leave IAA during the school day. Appointments should be limited to after school hours. In situations, where appointments cannot be arranged after school, parents must inform the Secondary Receptionist 24 hours in advance.

Students who have Embassy appointments that must be taken during the school day will be allowed to exit the school campus when solid proof of appointment is provided. On days, when students must leave school suddenly due to special circumstances, the parents / guardians must come to school, in person, to pick them up.

If students are absent from school, they are not allowed to participate in a school event that takes place on the same day as their absence.

Also, students who do not attend school the day after a school trip, when they are expected to be at school, will not be allowed to attend future trips.



## **19.2 IAA GATE POLICY**

Students are expected to be on campus by 8:15 am for the National Anthem and to allow for an orderly start to the school day. School gates will open at 7.30 am for parents who want to drop their children earlier.

**Students that arrive after 8.20 am will be considered late.** Students will be allowed up to two late entrances per semester. On the third time, students will not be able to access the campus. Late students must report to their school's Receptionist. Please be reminded that traffic can be heavy around school from 8:00 am so leave in good time for school.

**School gates will be closed at 8.30 am.** Students who arrive at that time will not be allowed entry and will be sent home.

Students who have medical excuses provided by a doctor will be admitted if the issue is arranged with the school before the visit. In addition, students will be permitted only two excused medical lateness per semester. This should be a rare occurrence considering all medical appointments should be made after school hours.

Parents will be informed if their child is persistently late to school. This may also result in having their child serve an afterschool detention.

With the exception of students who are enrolled in afterschool activities, no students should be present on campus after 4.30 pm.



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### **19.3 TRUANCY, MISSED CLASSES AND LEAVING SCHOOL GROUNDS**

A student who is absent from school without permission from his/her parent or legal guardian shall be considered as truant. Parents/legal guardians of students suspected of being truant (i.e. without school and/or parent knowledge), will be contacted by IAA. This will be documented and IAA will take appropriate action. Truancy is regarded as a major infraction which may eventually lead to the student's expulsion from school. I

Students may not miss class to attend their siblings' activities in Primary.

No student may leave the school campus on grounds of illness unless they have a signed note from the nurse.

No assessments due or given that day will be made-up for students who are truant. They will receive a "0" in addition to other consequences

Students who intentionally miss a class when in school will receive a one-day suspension.



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## 20. SECONDARY UNIFORM GUIDELINES

### MYP Uniform

1. Beige school-issue trousers and polo shirts/formal shirts with collar and brown sweater (shorts are not allowed).
2. PE shirts or PE sweaters are not allowed when dressed in the regular uniform.
3. Shirts must be buttoned all the way until beneath top button.
4. Undershirts must be white in colour.
5. Undershirts must be tucked in the trousers.
6. Only school uniform hooded jackets and coats may be worn.



### DP Uniform

1. Beige school-issue trousers
2. Navy uniform polo shirt
3. Navy uniform hooded sweatshirt

### PE Uniform

1. School PE kit must be worn for PHE.
2. This includes the IAA PE T-shirt or House T-shirt and the IAA Tracksuit.
3. Once PHE class finishes, students may continue to wear their PE Kit for the rest of the school day.

### Hair

1. Boys: Short, neat haircut.
2. Girls: Long hair should be tied back neatly for G6-9.

### Footwear

1. Black/white shoes, no open-toed shoes, sandals or high heels.
2. If boots are worn in winter, they may be black or brown.

### Jewelry

1. Religious necklace pendants to be tucked inside the shirt.
2. Small stud earrings for girls (maximum 2 per ear).

### School Bag

1. This should be a backpack of sensible size, is large enough to carry daily equipment and able to fit into lockers.
2. Wheelie bags may not be used unless a medical note is provided.
3. Students are responsible for carrying their own school bags.



Students are not allowed the following:

- Make-up, lip gloss, coloured nail varnish and tattoos are prohibited

#### Prohibited Footwear

- Brightly coloured shoes
  - Sandals or open-toed shoes
  - High heels
  - Clogs and crocs
- 
- No jewelry may be worn. Nose piercings are not allowed and will be asked to be removed.

#### What will happen if you do not wear the correct uniform?

A call home will be made to have the proper uniform brought to school, and the loss of breaks until proper uniform is worn.

#### Expectations for Civvies Day

Non-uniform days will continue to reflect the value of modesty and to reflect a positive learning environment.

- Strapless or spaghetti-strapped tank tops and low-cut shirts may not be worn
- No undergarments should be seen
- Writing and graphics on all clothing should reflect positive images
- For ripped jeans, rips above the knees are unacceptable
- Dresses and skirts must be below the knee.

Please note that if students do not meet our expectations for Civvies Day, then parents will be contacted to bring in the appropriate clothing.



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## 21.ORGANIZATION

### 21.1 LOCKERS

Each student will be assigned an individual locker to store their laptop, textbooks and personal belongings. A combination or padlock must be brought in. Grade Leaders and Tutors will use registration time to ensure that G6-8 students organize themselves for the day by taking only what they need for their morning classes and storing everything else in their lockers.

### 21.2 EQUIPMENT LIST

Students **MUST** arrive to EVERY lesson with the following equipment:

- 1 fully-equipped pencil case containing:

