



**MODERN MONTESSORI SCHOOL**

**مدرسة المونتيسوري الحديثة**

**Students / Parents  
Handbook**

**2018-2019**

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### **Academic Programs**

PYP: Primary Years Program  
MYP: Middle Years program  
IBDP: International Baccalaureate Diploma Program  
LED: Learning Enrichment Department

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MBS: Mind, Body & Soul  
AHA: Amin Hasan Award  
CAS: Creativity, Action & Service  
MUN: Model United Nations  
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## Letter from Chairman

August 2018

Dear Parents,

Thank you for choosing Modern Montessori School for your child! The school's leadership team, administrators, faculty, and staff are enthusiastic about the new opportunities that are awaiting us this year. The 2018-2019 Parent and Student Handbook and Code of Conduct are designed to guide you and your child through this exciting journey. We encourage you to read all sections of this handbook thoroughly and discuss them with your child.

The Parent and Student Handbook includes general information about the MMS and its policies, programmes and procedures. The Code of Conduct illustrates the specific policies and procedures (Discipline Protocol) that will be applied to support and encourage appropriate conduct to ensure a safe and positive learning environment for all our beloved students.

Should you have a question that is not answered within these pages, please feel free to contact me or any other member of the MMS leadership team at any time.

Our children are always what we hold most dear in our hearts. Thank you for allowing us to educate yours to the best of standards and values that the MMS has been proud of for decades!

We wish them the best of luck and success!

Sincerely,

Randa Hasan  
Chairman

## 2018-2019 School Leadership Team

Chairman Principal	Randa Hasan
Chief Executive Officer	Mohammad Youssef
Chief Finance Officer	Mohammad Alia
Business Development Director	Zeid Khasawneh
Principal of Senior School	Iman Asad
Middle School Principal	Wafa Shunnar
Primary School Principal	Nawzat Dirani
Kindergarten Principal	Nourhan Zehni
Middle School Deputy Principal	Ayah Na'san
Heads of Departments	Ammar Karaballi - Arabic
	Catherine Abu Rajouh - English
	Mohammad Youssef - Math
	Iman Asad - Sciences Amer Abu Houran – Information Technology
	Hana Abu Hijleh - Humanities
	Muna Nimri – Design Technology
	Lara Attalah – Performing Arts
	Irina Milenkaya – Visual Arts
	Jalal Suliman – Physical & Health Education
	Arkadia Abdo – Learning and Enrichment
PYP Coordinator	Manar Joudeh
MYP Coordinator	Abeer Azeh
DP Coordinator	Hour Hawamdeh
University Advisors	Aya Shuhaibar Fatima Khalaf (Assistant)
Senior School Pastoral Officer	Ahmad Shkair
Middle School Pastoral Officer(s)	Mohammad Jazieh Imad Tbaishat
Primary School Pastoral Officer	Yousef Abu Baker
Senior School Counselor	Ruba Atallah
Middle School Counselor	
Primary Counselor	Haneen Abdul Hadi
Primary School Student Affairs Coordinator	Hanadi Al Abed
Primary School Counselor	Sajidah Shamaileh
MYP Year 1 Coordinator	Nada Abu Sabha
MYP Year 2 Coordinator	Alia Jabbour
MYP Year 3 Coordinator	Nada Warayat
MYP Year 4 Coordinator	Ferial Samaan
MYP Year 5 Coordinator	Alia Ansari
Registrar	Huda Hasan
Procurement Manager	Nidal Taher
Admissions Officer Education & Technology Manager	Lana Rabadi
AHA Coordinator	Azza Joudeh

CAS Coordinator	Raja' Al- Mefleh
MBS Coordinator	Hala Khalil
Sports & Recreation Complex Supervisor	Mazen Qasmya

### Modern Montessori School Mission Statement

The Modern Montessori School aims to provide a rich and stimulating environment where children can develop to their full potential. Understanding and appreciating the differences that make every student unique, each child is valued as an independent thinker and encouraged to make choices on his or her own.

Our system of personalized education encourages every student to develop his or her own talent, to respect the differences in others and to be a responsible member of a community, thus achieving the finest possible holistic education. This aims to instill a pride in accomplishments, providing the students with the confidence needed to use their abilities to the fullest and enabling them to define and achieve success in college, career, and above all, in life.

#### Our Vision:

For all MMS learners to *believe* in their power to *embrace learning*. For all MMS students to strive for making a positive change in their immediate and larger surroundings by being *knowledgeable, engaged* and *proactive*. For MMS graduates to *excel in* and own their future, be *pioneers* in whatever field they gravitate towards as adults, and to be *outstanding members* of any society and community they belong to.

### School's Education Philosophy

When students embark upon Montessori schooling, they enter a tradition of educational excellence that dates back to Maria Montessori's founding of the Montessori system in 1906. Montessori education is known for its holistic philosophy; carefully formulated materials, and the dual qualities of independence and a love of learning that result in competence and confidence. Most importantly, the system revolves around an enduring belief in the limitless worth and potential of each individual.

Montessori is not just a vision from the past; it is a commitment to the future. Small groupings promote interaction between students and teachers and foster an atmosphere of concern for each student's individual development. Above all, the Montessori experience provides an intellectual, social and ethical program that allows students to define and reach their own individual goals. Students are educated according to the four founding cornerstones: scholarship, courtesy, character and athletics.

Thus, the school's philosophy is based on an interactive learning process. Basic skills and problem solving abilities are developed to build a firm foundation for future academic progress. Accordingly, students enjoy an abundance of extra-curricular activities, including field trips, attendance at lectures by guest speakers,

art and drama, all of which are aimed at broadening young students' horizons. In preparation for the expanded worlds of opportunity now available to young people, leadership training is implemented and an interest in the welfare of others is developed through community service projects.

## **Admission Policies and Procedures**

- **The Admissions Committee**

The Admissions Committee is responsible for recruiting, informing and admitting new, qualified students to the Modern Montessori School in a professional and forthright manner, while maintaining the integrity of the school, the students and their families.

We aim to ensure that prospective families understand the MMS mission, philosophy and community. We also strive to give anyone applying to the MMS a full overview of the school's programmes, facilities, expectations, rules and procedures to make an informed decision to make the MMS their second home.

- **Policies and Procedures**

- a. **General**

Applications for admission are accepted throughout the year. No official decision on an application is given until all the relevant documents have been received. Families seeking admission for their child(ren) are advised to apply as early as possible as seats fill up quickly. With the exception of the KG, it is MMS policy to release the acceptance decisions three times a year as follows:

- Late February
- Late June
- Late July

- b. **Admissions Committee and Decision-Making Process**

The Admissions Committee is comprised of the relevant Head of School, one Admissions Officer, the Programme Coordinator and the Year Coordinator. When appropriate, additional members of staff will also be consulted. In exceptional periods (such as school holidays), a final decision on an application may be made by three members of the Committee, rather than the four usually required.

Each member of the committee reviews application forms and comments/recommendations are circulated by email. In cases where it is deemed necessary, the Committee will meet to discuss issues relating to the application in question. Furthermore, the Admissions Committee conducts an interview with the parents/guardians. From the time a decision is made, the Admissions Committee aims to officially communicate a decision with parents within two weeks, pending any further follow-up that may be required. All MMS students must have a legal guardian who resides in Jordan.

- c. **Entrance Exams**

It is a MMS policy to conduct an entrance exam for all candidates applying to the Primary, Middle and Senior school. Respectively, the exam is designed to evaluate the overall knowledge and approaches of thinking. It will be conducted for all school sections within the same period of time (windows will be open for five working days) as follows:

**Early February, Mid-February, Early June, Mid-June and Early July.**

All parents are advised to check the school's website for the required dates of the entrance exam.

The candidate is expected to sit for two sessions (English and Mathematics) and occasionally Arabic. Candidate students must achieve a minimum of 70% as a score in the exam. The application will not be processed any further if the candidate failed to score the minimum grade.

The owner of all versions of the entrance exams is the Admissions Committee. The Committee has the full right to change the exam or any needed justifiable amendments when necessary.