Blue and/or black pens

1 set of highlighter pens

Eraser

Pencils

Pencil sharpener

30cm ruler

Coloured pencils

Glue stick

Protractor

Compass

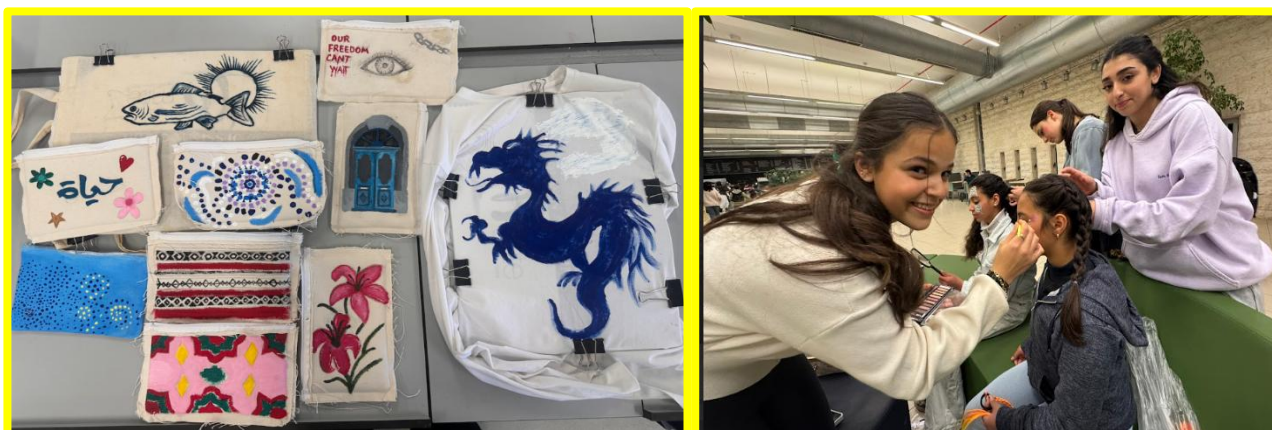
Casio FXCG50 for Grades 11-12

Scientific Calculator for Grades 6 – 10 (but Casio FXCG50 is recommended for G9-10)

- A bottle of water (to be carried at all times)
- Laptop with power cable and correct adaptor (3-prong) for the wall socket
- Headphones / EarPods

The following items are **NOT** to be brought to school under any circumstances:

- Tippex/White-out



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## 22. IAA BEHAVIOURAL EXPECTATIONS

### 22.1 REPRESENTING IAA

Students have the opportunity to represent IAA and Jordan when travelling outside the school in addition to exhibiting attributes of the IB learner profile. As such, we hold our students to the same high behavioural expectations outside of the classroom as we do to inside the classroom.

Students who are unable to demonstrate satisfactory behaviours in school will not be allowed to participate in trips. If on a behaviour report during a semester, students will not be able to attend any trips. Any student on 'hold' for behavioural issues will automatically be barred from local and international trips. Students whose behavioural records show multiple behavioural incidents may well be barred from trips, at the discretion of the Secondary Leadership Team. Any student who goes on a behavioural report will not be allowed to go on trips for that semester.

IAA collects a one-time 25 JD fee at the beginning of each school year from each student to pay for the local field trips that occur throughout the year. The local field trips that occur during the school day are connected to the curriculum. Each grade level will have its own trip(s) and experience(s); therefore, the number of trips varies by grade level.

### 22.2 LIBRARY BEHAVIOURAL EXPECTATIONS

Students are expected to behave appropriately and observe the following guidelines when using library resources.

- Respect the library staff as you would any member of the IAA community.
- Any talking should be limited to academic conversations. Excessive loudness and distracting behavior will have the following consequences, especially when students are present without teacher supervision.

*First offense: verbal warning from staff*

*Second offense: polite request to refrain from distracting behaviour*

*Third offense: sent to Head of Libraries*

*Fourth offense: sent back to class or referred to Secondary Admin for appropriate action*

- Use cubbies provided to store your backpacks while in the library.
- Clean up and take belongings with you when you leave. The library is not responsible for lost or stolen items.
- Respect all library equipment, including tables, chairs, computers, books and other resources. Notify the library staff if you see any damaged equipment or books. Any lost or damaged resources must be paid for.

Care for and return library resources promptly. You may renew materials you may need for longer than 2 weeks. Those in the DP cohort may arrange to keep books over the summer on a case-by-case basis in consultation with the librarian.

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## 22.3 SCIENCE SAFETY RULES

- Do not enter the lab unless you have been told to by a teacher. Line up outside and wait for instructions.
- Unauthorized experiments must not be attempted.
- Know the location of the fire extinguisher, eye wash station, first aid kit and safety shower (if present).
- Bags must be placed on the windowsills or outside the lab.
- Keep pathways clear by placing extra items (laptops, books, etc.) on the shelves.
- Listen closely to all instructions and carry them out carefully and precisely. Ask if you need help.
- Know what you are doing by reading the assigned experiment before you start to work. Pay close attention to any safety precautions described in the laboratory exercises
- Do not eat, drink or taste anything in the Laboratory.
- Do not touch apparatus or chemicals unless instructed to do so.
- Do not attempt to remove the glass tubing from a stopper.
- Wear eye protection and lab coats when instructed.
- When using a Bunsen burner, make sure that hair is tied back to keep it away from the flame.
- Do not point a test tube being heated at another person. Do not look into a test tube while you are heating it.
- Beware of putting electrical equipment near a sink.
- Always look where you are going and never run or hurry in a Laboratory.
- Report any accident or breakage to the teacher immediately. Wait for instructions about clean-up; do not do it yourself.
- Keep your bench clean and tidy.



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## 22.4 DESIGN TECHNOLOGY SAFETY RULES

Design Technology Workshop Health and Safety Rules:

- Do not enter the workshop unless instructed by a teacher.
- Line up outside and wait for instructions.
- Bags must be stored in lockers or in the designated storage area.
- Only laptops and stationery should be brought into class.
- Before entering the workshop, tie back long hair, fasten shoelaces, and remove loose jewellery.
- Do not eat or drink in the workshop.
- Do not touch tools, machines, materials, or student projects unless instructed to do so.
- Always wear the correct PPE when required, such as safety goggles, aprons, gloves, masks, or ear protection.
- Only use tools, machines, and digital fabrication equipment after teacher instruction and permission. When using equipment such as the CNC router, laser cutter, scroll saw, band saw, disc sander, or 3D printer, follow the safety procedure and make sure ventilation/extraction is switched on where required.
- Always check that tools and equipment are safe before use.
- Report damaged tools immediately. Walk carefully in the workshop.
- Do not run, push, or distract others. Carry sharp tools facing downward and pass them handle-first.
- Keep hands away from blades, moving parts, hot surfaces, and electrical components.
- Report any accident, injury, spill, or equipment damage to the teacher immediately.
- Keep your bench clean and organized during practical work.
- Store all practical work in your dedicated storage box.
- At the end of the lesson, clean your work area, return tools to the correct place, and stand by your bench for dismissal.