#### **d. Required Application Materials**

Before a student may be admitted to MMS, **all of the following must be submitted:**

- Entrance exam fees (JD50) for the two/three exams:
  - Non - Refundable for unaccepted candidates
  - Will be deducted from the total fees for accepted candidates
- A student Application Form. This should be completed and signed by the parent or a legal guardian and accompanied by one passport-sized photograph.
- Two full years of school transcripts or reports. These should cover two complete years (the most recently completed academic year and the previous one) as well as the year in progress, if applicable.
- A financial clearance statement from the applicant's previous school.
- A school – student – parent contract

**School reports/transcripts must be in English or Arabic, with official translations provided when originals are written in another language.**

- Applicants for Grades 1-12 are expected to fill two recommendation forms:
  - An academic recommendation form
  - A personal/social recommendation form

**Confidential School Recommendations must be submitted directly to the Admissions Office by the applicant's current school.**

- A photocopy of the applicant's official identity. (It is the parents' responsibility for expatriate candidates to ensure that their child(ren) have the appropriate residency to allow them to study in Jordan).
- A medical form (for all grades) that fall in two parts:
  - Part 1 – completed by the parents.
  - Part 2 – completed by a doctor upon examination of the applicant.

In cases where it is impossible to obtain any document that is required for the admission, the Admissions Committee will make a recommendation to the Chief Executive Officer who makes the final decision as to whether or not there is sufficient information in the documents presently available to make an informed decision on the candidate's admission.

#### **e. Personal Interviews and School Visits**

It is MMS Policy to conduct a personal interview for all candidate and their parents. In cases where it is impossible for the candidate and his/her family to arrange a visit to the school, a Skype interview will be conducted instead. The school reserves the right to request to meet in person any applicant in cases where this is considered necessary.

#### **f. Criteria for Admission**

Each candidate's application materials are carefully studied in order to assess suitability for admission. We look for candidates:

- Who are motivated and determined
- Whose academic performance is average to excellent

- Whose conduct is overall good, and who are respectful to others
- Who are, and whose parents are, committed to the MMS vision, mission and philosophy
- Who are internationally-minded
- Who would benefit from the MMS curriculum and programmes
- Whose qualities would enrich the MMS community and would be a positive contribution to it.

Previous experience with the IB programmes can also be an advantage, but is not a pre-requisite for admission.

#### **g. Conditional Acceptance**

If a student broadly corresponds to MMS's admission criteria, but is currently having difficulty reaching his or her full potential, the student may be admitted, in certain cases, pending his or her (and his or her parents') agreement to engage in a programme of additional support. This may include, for example: counseling, mentoring, and/or other kinds of learning support as appropriate. Such decisions remain, however, entirely at the discretion of the Admissions Committee.

**However, the Admissions Committee has the right to accept or refuse any applicant** based on their assessment of the applicant's suitability.

#### **h. Grade Placement**

In general, students will be placed according to their age on January 1st of their year of entry. Where it is considered to be of benefit to the student, he/she may be placed in a lower grade than requested in coordination with his/her parents. Only under exceptional circumstances based on the Admissions Committee members' approval will a student be placed in a higher grade level than his/her age group. In case of different recommendations, the CEO has the final say, in line with the MOE regulations and the school's internal policy. Factors to be considered for such a placement include:

- The student's successful completion of the equivalent grade level elsewhere;
- A transcript or report cards from a previous year demonstrating exceptional academic performance and social skills.

If a student is placed in a grade level higher than his/her age group, the parents are clearly informed that this initial placement is tentative, and that the school may advise a change of grade level after the student's abilities have been thoroughly observed.

Any change of grade level would normally take place within the first two months after the student's entry into the school.

#### **i. Requirements for Specific Grade Levels**

- DP further admission requirements:
  1. Must have a satisfactory academic performance in Grades 9 & 10, with the minimum average of 70% (the only exception to this requirement will be granted to any student who is officially enrolled in the Learning Enrichment Department).
  2. Must have a satisfactory discipline record throughout the last two years.
  3. Must coordinate their choice of subjects with the **DP Coordinator and the Head of Senior School**, as they have an overall picture of the courses offered and the space available in each class.
  4. The Admissions Committee, in line with MMS policies, make the final decision of accepting the student in the DP based on a thorough review of the student's records

#### **j. Applicants with Specific Needs**

MMS has a Learning Enrichment Department (LED), although the resources available limit the number of students to whom it can be offered at any given time. It is at the discretion of the Admissions Committee to decide the percentage and distribution of learning support students between classes. Parents or guardians

of any applicant having a specific need must submit complete reports with the application. These might include Individualized Education Programs (IEPs), psychological reports or speech and language reports. Any student with significant specific academic or physical needs for which the school does not have adequate resources will not be admitted.

Students needing learning support may be admitted if it is believed that the school can offer appropriate support and that the students can be placed in the regular classroom. When reviewing the application of a student with specific needs, the Admissions Committee will take into consideration all students receiving learning support in that grade level, with additional consultation from the Learning Support Specialists. As part of this process, the applicant will usually be interviewed, and the Admissions Committee (if necessary) reserves the right to request that a psycho-educational evaluation be conducted before a decision is made. In the case where a specific need has not previously been identified, the school reserves the right to review the situation in order to assess the appropriateness of the student's presence in the school based on our capacity to address his/her needs.

#### **k. Post-review procedure**

When a decision has been taken on a candidate's application, parents will be notified of the decision by email or telephone within 48 hours. Subsequently, the action taken varies depending on the decision taken regarding the student:

- Acceptance:
  - If an applicant is accepted, this will be followed by a formal email of acceptance.
  - The Registration Contract must be completed and returned to the Admissions Office, within two weeks of receipt, along with enrollment fees, in order to officially reserve the space(s).
  - There may also be additional subject choice forms to complete, depending on the grade level. If the offer of a place has not been accepted by the two-week deadline, it can be offered to another family.

- Denial:

If an applicant is denied a place, a formal letter or email is sent to confirm this.

- Waiting lists:

If an applicant is accepted but no space is available in the appropriate grade level, he/she will be placed on a waiting list, and the parents will be sent a letter or email to confirm this. When a place becomes available in the appropriate grade level, it will be offered to a student on the waiting list. Criteria used to decide which student on the waiting list is offered the place is based on the following:

- Children of members of the Board of Directors
- Children of MMS Alumni
- Children of staff
- The existing gender balance of the class
- The existing language balance of the class

The above criteria may also be applied in cases where several applicants are competing for a limited number of remaining spaces in a given grade level.

#### **l. Registration**

An accepted applicant's place in the school is guaranteed only after the parents sign a completed Registration Contract and the school has received the enrollment fees. The Finance department then sends an invoice to the family for the remainder of the tuition fees. At this point, responsibility for maintaining and

updating the student's records (changes of contact details, etc.) passes to the appropriate school registration assistant

#### m. Re-Registration Process

Formal re-registration takes place in late January, once the fees and calendar have been approved and published. At this time, a Re-Registration Form and fee payment schedule are sent to the families of all our current students.

In regards to the decision of re-registration, parents intending to re-register their child(ren) at the MMS for the following year must sign and return the re-registration form, along with the deposit indicated on the form, by the given deadline. In order to ensure the proper student count for each grade level and allow for proper planning accordingly. Failure to do so may result in the seat being given to another candidate.

Parents that choose not to re-register their child(ren) for the following academic year must also indicate so on the form and return it by the given deadline in order to properly allow for prospective students on our waiting list to be informed of their acceptance to the MMS

In certain cases, where there is a financial, academic or behavioral issue with a student, parents may not be invited to re-register their child(ren) until the situation has been resolved, and in some cases will be refused re-registration. The Admissions office is responsible for coordinating any necessary communication with the families concerned with the resolution of such issues.

As soon as the completed re-registration form is received and processed by the Admissions Office, it will be passed on to the finance department for collecting seats reservation and other cheques.