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## **22.5 STUDENT REPRESENTATIVE COUNCIL**

### **Aims**

- To give students a responsibility for sharing in running of the school by contributing to the decision-making process and discussing practical day-to-day matters
- To give students the opportunity to elect representatives who can make constructive suggestions at a meeting with the senior managers of the school
- To provide students with the experience of democratic election and debate.

### **Procedure**

The Student Representative Council (SRC) comprises of a Head Boy and a Head Girl who are chosen annually. Candidates must be from Grade 11. If they want to be considered, they put forward nominations to the School Principal. If they fulfill the criteria of the application process and have an adequate academic standing, they will be invited to make a speech at the Assembly. The secondary student body will vote for the two positions.

The SRC also comprises two representatives from each grade. The elections take place annually, early in the first semester, via a presentation made by candidates to their respective grade. Those elected are responsible for representing the views of their grade for the remainder of the academic year.

### **Role**

The SRC will meet regularly throughout the year. They may also attend meetings as requested by the Principal. Issues frequently debated include academic topics, examinations, school events, charity ventures, facilities, uniform and catering. Student representatives are required to feedback to their grade the matters discussed and any decisions reached. They should also note any comments or matters arising to be taken to the next meeting.

All members of the SRC are expected to conduct themselves in a manner that models the expectations of IAA for the student body. Head Boy and Head Girl are expected to play a leading role in School Assemblies and to represent the students at social events. They may be called upon to represent the school at external functions. Misbehaviour and/or low academic achievement may result in the position being removed.



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## 22.6 HOUSE SYSTEM

**The houses are Pella Falcons, Rum Wolves, Zara Wildcats and Aqaba Dolphins.**

The House system allows students to contribute to the success of their House through a range of academic, sporting and other enrichment activities. It is an opportunity to integrate the Learner Profile into the daily life of school.

House Points should be given regularly to positively reinforce good standards amongst students.

- Given individually to students in Grades 6 to 12
- Given collectively to houses for performance by teams in all grades in activities such as sports days
- Maximum House Points to be given at one time are 2
- Given for anything positive in or out of the classroom (outstanding work, work that shows greater commitment, being helpful, setting a good example) as it relates to the Learner Profile
- House points can also be earned through participation in house events
- We never take House Points off for negative behaviour.

Individual House Points are recorded, and students are awarded certificates dependent on the number that have been awarded:

| Certificate | Number of House Points |
|-------------|------------------------|
| Bronze      | 15                     |
| Silver      | 30                     |
| Gold        | 45                     |
| Platinum    | 60                     |

At the end of each term, the House that is leading the points log is congratulated.



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## **22.7 RECORDING OF POSITIVE AND NEGATIVE BEHAVIOUR**

To support student growth and wellbeing, it is important that all significant positive and behavioural incidents are recorded. Maintaining accurate records on Toddle enables staff to monitor patterns, provide appropriate support, and make informed decisions when further action may be required.

Letters of Commendation are reserved for events that require merit above and beyond House Points. A letter home will be prepared and sent, while a copy of the letter and the original referral will go in the student's file. Academic achievement, good behaviour and community services are some examples for which such a letter could be prepared. Any student who gains a letter will also be awarded two House Points for the appropriate Learner Profile attribute.

### **Positive Behaviour Management**

There are many ways that students can be rewarded for positive behaviours. A few are:

- A direct and instantaneous verbal reward
- Awarding a House Point, which is aligned with the LP Attributes, on Toddle
- Bronze Award for attaining 15 positives/house points
- Silver Award for attaining 30 positives/house points
- Gold Award for attaining 45 positives/house points
- Platinum Award for attaining 60 positives/house points
- Letter of Commendation from a member of the Senior Leadership Team
- In Departments, recognition through the Student of the Month award for each grade
- Weekly Student of the Week for those being consistently punctual, ready, respectful, and safe
- Celebration assemblies each semester focusing on academic and co-curricular effort and achievement.



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## Negative Behaviour Management

The Behaviour Code lays down the fundamental expectations for student behaviour. There are 3 golden rules of **Ready, Respectful, and Safe**. If a student is unable to meet these expectations, then there is a clear progression of consequences that will follow.

Toddle is the means of recording student behaviour that does not meet expectations. This only takes place after students have failed to change their behaviours through a restorative classroom management system.

There is a clear expectation that before a student receives an infraction, a reminder and a warning will have been given, whilst behaviour management strategies will have been used to encourage the student to not repeat unwanted behaviour. If an infraction is added for a student on Toddle, teachers will ensure it is warranted, and the correct tier is applied.

For students who persistently misbehave, we have a 5-step process, which gives every student 3 chances to rectify their behaviour. In order, they are reminder, warning, infraction on Toddle, and a restorative conversation.

We have tiers for behaviours with low-level being numbers one and two. Tiers three and four are much more serious and are dealt with through the Senior Leadership of the school.

Tier 1 = 1 infraction point

Tier 2 = 2 infraction points

Tier 3 = 3 infraction points

Tier 4 = 4 infraction points

We also have a behavioural report system to assist students who misbehave to reflect and alter their actions. There are 3 reports, white, yellow, and red. Each more severe than the previous. To be put on these, the following needs to happen:

- 10+ infraction points per semester = white report
- 20+ infraction points per semester = yellow report
- 30+ infraction points per semester = red report
- 40+ infraction points per semester = Behavioural Hold
  
- For each stage, only 4 Need Improvements (NIs) per week in line with 4 infractions a week before sanctions
- Fail a report, you escalate to the next, fail red, and student will be placed on behavioural hold
- If a student goes on a behaviour report, they will not be able to attend any trips that semester

## **22.8 LAPTOPS, MOBILE PHONES AND OTHER ELECTRONICS**

At the IAA, all students are NOT allowed to use their mobile phones, AirPods, iPods, smartwatches and other determined electronics during the school day as they have proven to be a significant distraction to student learning at IAA.

The following expectations are expected of our students:

- Every Secondary student will be assigned a locker that can be secured with their own padlock.
- During Registration at the start of the day, students will be asked to turn off their devices and lock up their mobile phones and smartwatches in their locker.
- Students who arrive late to school must lock their phones and smartwatches away before entering classes.
- The devices must remain in the lockers until the final bell of the school day.
- Students who need to leave early will only be allowed to retrieve their devices once they have completed all the necessary paperwork with either the nurse or the school administration.
- Students can use pre-paid bracelets or bank cards in the cafeteria. No cash is allowed.

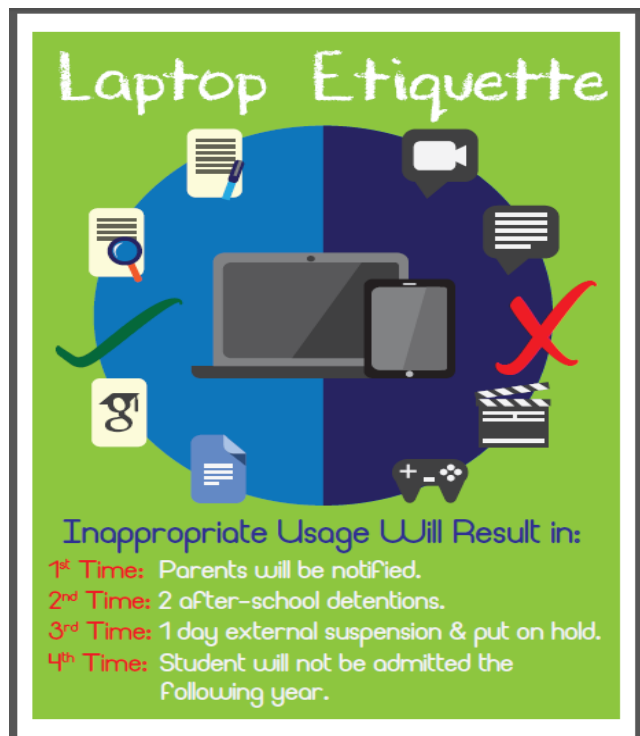
The consequences for having a mobile phone or smartwatch in their possession will lead to the same sanctions we attribute to the misuse of technology policy (see **Inappropriate Use of Laptops In Class**).

Should anything be confiscated, please give it as soon as possible to Reception. One of the members of the Senior Leadership Team will follow up with the students and parents.

### **Inappropriate Use of Laptops**

Students who misuse their laptops are displaying a disregard for their learning environment. Should students be found playing games, watching videos, using social media applications, working on other subjects without permission or using it inappropriately in any other way during class, then the following sanctions will apply:

- 1st time: Phone call home and warning letter sent to parents by the appropriate administrator.
- 2nd time: Phone call home and warning letter sent to parents by the appropriate administrator. Student will also serve two afterschool detentions.
- 3rd time: Student will serve a one-day external suspension, be placed on contract and his/her place at the IAA put on hold.
- 4th time: Student is not asked back to school for the following academic year.



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# Student (G9-12) Responsible Technology Use Agreement

## Purpose

This agreement outlines the principles, expectations, and responsibilities associated with the use of technology resources by students at the International Academy Amman (IAA). It applies to all school-provided devices, software, networks, digital platforms, and personally owned devices used on campus. The agreement aims to ensure safe, ethical, and effective use of technology in support of IAA's educational mission.

## Definitions

- **Technology Resources:** Any hardware, software, digital services, or internet access provided or authorized by the school.
- **School Network:** The wired and wireless systems that provide internet access and internal connectivity at IAA.
- **Device:** Any electronic equipment used to access, store, or process digital content, including computers, tablets, laptops and smartphones.
- **Personally Owned Device:** A student's private device used for educational purposes within school premises, with permission.
- **Responsible Use:** Adequate behavior when using technology that aligns with IAA's educational values and community standards.
- **Cyberbullying:** The use of digital devices or services to harass, threaten, or harm others.
- **Plagiarism:** Using someone else's intellectual property (text, media, code, etc.) without appropriate credit.
- **Artificial Intelligence (AI):** Digital tools that generate content or make decisions based on data inputs, including text, image, and code generators.
- **Unauthorized Applications (Apps):** Any software or digital tools that have not been approved by the school and may interfere with learning, compromise security, or bypass network filters (e.g., VPNs, anonymous browsers, third-party messaging, or non-educational gaming apps).

## 1. Responsible Use of Technology

- Technology access at IAA is a privilege provided to support learning, creativity, and collaboration.
- All usage must align with the school's academic goals and ethical standards.
- Limited personal use may be allowed if it does not interfere with education or compromise network safety.

## 2. Student Responsibilities

- Use devices respectfully and solely for academic purposes.
- Ensure devices are charged and ready for school use.
- Protect personal passwords and account access.
- Immediately report lost/stolen devices or inappropriate usage to a teacher or IT staff.
- Cite all sources properly and follow copyright regulations.
- Participate in school digital safety and citizenship programs.
- Treat all members of the community respectfully online.

## 3. Prohibited Conduct

- Viewing, sharing, or distributing obscene, violent, or illegal material, as well as any other content deemed unsuitable by the school.
- Logging into someone else's account or misrepresenting identity.
- Engaging in cyberbullying or sending inappropriate messages.
- Damaging or disrupting school devices, software, or networks.
- Using AI tools without permission or claiming AI-generated content as personal work.

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- Recording others (audio/video/photos) without explicit consent.
- Using school technology for commercial, political, or unrelated activities.
- Installing or using unauthorized apps such as VPNs, proxies, or games.
- Uninstalling any applications/software downloaded or requested by the school.
- The school's cloud storage services, including Google Drive and Microsoft OneDrive, must not be used to store any inappropriate, offensive, or unauthorized content.
- The use of school email for personal matters, surveys, or non-academic activities.
- The use of personal hotspots or broadcasting private Wi-Fi.
- Students are strictly prohibited from sharing their login credentials (such as usernames and passwords) with others under any circumstances.