#### n. Fees

Discount for Alumni (eligible parents are the ones who spent a minimum of three years at the school as students):

- 10% discount on tuition fees for the first child
- 15% discount on tuition fees for the second child and all other children that follow

Discount for Siblings (non-MMS Alumni):

- 0% discount on tuition fees for the first sibling (second child)
- 10% discount on tuition fees for the second sibling (third child)
- 15% discount on tuition fees for the third sibling (fourth child) and other siblings that follow

Discount for Athletes:

Students who are members in first national teams are entitled to a 50% discount on tuition fees. Official letters from national team managers should be supplied.

Dates, installments and payment terms are published on the school's website.

#### Criteria for Passing, Failing and Make-Up Exams

- MMS students in Grades 1-5 (**PYP**) automatically graduate to their next grade-level. Unless they were exceptionally weak, in which case other arrangements will be made.
- MMS students in Grades 6-10 (**MYP**) automatically graduate to the next grade if they get a passing grade of **3** in each class subject.
- MMS students in Grades 6-10 (**MYP**) can sit for retakes, if they have failed in *no more than two* subjects, on **August 15<sup>th</sup>** (Parents/Guardians will be informed if date changes).
- Students failing **three or more** subjects in Grades 4-10 will be required to repeat the year, or transfer to another school with a special passing agreement with the parents.

## **MMS Academic Honesty Policy**

Academic honesty refers to a set of values (honesty, integrity and independent learning), and a positive, respectful attitude towards learning and ethical completion of academic work. It is important that students, teachers and parents understand that aiming to create independent life-long learners with the above-mentioned set of values is our goal. This means we expect students to focus on honesty when showcasing their gained knowledge, to complete assigned tasks individually or in groups without unauthorized assistance, to acknowledge all sources used, and to be able to authentically assess their own level of achievement.

Our Academic Honesty Policy aims to:

- Define malpractice in the context of the academic programmes at MMS
- Explain the school's stance on malpractice
- Establish the roles and responsibilities of Programme Coordinators, teachers and students in preventing and/or detecting malpractice
- State requirements and procedures for authenticating students' work
- Explain the procedure followed once students are suspected of malpractice
- Outline the penalties imposed on students found guilty of malpractice
- The policy and guidance in this publication apply to all students at MMS regardless of their grade level and class standing.
- Allow students to use either the Harvard or MLA conventions, as long as the student chooses one convention and is consistent. The conventions outlined in this document are the Harvard ones.
- Allow students to use easybib.com for assistance.
- Allow DP teachers to check student work using [www.turnitin.com](http://www.turnitin.com).

***All students are required to read and sign the MMS Academic Honesty Policy. The full MMS Academic Honesty Policy is available on the school website, [www.mms.edu.jo](http://www.mms.edu.jo)***

## **Assessment**

The Modern Montessori School acknowledges assessment as an essential element in the learning process. It is the means through which knowledge is consolidated, the attainment of skills is measured, and the readiness of the student for the next educational challenge is assessed.

### **Assessment Principles:**

Assessment at MMS is in line with the school's philosophy and the IB philosophy and mission. While there are differences in the assessment needs at different grade levels, the MMS has outlined a set of principles that apply to all across the school.

- Assessment is an integral part of teaching and learning and is an essential aspect of curriculum planning and design.
- Diagnostic assessment is used to determine students' current level of knowledge so as to determine a starting point in teaching and identify gaps at the beginning of every year.
- Every year, necessary modifications to assessment benchmarks are identified by teachers through a collaborative effort and communicated to Coordinators and Heads before being integrated into the unit plans for the next academic year.
- Assessment is designed so as to measure the learning goals and skills taught in the learning unit.

- There must be a variation in assessment types used. Type of assessment will vary according to purpose.
- Feedback from assessment is done in a timely manner to ensure the efficacy of assessment.
- Assessment types and methods are communicated and explained to parents and students through various means.

MMS advocates the use of both formative and summative assessment, as we believe that assessment should take place both during and at the end of a learning cycle.

**Formative Assessment** is an ongoing process that aims to:

- Provide students with the feedback they need to improve their performance by allowing them to recognize and work on areas of strength and weakness.
- Help teachers to improve their teaching by identifying common areas of weakness and targeting them, as well as developing areas of strength.

**Summative Assessment:**

- Aims to evaluate student learning at a particular time in the learning process. This type of assessment takes place at the end of a learning cycle; unit/topic/etc.
- At MMS there are two such times per academic semester: Midterm, and End of Semester. Summative assessment occurs after the completion of instruction and affects the following year's/cycle's methodology. Both types are used at MMS to provide an accurate measure of student achievement.

## **MMS Language Policy**

### **Statement:**

Language is a means of learning and a tool of communication as well as an integral aspect of a student's success in life. It is what allows students to become more open-minded individuals, better able to face an increasingly more challenging world and harness their potential in order to benefit from all the opportunities available to them. Bilingualism is the cornerstone in the language philosophy of the Modern Montessori School where students acquire both Arabic and English through a dual-language learning program from KG to grade 5 to produce well-rounded students who can think and converse fluently in both languages.

### **Goals and Working Objectives:**

By the time they graduate, our students will be able to use both Arabic and English proficiently for multiple purposes. They will be equipped to study abroad and cope with any curriculum taught in English. Therefore, the school does not teach the language solely for academic purposes, but also provides students with the life skills and language proficiency needed for living abroad.

***The full MMS Language Policy is available on the school website, [www.mms.edu.jo](http://www.mms.edu.jo)***

## **MMS Internet Policy**

### **Appropriate Use of Internet and E-mail Facilities**

The Internet is commonplace and a cornerstone of the world we live in today. Therefore, significant educational benefits should result from curriculum-based Internet use, including access to information from around the world and the ability to communicate widely. Internet safety is the responsibility of staff, schools, students and parents.

The Internet is an essential element in 21st Century life for education, business and social interaction. The school has a duty to provide students with quality Internet access as part of their learning experience whenever applicable. The purpose of Internet use in school is to raise educational standards, to promote student achievement and to support the professional work of staff.

Among the benefits of using the Internet is to access the worldwide educational resources including museums and art galleries, as well as scholarly and informative articles. Reasonable precaution should be taken by the school's staff to ensure that users access only appropriate material.

Rules for Internet access will be posted in all computer labs, library and near all computers as a reminder of appropriate Internet use.

Virus protection is installed and is updated regularly to protect users and school data.

### **Principle for Acceptable Use of the Internet**

The use of school computers by students must be in support of the aims and objectives of the Modern Montessori School.

#### **Encouraged Online Activities:**

- The use of school e-mail and MMS Teacher, Student and Parent Portals for communication: between colleagues, between students and teachers, between teachers and parents.
- The use of the Internet to investigate and research school subjects, cross-curricular themes or topics related to social and personal development.
- The use of the Internet to investigate careers and further higher education.

#### **Examination Guidelines**

- Examinations start at 8:15 am. Students **MUST** arrive to school at least 30 minutes prior to the start of the examination. If they are late, they will not be compensated for the lost time.
- If a student arrives to school 30 minutes after the examination has started, he/she will not be allowed in the examination hall.
- Students **MUST** wear the **full** school uniform to all exams.
- Students should not bring their mobiles in to the examination hall. A tray will be put **OUTSIDE** the halls for students to use should they bring their mobiles. If they are stolen or lost, the school is not to be held responsible.
- If students fail to put their mobiles in the tray before they enter the examination hall, they will be directly reported to the IBDP Coordinator who may decide to ban them from sitting for the examination.
- Students **MUST** have everything they need for the examination put in a **CLEAR PLASTIC BAG**. Pencil cases will not be allowed inside the examination hall. Students should have:
  - Pens (blue or black);
  - Pencils;
  - An eraser;
  - A ruler;
  - A sharpener;
  - A protractor (if needed);
  - A Compass (if needed);
  - Two working calculators (if needed)

### **Furthermore,**

- Answer sheets and rough paper will be provided by the school.
- The school does not provide calculators, compasses and protractors. Students are NOT allowed to borrow anything from their classmates.
- The use of correction fluid is NOT allowed.
- Students should read the Conduct of Examinations carefully.
- All students must listen carefully to the instructions read before the beginning of the examination. Students with special allowances will be accompanied to their designated halls every day by relevant staff members.
- Students MUST use Blue or Black PEN for all written text including mathematics. Pencil is only allowed for tables, diagrams or charts.
- Students will be given 5 minutes to read the questions before each examination starts. During this time, they are not allowed to write anything or use a calculator.
- Students must leave everything on their desks at the end of the examination.
- Once students have left the examination halls, they are to go directly to the buses or to the playground to await their transportation. Nobody is allowed to remain in the examination area once they have left the examination hall.