#### **4. Use of Devices and Network**

- Follow teacher guidelines when using devices.
- Mobile phones and smartwatches are not allowed during school hours and must remain turned off and stored.
- Students may not attempt to repair or configure school devices without authorization.
- IAA reserves the right to inspect devices and remove any unauthorized or inappropriate applications to ensure device and Internet safety
- Be cautious when interacting online and report suspicious behavior.

#### **5. Privacy, Monitoring, and Data Security**

- All student activity on school devices and accounts may be monitored.
- Students should not expect privacy when using school-provided technology.
- Emails, chats, and files may be reviewed by staff to ensure compliance.
- School-related information may not be posted publicly without permission.

#### **6. Artificial Intelligence Use**

- Only use school-approved AI tools under teacher supervision.
- Never upload personal data into AI platforms. This includes, but is not limited to, full names, home addresses, passwords, financial information, phone numbers, passport details, or private photos and videos of yourself or others.
- AI-generated work must be appropriately cited and only submitted when allowed.
- Do not use AI for impersonation, deception, or inappropriate purposes.

#### **7. Consequences of Misuse**

Violations of this agreement will be handled in accordance with established school policies.

Specifically:

- Cell phone infractions (e.g., possession of a phone when it should be secured in a locker) and inappropriate laptop use will be disciplined according to the guidelines outlined in the Student-Parent Handbook.
- Inappropriate use of Artificial Intelligence (AI) in assignments/assessments constitutes academic dishonesty and will follow the procedures detailed in the Academic Integrity Policy.
- Property Damage: School-provided items, devices or infrastructure damaged due to negligence or misuse must be replaced or repaired at the expense of the student's family.

#### **Acknowledgement and Agreement**

Students are expected to regularly check their IAA email accounts and Toddle notifications, as these are the primary channels for school communication and updates.

I understand that by signing this agreement, I am expected to follow all guidelines stated above and always use technology responsibly and ethically.

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## Student Responsible Technology Use Agreement (Grades 6–8)

At the International Academy of Amman, technology is used to support learning, creativity, collaboration, and responsible digital citizenship.

Using technology is a privilege. All students are expected to use devices, platforms, and online spaces safely, respectfully, and responsibly.

### Student Responsibilities

As an IAA student, I will.

1. Use school devices, accounts, applications, and the internet for learning purposes and always follow my teacher's instructions.
2. Communicate respectfully in emails, chats, comments, shared documents, and online spaces. I will not bully, embarrass, or harm others.
3. Keep my passwords private, use only my own account, and report any concerns if I believe my account is unsafe or compromised.
4. Use my IAA email, LMS (Toddle), Google Drive, OneDrive, and other school platforms for school-related work only.
5. Respect intellectual property by giving credit using MLA for text, images, music, videos, ideas, or code that are not my own.
6. Use only school-approved AI tools when permitted by my teacher. I understand that AI must not be used for cheating, copying work, impersonation, or misleading others.
7. Report unsafe behavior, inappropriate content, cyberbullying, suspicious links, or lost/damaged devices to a teacher, counselor, IT staff member, or parent.
8. Understand that misuse of technology may result in consequences including restricted access, parent contact, disciplinary action, or repair/replacement costs.
9. Not damage devices, alter settings, install unapproved applications, use VPNs, or attempt to bypass school security systems or filters.
10. Respect the privacy of others by not taking, sharing, or posting photos, videos, recordings, or personal information without permission.

### Student Agreement

I understand the expectations outlined in this agreement and agree to use technology responsibly at IAA,

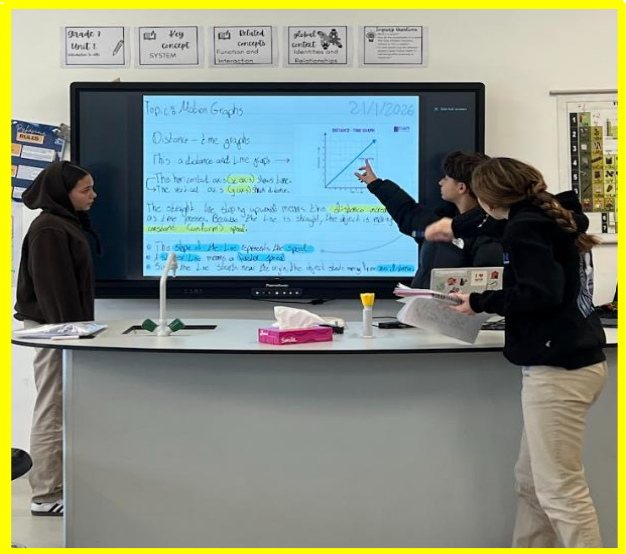
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## Parent Support for Responsible Use of Technology

- I will talk with my child about my expectations for technology use at home.
- When concerned about my child's technology use, I will talk with my child about what concerns me and why.
- I will work in partnership with the school to support my child.
- I understand that if my child does not abide by the rules there will be a consequence.

## School Support for Responsible Use of Technology

- We will educate students on digital citizenship, including topics such as online etiquette, internet safety, and responsible technology use.
- We will be available to answer the questions you have about technology.
- We will provide you with useful and reliable resources to enhance your learning.
- We will promote a safe and secure online environment by implementing appropriate security measures, such as firewalls, antivirus software, and content filtering.
- We will enforce consequences for any violations of the Acceptable Use Agreement and address any incidents of cyberbullying or inappropriate online behavior promptly and effectively.
- We will integrate technology into the curriculum in meaningful and purposeful ways, enhancing students' learning experiences and preparing them for the digital world.



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## **22.9 BULLYING POLICY**

All staff have a duty to ensure that the learning environment is safe and secure for all (students, staff and workers). Students and staff must report any instance of bullying or harassment to the Grade Leader. It is expected that all members of IAA community should:

- Accept individual differences
- Be understanding of individuals' strengths and weaknesses
- Deal with conflict in a calm and respectful manner

All reports of bullying will be thoroughly investigated, and appropriate actions will be taken.

Students should:

- talk to their parents, teachers or another responsible adult about appropriate assertive behaviours
- report the bullying via FaceUp, or to a trusted adult in the school.

The following sanctions are to be employed in the case of **all** bullying or harassment incidents whether directed against the same victim or not. Depending on the age of the perpetrator and/or the seriousness of the action, all or some the following sanctions/steps may be applied (not necessarily in the order outlined):

### **Step One Warning and Counselling**

Both victim and perpetrator will be spoken with separately. The victim will be given strategies to employ and counselling offered.

The perpetrator will:

- be warned about their behaviour
- have the consequences explained
- be asked to examine their behaviour and make immediate changes
- be referred to the School Counsellor
- be asked to attend a mediation conference.

IAA will:

- notify parents of all parties concerned
- record the incidents in writing and place in the student's file.

Leadership of the school will:

- assess the situation and decide whether further disciplinary action (depending on the seriousness of the situation) is warranted and whether to recommend to the Director immediate withdrawal of the perpetrator/s
- inform staff to continue to monitor the situation.

This stage is intended to allow for the conflict to be resolved. If the initial instance of bullying is of a serious nature, the Head of Middle School / Deputy Head may decide to proceed immediately to Step Two or Step Three. Parents and Senior Administration must be informed at all stages.

## **22.10 DAMAGE TO SCHOOL PROPERTY**

Students will be charged for all and any school property that they have lost and/or damaged (either deliberately or through negligence). Vandalism could be considered a reason for immediate dismissal.

Vandalism includes, but is not limited to:

- Writing on desks/graffiti of walls
- Damaging school text books
- Breaking or damaging school equipment
- Damage to physical/software of ICT resources

## **22.11 QUESTIONING AND SEARCHES**

Any senior administrative staff member within IAA may, for good reason or cause, search the person or personal property of a student if s/he feels that the student is withholding materials that are either banned, stolen or dangerous. If a personal search is deemed necessary, the searching administrator must be of the same gender as the searched student. The Administrator must also be accompanied by another staff member of the same gender. The search is conducted in privacy.

This includes accessing any electronic devices the students may have.

## **22.12 FOOD**

The school cafeteria will supply nutritious and well-balanced meals during breaks. No food delivery, whether from parents or food outlets, are permitted during official school hours.

Students are not allowed to bring the following items to school:

- Fizzy drinks (e.g. Pepsi, Coke, Sprite, Red Bull)
- Drinks stored in glass bottles.

Should a teacher want students to bring food as part of a lesson or activity, permission needs to come from the Principal/Head of Middle School so that security may be informed.

## **22.13 MEDICINE**

Students who need to take medication (prescribed or over-the counter) when at school, must give their medication to the School Nurse. Students then must see the Nurse during break to take the medication under her supervision. It is important for students not to have any medication on them when at school.

Please also note that medicine should only be brought to school when essential; that is, where it would be detrimental to a child's health if the medicine was not administered during the school day. If the student has a chronic condition and is on long term medication, it is important that the Nurse is informed at the beginning of the year

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## 23.BYOD (Bring Your Own Device)

“Bring Your Own Device” applies to ALL students in Secondary. Below is a list of requirements for laptops that must be brought to school everyday.

### Laptop Specifications

| Specification       | Requirement   |
|---------------------|---|
| Processor           | <ul style="list-style-type: none"> <li>For Windows: Intel Core i5 (minimum), Core i7 recommended.</li> <li>For Macbooks: M1 (minimum), M5 recommended</li> </ul>                                      |
| Memory              | Minimum 8 GB RAM.   |
| Storage             | Minimum 256 GB (SSD or NVMe preferred).   |
| Antivirus           | Up-to-date software such as Kaspersky, McAfee, Bitdefender, or Norton 360.  |
| Operating System    | Windows 11 or later<br>Latest version of macOS.   |
| Battery Life        | At least 5 hours  |
| Keyboard            | Must include both English and Arabic letters.   |
| Power Cord          | Three-prong plug compatible with school outlets   |
| Required Software   | <ul style="list-style-type: none"> <li>Microsoft Office (available through student IAA email).</li> <li>Google Chrome browser.</li> </ul>   |
| Size and Protection | <ul style="list-style-type: none"> <li>Lightweight for daily use.</li> <li>A durable case that fits in a backpack.</li> <li><i>For Grades 4&amp; 5: The Case must not exceed 35x12 cm.</i></li> </ul> |



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## Tablet Specifications

| Specification       | Requirement  |
|---------------------|--|
| Processor           | <ul style="list-style-type: none"><li>• <b>iPad:</b> Apple A14 (minimum), Apple M5 recommended.</li><li>• <b>Android Tablet:</b> Snapdragon 7 Gen 1 (minimum), Snapdragon 8 Series (Recommended)</li></ul> |
| Memory              | Minimum 8 GB RAM.  |
| Storage             | Minimum 256 GB (SSD or NVMe preferred).  |
| Operating System    | Latest version of iPadOS or Android  |
| Battery Life        | At least 5 hours   |
| Keyboard            | A compatible external keyboard is mandatory and must include both English and Arabic letters   |
| Power Cord          | Three-prong plug compatible with school outlets  |
| Required Software   | <ul style="list-style-type: none"><li>• Microsoft Office (available through student IAA email).</li><li>• Google Chrome browser.</li></ul>   |
| Size and Protection | <ul style="list-style-type: none"><li>• Lightweight for daily use.</li><li>• A durable case that fits in a backpack.</li></ul>   |

### Student Responsibilities:

- Devices must be fully charged and brought to school daily.
- Students are responsible for the maintenance, security, and updates of their devices.
- Students must not share passwords of their devices or school accounts with anyone.
- School-provided items (e.g., headphones, mouse) must be replaced by families if damaged.
- Spelling and grammar correction tools must be disabled to support independent writing. Our IT team will do this.
- Unauthorised external networks or personal hotspots are not permitted during school hours.
- Students are not permitted to install or use unauthorised apps such as VPNs, proxy tools, or non-educational games. The school reserves the right to inspect devices and remove any apps that violate this policy.
- Students must regularly check their IAA email and Toddle notifications, which are the school's main channels for communication.
- Students are responsible for providing and bringing their own devices to school. The school is not responsible for supplying laptops or replacement devices.
- The IT Department reserves the right to install and remove software on student devices as required for educational and security purposes.