### **General notice to students**

- When instructed to enter the examination hall, students must do so in a quiet and orderly manner.
- No food or drink may be taken into the examination hall.
- Students may take to their desk/table only the following items:
  - General stationery (for example, pens, pencils, an eraser, geometry instruments and a ruler)
  - Specific materials required for a particular examination (for example, an electronic calculator).

\*\* If required by the coordinator/invigilator, any item brought into an examination hall must be available for inspection. This includes electronic calculators.

- The coordinator/invigilator will decide where each student will sit during an examination. Students must comply with the decision of the coordinator/invigilator and remain seated until permission is given to leave the examination hall.
- The instructions of the coordinator/invigilator must be followed. The coordinator/invigilator has the right to expel any student whose behavior is interfering with the proper conduct of the examinations from the examination hall.

### **Late Arrivals**

- Students are allowed into the examination hall during the first 30 minutes of the examination. They must enter the hall in a quiet and orderly manner. However, no additional time will be granted for the examination.
- After the passing of the first 30 minutes, students will not be allowed into the examination hall, nor will they be permitted to take the examination at a rescheduled time.

### **Malpractice**

- During the examination, and at other times specified by the coordinator/invigilator, a student must not communicate with any other student. Failure to observe this regulation may constitute malpractice, resulting in appropriate action taken by the school's administration.
- All work completed during an examination and then submitted for assessment, must be the authentic work of the student. Any collusion, plagiarism, reference to unauthorized material, or communication between students may constitute malpractice, resulting in appropriate

action by the school. The impersonation of another student will be treated as a breach of regulations.

- If a student finds that he/she has accidentally taken unauthorized material into an examination hall, this material must be given to the coordinator/invigilator immediately. Failure to do so may lead to an allegation of malpractice against the student.

### **Early Departures**

- Students will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour, students will not be allowed to leave before the scheduled finishing time
- If a student leaves the examination before the scheduled finishing time, the student will not be allowed to return.

### **End of the Examination**

- It is the responsibility of the student to ensure that the front page of their examination cover sheet is correctly completed prior to the departure from the examination hall.
- Students must give all examination papers, answer sheets, multiple choice answer sheets and rough notes to the coordinator/invigilator at the end of the examination. (Rough notes are not submitted for assessment.)
- Students must leave the examination hall in a quiet and orderly manner

### **MMS Discipline and Pastoral Policy**

The rules and regulations in the MMS Disciplinary Policy have been formulated to enhance educational concepts and to help students develop an inherent sense of self-discipline. Students are expected to take *full responsibility* for their actions, based on the choices and decisions they make. The school will strive to guide, counsel and encourage students to make independent, responsible and ethical decisions when encountering challenging situations, and to *understand that they will be held accountable for the consequences of any role they play in a disciplinary infraction.*

Violation of school rules are treated as individual cases in which students are given the right to maintain their self-respect and the respect of others in handling the issue. Experts within the school, such as Year Coordinators, Discipline & Pastoral Officers and Counselors, will guide students to choose the correct, ethical and responsible method of solving their problems. By analyzing behavior that is contrary to the MMS rules and regulations, values and culture, a student can confront problems and, hopefully, develop the ability to learn from his or her mistakes.

Pastoral Care Programmes should help students realize that their fundamental freedoms and rights are obtained when they assume their responsibilities. Hence, our programmes guarantee the following:

- To provide a climate which encourages, supports and guarantees a positive environment and the security and safety of all members of the MMS community.
- To ensure that each child is known as an individual, and that their talents (both academic and non-academic) are identified, developed, recognized and rewarded in the school.
- To nurture a sense of community and pride in the school.
- To foster a sense of recognition of the rights and responsibilities of all in the school community and to ensure that each individual has a sense of their own dignity and self-worth.
- To involve pupils in a variety of learning experiences, which are suitable to their learning needs, thus enhancing the confidence of each child.
- To enhance the overall personal and social development of each child through planned curricular and extra-curricular activities which will give them the knowledge, values, and decision-making skills they need to pursue a meaningful and successful adult life in the global community.

Our planned pastoral activities include:

- School assemblies
- Overview of pupil's progress, both academic and non-academic
- Individual academic meetings with the students throughout the year to assess and evaluate their progress and wellbeing and determining their needs.
- Counseling/support from Subject Teachers/Group Tutors/Year Coordinators/Heads of School

These programmes may include:

- Talks/workshops given by guest speakers (e.g. Meet the Finest).
- Orientations
- School-wide celebrations (Open Day, Spirit Week, Student Council Elections)
- Participation in a wide range of competitions (Academic and Non-Academic).
- A Careers Guidance Programme (Careers' Day, Universities visits, etc.).

**Other** pastoral programmes represent specific and planned venues of helping students to value themselves and to acquire high self-esteem.

- Social and moral development
- Health, hygiene and personal safety
- Peer support programme
- Social skills programme
- STAR (*Students at Risk*) programme
- HELP (*Healing, Education, Learning, Progress*) programme
- Community gatherings (PTA involvement)

### **Code of Conduct/Discipline Protocol**

- The school expects all students and their parents to acknowledge and be familiar with the school rules and to understand that any breaches of them will result in disciplinary action.
- School Disciplinary Procedures exist for the benefit of all and a written record of offences is kept in student files and may be used in compilation of recommendations requested from the school.
- Certain areas of the school are prohibited to students unless accompanied by a member of the school staff. These areas include:
  - All staff rooms
  - All offices
  - All science and computer laboratories, libraries, graphic art rooms, performing art rooms, DT rooms, PE areas and workshops.
  - The reprographic room.
- Students may use school telephones in cases of emergencies only.
- The school does not accept any responsibility for lost property and strongly advises parents not to allow children to bring large sums of money or valuables to school.
- School rules and expectations do not stop at the school gates. They also apply on all school buses and on all school trips. In addition, the school expects its students to remember that when not in school their behavior in the community is taken as a reflection of the school.
- To ensure all our students experience a positive and proper educational atmosphere to utilize their full potential, the school reserves the right to deal with any in-school discipline infractions with the MMS discipline policy on the severity of the incident or situation.

## Attendance, Absences, Tardiness and Dismissal

Regular attendance at school, at lessons and at school activities forms a basic and unequivocal part of the school's requirements.

- Students are required to arrive to school before 8:00 am for their lessons.
  - a. School gates will be closed at 8:10 am. Students who arrive after the gates have been closed will be considered late and will be asked to wait in the designated Waiting Area in front of Gate 8.
  - b. The relevant Discipline Officer will be notified and will be responsible for contacting the parents requesting a justifiable explanation. A verbal warning will be issued. Meanwhile, to avoid lesson interruptions, late students will not be permitted to attend the first period and will be asked to wait in the school library.
  - c. An official letter will be sent to the parents requesting to ensure their son/daughter's arrival on time in order to avoid a one-day suspension, if action is repeated.
  - d. If student continues to arrive to school after 8:10 am, he/she will be forbidden from entering the school premises until an official notification is sent to parents. Parents will also be asked to come in to school to sign a commitment form on behalf of their son/daughter.
- Students may not leave school before the end of the school day unless they have written permission.
- Students will not be allowed to use ride-hailing applications, such as Careem and Uber, or taxi services to leave school. Only in specific cases will we allow students to do so, however, a letter from the parents must be sent and handed to the Head of School early in the morning. The parents will also be contacted for final confirmation.
- Students may not absent themselves from any lesson, or leave their class during the lesson unless they have written permission from their teacher.
- Any temporary absence from class is allowed with a signed pass by the relevant staff member.
- Any absence of one or more days must be explained by the parent/guardian, either by telephoning the appropriate school official or by sending a written note or email to the school.
- Any absence of three or more days must be explained in writing by the parent/guardian and, if for medical reasons, must be supported by a certified doctor's note.
- A student may be refused admission to school if an absence has not been satisfactorily explained.
- The school accepts responsibility for students at school after the end of the last lesson for which school supervision is provided for a fee to be communicated and decided on.
- For safety purposes, students in the Primary School are only allowed to leave with their legal guardian. No exceptions in this matter will be made.

Absences during examinations:

- All students, even those falling ill, must attend examination sessions. If a student is not feeling well, special care will be given to him/her during the examination session.
- No make-up examinations will be granted for students who are absent, **unless the student has been hospitalized.**

**The detailed MMS Discipline Policy will be handed to students during the first week of school. Please make sure you read it thoroughly and discuss it with your child(ren)**

## Health and Safety

Should a student be absent because of illness or injury, the school must be provided with a note from the student's parents and/or with a doctor's note explaining the absence. Additionally, the administration must

be informed in order to make the necessary arrangements with the student's teachers to provide a list of all the material covered during his/her absence.

### Student Accident Insurance

MMS provides personal accident insurance for all its students. The policy covers students against bodily injury sustained during the school year whenever they are in school or on school grounds under the school's supervision, or when they are attending a school-supervised trip or function.

Regarding accident insurance during school trips or functions that take place over school holidays, the policy also states:

*“This insurance shall also cover accidents happening to the Insured during summer holidays provided they are engaged in academic, practical, social or sport activities with the knowledge and under the supervision of the school whether such activities are pursued within or without the school premises, in or outside of the H.K. of Jordan”.*

### Uniform

- The school requires that all students be properly dressed in the official school uniform unless they are formally exempted from wearing it. Only white undershirts are permitted. Appropriate shoes must be worn. Hair accessories must be simple in black, green or white colors only. No jewelry is permitted. Hair dying, nail polish and make-up are prohibited.
- School uniforms can be ordered and purchased from The Outfit, (06) 585 8882. [www.theoutfit.me](http://www.theoutfit.me)

### MMS Academic Award Programme

The Modern Montessori School introduces an Honor's List to reward students' academic achievements. The system takes into account results attained by all students from Grades 6- 12 in all subjects.

Students' results are averaged and ranked at the completion of each semester, and those who qualify for these awards receive a letter of distinction from the Head of Department and Head of School, and names of all recipients are listed near the entrance of the school on the Honor's List board. Records of these awards are kept in the students' individual files, and this information is relayed to universities when the students begin applying in Grade 12.

The awards and criteria are as follows:

Award	Criteria
<b>Academic Distinction</b>	98-100% Total Avg (G7-10) OR 109-119 Weighted Avg in IB DP (G11-12) OR Ranks FIRST in their year (G7-12)
<b>High Honors</b>	94-97% Total Avg (G7-10) OR 100-108 Weighted Avg in IB DP (G11-12)
<b>Honors</b>	90-93% Total Avg (G7-10) OR 90-99 Weighted Average in IB DP (G11-12) OR IB Total score of 36+ (G11-12)

### MMS Scholarship Programme

At MMS, we reward hard work, dedication and commitment. Scholarships are awarded to students based on their performance throughout a given academic year.

### Selection Criteria

For students in Grades 6-10, a Scholarship Committee will consider the following:

- Academic performance (60% of the decision will be made based on the student's academic performance)
- AHA participation (25% of the decision will be made based on the student's AHA performance)
- Conduct (15% of the decision will be made based on the student's conduct)

For students in Grade 11, a Scholarship Committee will consider the following:

- Academic performance (70% of the decision will be made based on the student's academic performance)
- Conduct (30% of the decision will be made based on the student's conduct)

For students in Grade 12, a Scholarship Committee will consider the following:

- Academic performance - The student\* who achieves the highest grade in their external examination (a minimum of 40 is required)

\*if two or more students achieve the highest grade in their external examination, the scholarship fund will be divided between them

**Unlike most scholarships, our programme takes effect retroactively at the end of each academic year.**

## **Academic Programmes**

### **PYP Primary Years Programme**

The Primary School is an authorized IB school for the Primary Years Programme. This programme prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others. They will have the ability to co-construct and self-adjust their learning experiences, build self-efficacy, and contribute to their social, emotional and cognitive growth.

A driving force behind the PYP is the philosophy of international mindedness going along with the International Baccalaureate's mission statement that strives to nurture young people who recognize that they are global citizens and who are motivated to make changes to and in the world.

The PYP presents a transdisciplinary approach to learning, where individual content areas (Languages, Science, Social Studies, Arts, Physical Education, and Information Technology) are drawn together in six different transdisciplinary themes or curricular units.

There are three holistic components, which complement and reinforce each other in the PYP:

\* The learner: describes the outcomes for individual students and the outcomes they seek for themselves

\* Learning and teaching: articulates the distinctive features of learning and teaching

\* The learning community: emphasizes the importance of the social outcomes of learning and the role that IB communities play in achieving these outcomes

By completing the Primary Years Programme, learners will be able to achieve a set of objectives. Such as developing an understanding of concepts, conducting research into knowledge that has local and global

significance, acquiring and practicing a range of essential skills across content areas, developing positive attitudes towards learning, and most importantly having the opportunity for involvement in responsible action and service.

In the final year of the PYP, learners are required to apply all that they have learned throughout their PYP journey and demonstrate it in Grade Five Exhibition. They can work collaboratively to investigate a global issue with local significance and present it to their community. Upon the successful completion of Grade 5, learners would have achieved the requirements needed for the Middle Years Programme.

### **MYP Middle Years Programme**

The Middle School is an authorized IB school for the Middle Years Programme. It is a challenging framework of education; it enables students to link their learning experiences to real life. The curriculum frameworks and courses are broad and balanced, conceptual and connected. The curriculum is concept-driven and helps learners to construct meaning as they become increasingly competent critical and creative thinkers. Conceptual learning in the program promotes a broad approach to education, inspires a variety of experiences and opens a door towards interdisciplinary interconnected learning.

MYP education is contextual and concepts are understood in different contexts to encourage international mindedness and global engagement within the program. Teachers impact on student learning by providing engaging and inspiring global contexts that contribute towards the development of the IB learner profile which runs across all three **IB** programmes (PYP, MYP and DP) and promotes attitudes and characteristics in students that develop international-mindedness.

**Approaches to learning (ATL)** in the programme are skills that are developed across the curriculum to help students “learn how to learn”. Those skills can be learned, taught and improved with practice. The focus of those skills is to help students to develop self-knowledge and skills they need to enjoy a lifetime of learning. They empower students in meeting the program objectives of each subject group successfully and further succeed in the rigorous DP.

Students aged 11-16 engage in this programme over a period of five years, which prepares them for the DP. The MYP curriculum framework comprises of eight subject groups, providing a broad and balanced education for early adolescents. The MYP requires sufficient teaching time for each subject group, in each year of the programme.

Each subject group has four objectives that directly align with the subject assessment criteria. Teachers work to enable students to reach the higher end of each objective. This entails developing rigorous tasks that embrace a variety of assessment strategies.

### **DP Diploma Programme**

The DP is a two-year programme that ends with final examinations after which students can enroll at university level. Students start considering their most appropriate course of study during the second semester of Grade 10. Entrance procedures to the DP are mainly based on the students’ results and academic performance in Grade 9 and 10, however, general behavior and commitment are also essential merits that we seek in our potential DP candidates.

The DP is academically challenging yet it caters for multiple students’ needs. Within the programme, there are two options, the full Diploma Programme and the Diploma Programme Courses, which is relatively less demanding. Each programme option has specific requirements and students opting for either programme can obtain the Jordanian Tawjihi Equivalence by meeting the requirements of the Ministry of Education, which are made clear in a number of school publications including this handbook.