If you have questions about the BYOD programme, please contact [ithelpdesk@iaa.edu.jo](mailto:ithelpdesk@iaa.edu.jo).

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## 24. IAA Transport Code Of Behaviour

The safety and comfort of all persons travelling in IAA school transport services is of the utmost importance. This code outlines to students, parents and guardians the minimum standards for behaviour on school transport.

To ensure safety at all times, students will:

- Behave in a manner that does not compromise their own safety and that of others
- Always follow instructions given to them by the Transport Monitor and/or driver
- Wear their seatbelt at all times
- Show respect for the driver, Transport Monitor and other passengers
- Ensure that no damage occurs to the inside of the transport during their journey
- Adhere to school rules related to behaviour

To ensure the safety and comfort at all times, student will NOT:

- Distract the driver, except in the case of an emergency
- Eat or drink on school transport
- Allow any part of their body to protrude from the transport
- Leave their seat during the journey
- Take off their seatbelt
- Place feet on seats
- Throw any article from the transport either when it is in motion or at a standstill
- Make any physical contact with any other passenger

If a student misbehaves on school transport, they may incur one of a variety of sanctions, depending on the seriousness of their actions. Sanctions may include (but are not limited to): warning (verbal and/or written) and/or temporary or permanent exclusion from school transport. Students who are late for buses three times or more will be excluded from the school transport. Transport fees already paid will not be refunded either in part or full.

It is important for students to arrive to the bus on time. If the student does not arrive within 3 minutes, the driver will have to leave so as not to be late when picking up other students and to ensure that students arrive on time to school.

Parents must inform the bus escort in the morning (before 10 am), if their child is not returning home by bus or if they are participating in an afterschool activity.

In the case of exclusion, parents will bear the responsibility to provide and pay for any expenses related to organising alternative transport for their child. Parents will also still be responsible for ensuring that students arrive at school and leave school on time.

Buses leave on all days of the week, except for Tuesday, at around 3.20pm. On Tuesday buses leave at around 2.20pm. For those who participate in school teams, late buses that leave at around 5.00pm are available on all days of the week, except for Thursday. If your child is taking a late bus, he/she must inform the Secondary Receptionist 24 hours in advance.

## 25.FIRE PROCEDURES

### 1- Drills:

- The Chief Head of Security will direct and monitor drills.
- The Chief Head of Security will schedule drills both during and after classes, with a mixture of announced and un-announced drills.
- Student and personnel accountability and safety are the primary objectives of drills.

### 2- Fire:

- The person locating the fire will sound the school fire alarm.
- Follow the "Evacuation" instructions.
- The first person available will call the Fire Department (911) describing the building, nature of fire and injuries (if any).
- The Security Office will establish a Control Point and immediately notify Facilities.

### 3 – Evacuation Instructions

- On hearing the fire alarm, the lesson must be immediately stopped and students must evacuate the classroom using the emergency route outlined on the map in the classroom.
- If the alarm sounds at all (even if it stops after a few seconds) evacuation must commence and continue.
- The teacher should be the last to leave the room, ensuring all students have left and that the door is closed.
- Bags and other property should be left in the classroom. Students who are found to be carrying bags should be asked to leave them to one side.
- Students should evacuate in an orderly manner, walking briskly and quietly. It is the teacher's responsibility to monitor this and report students who fail to comply.
- Students should line up in tutor groups in the Community Square and sit on the ground.



# EARTHQUAKE PROCEDURES

## 1- During the Quake

- When an earthquake happens, keep calm. Don't run or panic. If you take the proper precautions, the chances for injury are minimized.
- REMAIN WHERE YOU ARE. If you are outdoors, stay outdoors; if you are indoors, stay indoors.
- In earthquakes, most injuries occur as people are entering or leaving the buildings (from falling walls, electrical wires, etc.).
- The teacher or staff present will order and signal all students to "drop and cover".
- Drop and Cover: Everyone will get under their desk, cover their head and grab hold of the leg of the desk. If a desk, table or bench (best choices) is not available, sit or stand against an inside wall or in an inside doorway.
- Stay away from the windows, outside walls and outside doors. If outside, stay away from the building, electric wires, poles or anything else that might shake loose and fall.
- Look for open space, such as the parking areas, and stay low.

## 2- After the Quake

- The initial shaking should end after a few minutes. Faculty or staff present will lead students in building evacuation.
- The Academy will congregate on the Athletics Field.
- Aftershocks may occur after the initial quake and can be as damaging as the initial quake.
- Stay away from fallen electric wires.
- Facilities personnel will check for leaking gas pipes and other damage to facilities.
- The Principal will confer with the Director about evacuation of the Academy.