To ensure that each student meets the core requirements of the DP, the DP Office works closely with the AHA/CAS entity that offers a wide variety of creative, service learning and sporting activities. Moreover, the DP Office has established close links with the University Counseling Office at the MMS in addition to collaborating with subject teachers, mentors and pastoral departments.

Ultimately, our goal is to create the safest learning environment to each and every student at the same time stretching students' academic potentials and skills.

### **The Learning Enrichment Department LED**

The objective of this department is to provide assistance to students who have problems that are affecting their learning processes and thus, have difficulty adjusting academically. A highly qualified specialist and a team of roughly 25 leaders (**LED** assistants) staff the department. The department is in close contact with the students and their teachers and parents, and remedial academic programmes are formulated in order to ensure that special needs students are fully included and incorporated into their regular classrooms.

**LED** is developing constantly; a full-time speech and language pathologist is continuously offering her services to students in need. In addition, a full program of in-service training takes place throughout the year to improve the teaching skills and strategies of **non-LED** teachers so they may better assist special needs students.

**LED** assists students, their parents, and teachers with the means, know-how and resources to facilitate the learning process. The Learning Specialist and Learning Advocate coordinate efforts with the regular classroom teachers and work closely and continuously with them to create the most suitable environment for **LED** students. This policy applies to all **LED** students from Grades 1-12.

The department serves all **LED** students on an inclusive basis providing the support service inside the classroom according to students' needs.

### **Non-Academic Programmes**

#### **Primary School Award Scheme:**

The **MBS** Award scheme provides students with the opportunity to participate in activities in the areas of:

**M: Mind** (A wide range of extra-curricular activities which include creative thinking in the design and implementation of service projects).

**B: Body** (Expeditions, individual and team sports and physical activities outside the normal curriculum).

**S: Soul** (Commitments made through interaction with, and working for, others by showing respect and consideration).

Through service in the school, neighborhood and community, coupled with the development of physical skills and the nurturing of creativity, the **MBS** Programme seeks to develop the whole child. The programme is designed to meet the needs of Grades 1-5 students and provide an introduction to the ideals of the Amin Hasan Award Scheme, which they will encounter and hopefully excel at starting Grade 6. It covers a five-year period comprising three levels: one, two, and three. In all these three levels, heavy emphasis is placed upon Community Service within and outside the school community, fostering creativity in our students and building healthy minds, bodies and souls.

#### **Aims and Objectives:**

- To provide students with a wide choice of activities.
- To promote the values of participation, cooperation, social responsibility and good citizenship.
- To provide students with the opportunities and skills needed to reach personal goals and aims.

#### **Available to Grades 1-5:**

With a commitment to equal opportunities, the **MBS** Programme is available and encouraged to all students who choose to take up its challenge.

## **Rules and Regulations:**

MBS disciplinary procedures will follow the Primary School Discipline Guidelines. One Incident Report, for whatever reason, will result in the issuing of a red card, which will be reflected in the final MBS result. If the student subsequently earns an Improvement Certificate, the lost point will be restored.

Three unexcused absences from an activity will result in the student being disqualified from continuing to participate in that activity.

## **Certificates:**

In the maintenance of good order throughout the school and the promotion of positive self-esteem, the emphasis is to recognize good work and good behavior, actively seeking to reward students wherever possible.

At the Modern Montessori School, we recognize achievement in its broadest sense and seek to reward not only academic attainment, but also progress, effort and personal and social development.

## **Pastoral Certificates:**

- Attendance
- Punctuality
- Behavior
- Contribution towards the year/tutor group

## **Extra-Curricular Activity Certificates:**

Rewards will be given for excellence and progress in the following areas:

- Competitions (Writing/Reading/Debate) and projects prepared by Subject Coordinators.
- Other extra-curricular activities (Environment Club/Art Club/PE....) prepared by the activity leader.

There are many exciting activities and clubs that students can join that are offered through the Mind, Body and Soul Programme.

## **The Amin Hasan Award (AHA)**

**The Amin Hasan Award**, named after the founder of the Modern Montessori School, was introduced with the fundamental aims of developing and nurturing the following character traits:

- Self-reliance and self-discipline
- Perseverance, commitment and determination
- Initiative and originality
- Respect for body and mind
- Responsibility and loyalty
- Tolerance and respect for others
- Charity and volunteerism

The **AHA** is a five-year programme, split into three levels: Bronze for Grades 6 and 7, Silver for Grades 8 and 9 and Gold for Grade 10. All students are required to complete a specified number of hours per year in each CAS (Creativity, Activity, Service- An IBDP graduation requirement) category. Creativity covers a wide range of artistic activities, outside the curriculum, including creative thinking in the design and execution of service projects. Activity includes individual and team sports and physical education activities outside the

curriculum, as well as a **compulsory** expedition and military camp. Service consists of interaction with and working for others in the community.

In addition, the AHA Personal/Community Project aims to provide students with experience in creating their own community service project. Students have learned to be independent in all aspects, from identifying community needs to planning and executing a solution strategy. The AHA goal in this project is to provide students with experiential learning, whereby knowledge is created through transformation of experience.

A wide range of extra-curricular activities are offered to the students and a challenging expedition is organized for each grade every year. There are compulsory first-aid courses and civil defense workshops arranged for each grade level.

### **Creativity, Activity and Service CAS**

CAS is at the heart of the IB Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the PYP and MYP. CAS is organized around the three strands of creativity, activity and service defined as follows:

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance
- Activity—physical exertion contributing to a healthy lifestyle
- Service—collaborative and reciprocal engagement with the community in response to an authentic need

CAS complements a challenging academic programme in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment** and **enjoyment**.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS program is a journey of discovery of self and others. For many, CAS is profound and life changing. Each individual student has a different starting point and different needs and goals. A CAS program is, therefore, individualized according to student interests, skills, values and background.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes. The CAS program formally begins at the start of the Diploma Program and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed. Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome. Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

### **Model United Nations (MUN)**

The Model United Nations (MUN) is an academic simulation of the United Nations that aims to educate participants about current global events, effective communication, globalization, and multilateral diplomacy.

At MUN, students participate in simulated sessions of an intergovernmental organization (IGO). Participants research a country, take on roles as diplomats, investigate international issues, debate, deliberate, consult, and then develop solutions to world problems.

This activity takes place at MUN conferences (domestically, regionally and/or overseas), which is usually organized by various hosting schools. At the end of most conferences, outstanding delegates in each

committee are recognized and given a certificate; the best delegate in each committee, however, receives a gavel.

## Alumni

The **MMS alumni association** is an **association** of our 1360 (and counting!) graduates or, more broadly, of our former students (**alumni**). The purpose of this **association** is to create a network of likeminded people and professionals, foster a spirit of loyalty and pride, give back to existing students by mentorship and guidance (career and academic) and to promote the general welfare of the school.

## Parent Involvement and Communications

### Visitors to the School

All visitors to the school *must sign-in* on the Visitors Log Book at all main entrances (Gate 2 is the main preferred point of entry for a prearranged meeting with the academic staff, Gate 5 is the main preferred point of entry for the Admissions Department, the Finance Department, The HR Department, the Purchasing Department, and/or Stardust Academy) with their time of arrival, and submit their IDs to the security guard. They will then receive a visitor badge before being allowed to enter and roam around the school. Once parents are ready to leave the school, they must return to the same point of entrance to sign out with the time of their departures, and to return their badges. IDs will be returned once the badges are handed back in. This procedure is done to **guarantee** the **safety and security** of the MMS Campus and our beloved students on our campus *at all times* and we expect and kindly request all parents, and individuals with official business at the MMS, to respect and abide by it. The MMS is your child(ren)'s second home and this policy is to ensure that there is proper supervision and control of all its' entrances.

### Mutual Confidentiality and Consent

- Parents can be assured that confidentiality on the school's part regarding their children will **always be maintained and adhered to**, while MMS parents also share in the responsibility of respecting confidentiality regarding school matters. Legal consequences may result if any MMS staff member, parent or group of parents intentionally harms a student, or the school as a whole, by willful defamation of character.
- Parents are reminded that no school photos or videos should be shared on social media without the consent of the school, as they are considered the personal property of the school.

### Proper Channels of Communication with the School

Effective communication is central to maintaining a positive approach to dealing with student matters. We strive for open and constructive communication between home and school.

Online applications, such as Facebook, Twitter, WhatsApp, Viber, etc. will not be considered an official communication channel between the parents and the school. While the school does dispense information, answers *basic* questions and shares events through social media channels, it is not intended for correspondence about a particular student or other specific individual concerns.

As most communication is increasingly by electronic means, E-School continues to be the most important way of monitoring, observing and checking on a student's progress, assignments, and to check for announcements and activities at the school. **Parents and students must log on to the site regularly and frequently with the log-in ID they have been assigned by the MMS Education Technology Manager at the start of their child(ren)'s enrollment at MMS. We also kindly request MMS parents to keep their contact information up-to-date with the school at all times.**

We also recommend parents to ask their children on a daily basis if they have brought home any paperwork that requires attention or to be signed and returned to the school. For younger students, it is recommended that parents go through their child(ren)'s backpacks and binders daily.

There are proper channels put in place for home-school communication. It is not acceptable for parents to

evade the process by calling the school Chairman directly to air complaints or to try to resolve issues regarding their children, or to ask for exceptions from the Chairman. All students have the right to due and fair process concerning any issues regarding their education and behavior at the school, which is outlined in the Disciplinary Policy and other academic policy documents.

### **Addressing Concerns Related to a Student's Education and Behavior at School**

The Modern Montessori School is required to make every reasonable effort at the school and ministry level to resolve concerns collaboratively with parents. Despite these efforts, when a parent does not agree with a decision related to his or her child(ren)'s educational programming at school, the first step is to talk to the teacher, with approval from, and through coordination with, the relevant Head of School to try to resolve the concern together. If that fails, the next step is to talk to the relevant Year Coordinator (Grades 6-10), and finally, if still not resolved, to the Head of School or the Deputy Head of School.

If a student has a hearing with the **Disciplinary Council**, the student has the right to a process that is **open, fair and timely**. Procedural fairness includes the right to be heard and the right to an *unbiased* decision. The hearing process must be open; that is, all relevant information must be shared with the parents and others involved in the appeal. The disciplinary process must also be timely in completing each step so that the parents and the School Disciplinary Council personnel have time to prepare, yet make sure the process is not delayed unnecessarily. The aim of the Disciplinary Council is not only to make disciplinary decisions, but also to redirect any negative behaviors of the student by encouraging positive, productive choices on his or her part.

### **Parent Teacher Association (PTA)**

The Modern Montessori School Parent Teacher Association is a committee of 11 elected members, acting on behalf of both parents and teachers, to represent their interests in the school.

The association arranges social opportunities to connect parents, teachers, staff and students through special school activities and events that raise awareness of specific issues, increase the involvement in our students' education and help enhance the school experience for all parties involved.

### **Why Get Involved?**

- Investing in your child(ren)'s future
- Getting involved in issues and activities that directly affect your child
- You will be part of the solution, helping make positive changes
- Having a voice in the school and an opportunity to be heard
- Contributing to your child's schooling experience
- Being an active and constructive member in your society, since it is an opportunity to put your skills and hobbies to good use for a worthy cause
- Sharing ideas, concerns and experiences with other parents and educators

### **How Can Parents and Teachers Contribute?**

Parents who have children enrolled at the MMS and members of the staff are always invited and welcome to come to general PTA meetings or volunteer to serve on one of the PTA subcommittees. Their active involvement and participation in MMS PTA activities is very much needed and encouraged. Time commitments can be large or small; they are valuable either way. Dates and times of all meetings and activities are posted on a special PTA board, and on the school's website/e-school.

PTA Elections are held annually to elect new board members for the MMS' Parent Teacher Association. Parents may nominate themselves or other parents of students at the school. Each nominee is given an opportunity to introduce himself/herself at the election meeting and then all parents in attendance vote for one nominee from each section of the school: KG, Primary School, Middle School and Senior School.

- An invitation to all parents will be sent via SMS/e-mail/e-school to encourage their participation in this invaluable opportunity to be involved directly within the school's structure and culture.

## Parents Meetings

Formal parent/teacher conferences are scheduled twice a year, once during each semester, to facilitate open communication between parents and teachers regarding students' progress and wellbeing. Please refer to the school's calendar and e-School for specific dates. MMS maintains an open-door policy, yet kindly requests the meetings to be **scheduled & prearranged** to ensure the intended staff member you wish to meet is available at that specific time. Parents are encouraged to meet with their children's teachers occasionally in order to discuss relevant issues.

## MMS e-School (EduWave K-12)

MMS has a comprehensive e-Learning and Education Platform for Grades 1-12. It helps students and teachers to become more efficient, effective and productive. It is an interactive and enhanced way to improve the students' learning and engagement. MMS e-School goes above and beyond traditional Learning Management Systems (LMS) with tools that allow educators to emphasize individualized learning and the Common Core Standards. Its features includes:

- Learning Enhancement Tools
- Course Management
- Lesson Planning and Instruction Tools
- Evaluation Tools

It provides an easy-to-use suite of Web-based tools to perform the many daily school routines, check marks, deadlines, and other school material and connects students with assignments, worksheets, and each other. E-school also allows parents to enjoy continuous access to the same services to monitor their child(ren)'s progress, student-life, and to check on important announcements concerning the school. We kindly request and *strongly* encourage that parents and students log on to the e-School portals several times a day to always be up-to-date with all school affairs, academic or otherwise.

**Parents and students must log on to the site regularly and frequently with the log-in ID they have been assigned by the MMS Education Technology Manager at the start of their child(ren)'s enrollment at MMS. We also kindly request MMS parents to keep their contact information up-to-date with the school at all times.**

## MMS e-School Features:

### Course Management:

- Course Template
- Learning Plans

### Student Evaluation Management:

- Assessment Management
- Assignment Management
- Online Assessment

### Student Tracker:

- Grade Book, Attendance
- Teacher Remarks

### Communication and Collaboration:

- User Blog
- Discussion Forum
- Chat
- EduSession for web-conferencing
- Notifications
- User Calendar
- To Do List

The e-School has many communication tools which enables the users to interact with each other.

The Student and Parent Portals enable students and their parents to the below features:

- Mail box to send and/or receive messages
- User calendar
- User blogging
- Exams marks and evaluations
- Worksheets and assignments
- Student attendance and records of incidents and disciplinary actions
- Timetable
- Extra-curricular Programmes
- Communication with teachers for any course/activity related tasks
- Bulletin board for latest news and events

Once a student is accepted into the MMS and all necessary payments are made, the MMS Education and Technology department sends the parents separate messages via SMS with the log-in details for each child as well as log-in details for the parents themselves. These accounts will be active for the duration of their time with the MMS and will not change. e-School login credentials should be used to access MMS e-School system. To obtain new credentials, you can contact the Education and Technology Department at [esupport1@montessori.edu.jo](mailto:esupport1@montessori.edu.jo)

### **School Newsletters**

The school has several online and printed newsletters, which include announcements of upcoming events and school-wide activities. The Eagle, an exclusively Senior-School student written and led newsletter, is published online on e-School and the MMS Facebook page several times a year depending on the students' busy schedule and responsibilities.

### **Assessment Sheets**

Assessment sheets for all grade levels will be posted online on e-School upon calculation. Therefore, parents and students are encouraged to log into their e-School accounts whenever possible.

### **University Advising Office**

The members of the University Advising Office (UAO) begin their work with students from Grade 9, introducing university requirements and encouraging students to attain the academic level required and gain the skills necessary to qualify them for prestigious post-secondary institutions around the world.

Grade 10 students are given an orientation about university requirements and the importance of different factors such as grades, recommendations, personal statements, and extracurricular activities; the UAO then meets with each student individually to discuss their career interests, analyze their current achievements and advise them on how to accomplish their personal and professional goals. Academic achievement, internally set subject grade boundaries, Tawjihi equivalence, CAS requirements and IB regulations are all taken into consideration resulting in a personalized set of IB subject choices for each student.