## 3- Re-entry of Building

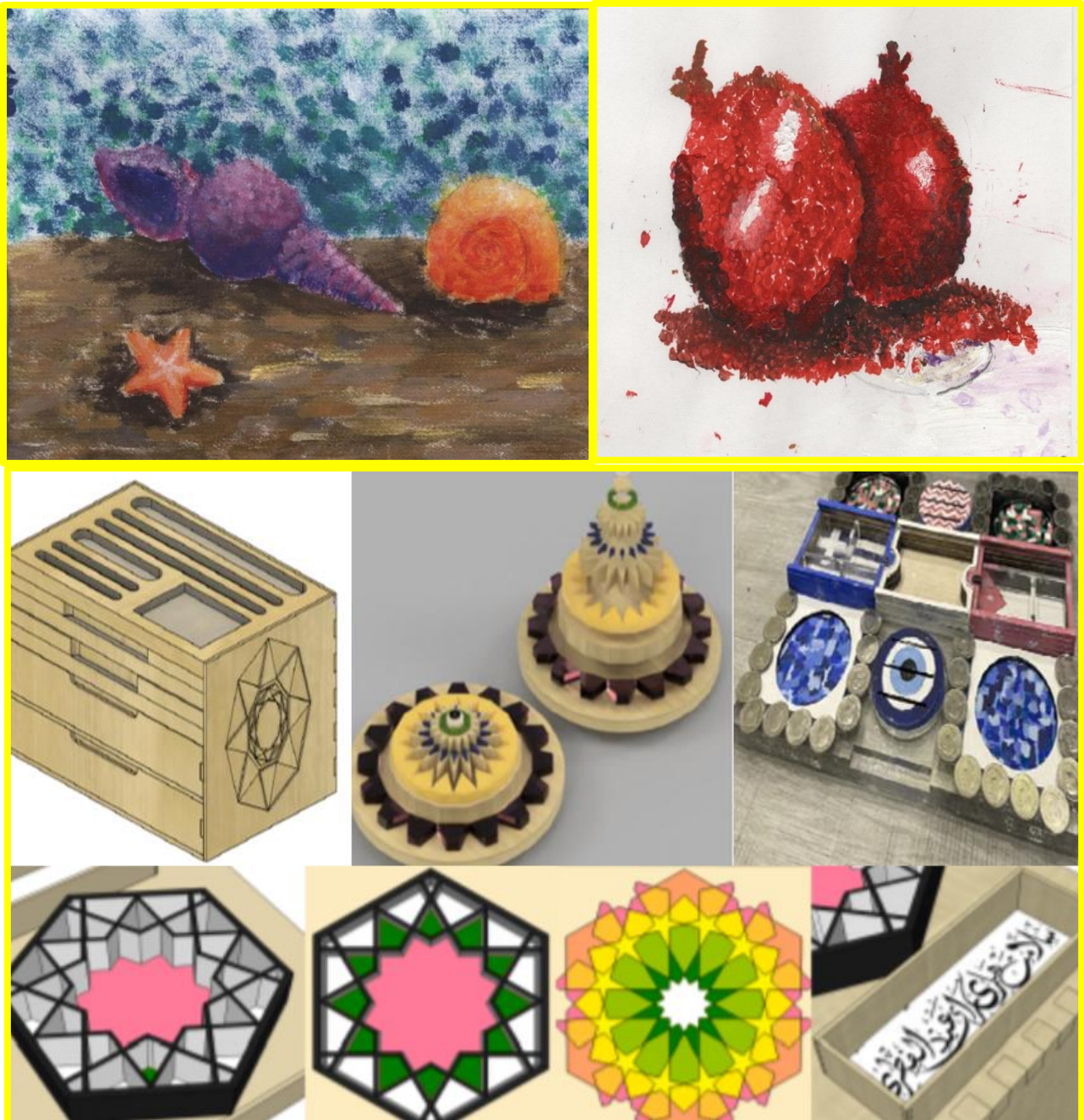
- A representative of Facilities will perform an inspection on structural soundness, electrical wiring, water distribution, oil, gas, other fuel systems, and boiler and heating systems.
- The Director will authorize the re-entry of buildings.

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## 26.EXPECTATIONS OF ONLINE LEARNING

Should the school need to move to online learning, then there is a more detailed document on “Distance Learning at IAA”. It can be accessed via Toddle. A quick summary...

- Students must wear school uniform during the school day.
- Cameras and audio must be turned on at all times in the lesson.
- A quiet workspace is needed, preferably outside the student’s bedroom. Students must take their lessons in this workspace.
- Registration will take place live on Zoom at 8.20am.
- Zoom recordings of lessons will not be made available for students.



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## 27.A STUDENT'S GUIDE TO "WHAT TO DO IF..."

### ***...you are late to school.***

Admission is by the 'Gate Policy'.

### ***...you are absent from school due to an illness.***

Your parent/guardian should telephone Secondary reception on 5502055 ext. 8888 to inform the school. A letter / doctor's note explaining your absence should be given to the Secondary Receptionist on the day of your return.

It is your responsibility to check Toddle and see your teachers to get caught up on missed work.

### ***... you are absent from school due to a school-sanctioned event.***

You must see your teacher before being absent so that you have the work you are to do ahead of time. It is your responsibility to complete all work and keep up with the class as it continues to move forward in your absence.

### ***...you are unwell during the school day.***

Ask permission from your Class Teacher to visit the clinic. The Nurse will decide if you are well enough to return to class or whether you need to leave school. Do not absent yourself from a class following a break time without having first gained permission.

### ***...you have to leave during the school day.***

Students are to remain on campus at all times during the school day. Students may not excuse themselves from campus. A release form is completed by the nurse and receptionist.

### ***...you miss an assessment due to an illness.***

A note from a doctor must be given to the Nurse within 3 days. You must arrange to make up the assessment on Tuesday or Thursday afternoon within five school days at the teacher's convenience.

### ***...you cannot participate in Physical Education lessons.***

Your parent/guardian must send a doctor's note to the nurse explaining why you are unable to participate. Your PHE teacher will assign you work to do.

### ***...you have a problem.***

In the first instance, you should talk to your Tutor who will try to help you to resolve the issue. If necessary, your Tutor will involve the Grade Leader, Counsellor and/or Leadership Team to help you.

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**...you witness an accident/incident during break times.**

Inform the Duty Teacher immediately. If you are unable to locate a teacher quickly, report to the Secondary Administration.

**...you have an item confiscated.**

If you use your mobile phone during school hours, it will be given to the Secondary Receptionist. Your phone will be returned back to you at the end of the school day.

**... you damage school property, accidentally or intentionally.**

Students will be charged for all school property that is lost or damaged.

**...you lose something.**

It is important that you take responsibility for your possessions at all times. If they are not with you in a lesson, belongings should be secured in your locker. You should never leave your possessions unattended, and all items should be clearly labeled with your name and class. However, should you lose something, check the lost property during your break.

**... you want to bring food to school.**

The school offers a nutritious daily lunch option. If you decide not to participate in it, you may bring your lunch to school. However, no food may be delivered by parents, drivers or delivery services to the school unless it is after 3.30pm, you are participating in an after-school activity and you have the permission of the supervising teacher. In the Secondary School, birthday and other type of celebrations involving food are not to occur, unless part of the approved curriculum.

**...you change your address and / or telephone number.**

Your parent/guardian must inform the school of any changes to your personal information immediately to ensure that records are kept up-to-date. This is especially important in case we need to contact someone in an emergency.



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