Grades 10-12 are encouraged to benefit from the facilities available in the UAO to learn how to research different careers and universities; they meet with UAO staff to discuss career options and use various websites and references to help research necessary high school preparation, and future job opportunities.

Since English proficiency is required for all universities abroad, the UAO, in cooperation with the British Council, sets up the IELTS exam for students in Grade 11 to sit for in March at the MMS. Students in Grades 10 and 11 interested in applying to universities in the USA and/or American universities abroad are encouraged to sit for the PSAT exam which takes place every October and which is organized and supervised by the UAO. In addition to these, students are advised to register and sit for other entrance exams such as the TOEFL, SAT, SAT Subject Tests, ACT, BMAT/UKCAT and/or LNAT depending on their individual goals. The UAO also helps guide our students and facilitate this.

The UAO organizes visits from university representatives to meet with students from Grades 10, 11 and 12 and informs students and their parents of these visits and encourages all to attend and learn more about these institutions.

In Grade 12, UAO staff help students brainstorm ideas and structure personal statements and university essays as well as edit drafts. Once applications are complete, the UAO revises them to avoid mistakes.

The UAO sets and follows up with deadlines for teachers (grade entries on e-school, submission of teacher forms, recommendations and predicted grades) and students (exam registration, essay and application completion and provision of any necessary supplemental documents). Packages which include the students' transcripts (academic achievements since Grade 9), predicted grades (calculated based on individual achievement) and teacher recommendations (if available) are prepared and sent to the universities that students have applied to either by courier or online, depending on the university requirements, ahead of the set deadline.

Students who have graduated are provided with three (3) inclusive sealed and stamped packages on the day the IB results are released in July to help them complete the process during the summer and/or to make sure they have what is needed if they ever need to re-apply or transfer at a later date. The UAO can also help MMS graduates with this process if an email request which includes all necessary information and payment at the Accounting Department to cover delivery costs is received.

All communication with students and parents is done primarily via e-School. It is the students' responsibility to provide valid email addresses to the University Advising Office.

## **Student Council**

Every year, elections are held at the Middle and Senior School level whereby students from Grades 6 - 11 who are interested in taking part in improving and enhancing the environment at school and being the representative of their peers. The nomination process includes gaining supporters from both the student and teacher population; the campaigning process includes preparing posters that introduce the nominee to the school and its' students, voice and reflect the objectives of the nominee, and finally giving a speech in front of Middle and Senior School students before voting commences. Ballots are distributed to all students in Grades 6-12 on which they individually and confidentially select the representatives and candidates of their choice; the votes are then counted by the Student Council Supervisor and other support staff members and the results are announced by the end of that school day.

The resulting Student Council is comprised of one Class Representative from each grade level (6 to 11), and five main positions; President, Vice President, Media Officer, Treasurer and Secretary. The MMS Student Council meets at least once a week throughout the year to discuss issues of importance to the students, and to organize various events. The President and Vice President then meet with the Head of Senior School to relay this information, and follow up on strategies suggested by the council.

## **Other Services and Facilities**

### **Textbooks and Supplies**

Books and supplies can be purchased from the school's Finance Department during a specified time period that will be communicated to parents and students at the end of each school year.

### **Yearbook**

The MMS Yearbook is published annually to record, highlight, and commemorate our students' involvement in all of the school's activities, contests, competitions, festivals and graduations. Special emphasis, of course, is placed on the Graduating Class as it will undoubtedly always be a reminder of the end of their school years before embarking on to University life, their adult life and careers.

### **Cafeteria**

The school offers healthy and diverse food options to its students and staff with all meals prepared and cooked daily in the MMS Cafeteria's kitchen. The MMS Food Service Manager aims to meet all dietary requirements for balanced nutrition and healthy living when selecting meals and menu items for the school. Keen attention is also paid to ensuring that cafeteria staff always adhere to proper hygiene, food sanitation guidelines and practices.

### **Library**

The Primary, Middle and Senior School each have their own library, that are staffed by a team of highly qualified librarians and library assistants and which serve as a great resource center for students. Each student is given an ID card that allows him or her to borrow easily through the electronic system implemented at the school on a weekly basis. In addition to the many English and Arabic books in the library, access is provided to unlimited online resources and texts. To further encourage reading, the library holds a book fair twice a year, which is open to staff, students and parents. The MMS cooperates with other public libraries in Jordan such as Abdel Hameed Shoman Foundation, where the school has a membership that gives students access to additional resources.

In keeping with the Montessori philosophy to nurture a love of learning in children, the library is a key resource in helping MMS students to acquire knowledge and to develop a passion for the written word.

### **Medical Clinic**

The medical clinic at the MMS is staffed with full-time doctors and two full-time nurses for the treatment of illnesses, mild injuries and minor incidents or emergencies. Students who are hurt or ill while at school are treated and kept as safe and comfortable as possible in the medical center until their parents or guardians arrive to take them home or until they are well enough to return to class.

Each section of the school has procedures put in place for notifying parents if their child(ren) has been sent to the Medical Clinic. All parents are strongly encouraged to fill out and return the Student Medical History Form. This form should list all medical needs, allergies, conditions or concerns of a student, and will be kept in the Medical Clinic for reference confidentially.

A convenient service offered by the school's medical clinic is providing vaccinations as suggested/required by the Ministry of Health, according to the National Jordanian Vaccination Program, and carried out upon parental consent. Routine screening examinations for vision, height and weight are performed on students in grades 1, 4, 7 and 10 and parents are informed of any abnormalities found at these crucial growing stages following the school examinations.

### **School Bus Transportation**

All bus drivers are licensed and have special bus driving certifications. With the safety of students being, the school's top priority, bus supervisors are equipped with cell phones so they can be in constant contact with the school regarding any delays, changes in road conditions and the welfare of passengers. Under no circumstances, are drivers permitted to use a phone while driving. Cameras are also installed inside all MMS buses to ensure the safety of our students at all times. In addition, the buses are monitored by a satellite (GPS) system 24/7, and the school is continuously updating its technology to provide the safest transportation possible. Students are closely monitored on the buses and are expected to be well behaved and respectful so as not to distract the bus driver or infringe on the rights of their classmates. Students must abide by the rules and regulations of the MMS Disciplinary Policy related to bus transportation.

It is important to note that students are not allowed to go home with fellow classmates on their buses. They must either be picked up at the school by their parents or drivers, or must take their regular school bus home.

### **Athletic Facilities**

The Montessori philosophy advocates, among other things, the development of the body as well as the mind. Athletic activities, therefore, play an important role in preparing students of all ages physically, morally, psychologically and socially. Sport is an oasis for spending valuable time and instilling high values in your youth and preparing them for life, fortified with experience and competitive spirit. We distinguish ourselves from others with our various school facilities:

The Sports & Recreation Complex includes:

- **Indoor Facilities Include:**
  - Handball Court
  - Football Court
  - 4 Basketball Courts (1 Large FIBA specification)
  - 2 Volleyball Courts
  - Gymnastics Hall
  - Taekwondo Hall
  - Semi-Olympic Swimming Pool
  - 3 Dancing Halls
- **Outdoor Facilities include:**
  - 4 Soccer Fields
  - Basketball Court
  - Volleyball Court
  - Handball Court
  - 2 Tennis Courts

**Other facilities around campus:**

- Fully Equipped Classrooms
- Fully Equipped Laboratories
- Exam Halls
- Multi-purpose Halls
- Visual Art Studios
- Dancing Studios
- Music Halls
- Recording Studio
- The MMS Tech Hub
- The IBDP Student Lounge
- The IBDP Student Affairs Wing
- The MMS Research Laboratory
- The 300-seat “Late Laith Bustami” MMS Theater

**Students are expected to use school facilities responsibly at all times. The consequences for any infringements and/or vandalism are outlined in the MMS Disciplinary Policy**