



Learning Alliance International



Diploma Programme

Student Handbook

Welcome

A warm welcome to all LEARNING ALLIANCE INTERNATIONAL DP1 students! By now it is apparent that you have embarked upon an exclusive international course of study that will facilitate you in becoming principled thinkers, knowledgeable inquirers, open minded communicators and balanced, caring, reflective risk takers. The aim of the IB Programme is to develop internationally minded people, who recognize their common humanity and shared guardianship of the planet we live on, through intercultural understanding and respect.

The purpose of this handbook is to outline the expectations LEARNING ALLIANCE INTERNATIONAL places on a student of your calibre. It is essential that you read the information herein very carefully. General information will also be placed on our website and you and your parents are required to read this too. The information herein is not only school based but includes the general regulations as prescribed by the IBO for the Diploma Programme. This document then becomes a vital one to which you can refer for any query you might have.

Of course, should you have any further query or need for discussion, please do not hesitate to contact the School office at info@learningalliance.edu.pk or dp@learningalliance.edu.pk

Learning Alliance International Mission Statement

“LEARNING ALLIANCE INTERNATIONAL is committed to developing the students as a whole, not only the intellect but also the personality by empowering them to become confident and competent lifelong learners. Our goal is to inspire our students to evolve into responsible, compassionate and dynamic citizens of the global society.”

Established in the late 1960s, with its first full year of operation in 1970, the Diploma Programme was originally designed to cater for the educational needs of globally mobile students in international schools. It was developed as a deliberate compromise between the specialization required in some national systems and the breadth preferred in others, without bias towards any particular national system.

The general objectives of the IBO were to provide students with a balanced education, to facilitate geographic and cultural mobility, and to promote international understanding through a shared academic experience. From its inception, the development of the IB Diploma Programme was based on three fundamental principles:

- The need for a broad general education, establishing the basic knowledge and critical thinking skills necessary for further study
- The importance of developing international understanding and citizenship for a more peaceful, productive future
- The need for flexibility of choice among the subjects to be studied, within a balanced framework, so that the students' options could correspond as far as possible to their particular interests and capacities.

IB Learner Profile:

The IB learner profile is the IBO mission statement translated into a set of learning outcomes for the 21st century. The attributes of the profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the Diploma Programme and, therefore, the culture and ethos of all IB World Schools.

The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. The attributes and descriptors of the learner profile define the type of learner the IBO hopes to develop through its programmes.

IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness, the IBO espouses the principle of educating the whole person for a life of active, responsible citizenship. Underlying the IB programmes is the concept of education as a lifelong process and the person as a lifelong learner.

As a key cross-programme component, the learner profile will become the central tenet of the IB programmes and central to the definition of what it means to be internationally minded. Thus, the IBO is placing the focus for schools where it belongs: on learning. It is not intended to be a profile of the perfect student; rather, it can be considered as a map of a lifelong journey in pursuit of international-mindedness. It places the learner firmly at the heart of IB programmes and focuses attention on the processes and the outcomes of learning.

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.

IB learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Programme of Study

The IB offers a number of advantages over other recognised courses of study; it is internationally recognised and preferred and has now begun to gain steady recognition within Pakistan. The 'core' provides you with additional skills and attributes that universities want, such as high level critical thinking skills. You should, however, speak with the DPC and Career Counsellor before making your final decision regarding subjects.

When making a decision regarding IB courses, you should keep in mind what future courses or careers you might like to take. One of the advantages of the IB is that through taking six subjects you can keep a very open mind; however, it allows you to specialise based on your future aims (e.g. engineering, architecture). You will also need to think about where you might like to study at university. Different countries have different entrance requirements; some of your choices will require thorough research as the admission requirements are complicated. You should research whether your chosen combination of subjects will allow or prevent you from reaching your university of choice. During the options process the Career Counsellor and the DPC will be on hand to help with this. You will have two weeks to decide on your subject choices in DP1, after this time no subject changes can be entertained.

The IB Diploma model:



To be eligible for the IB Diploma, you must take six subjects, with one subject from each of the groups in the DP curriculum:

Group 1 – Studies in Language and Literature

Group 2 – Language Acquisition

Group 3 – Individuals or societies

Group 4 – Sciences

Group 5 – Mathematics

Group 6 – The Arts (Alternatively, you can take a second subject from group 1- 4)

Three of these subjects must be at Higher Level (HL) and three must be at Standard Level (SL). You can opt for a fourth HL subject, however; this needs to be discussed with the DPC and Career Counsellor.

Additionally you complete what is known as the IB core:

A 100 hour course in *Theory of Knowledge*

A not more than 4000 word *Extended Essay* on a topic of choice

An enjoyable and challenging *Creativity, Activity, Service* experience

The core contributes to the strength and success of the IBDP. Through your involvement in these components of the course you will develop skills which set you apart from other students when you progress to university or college.

The core elements:

Theory of Knowledge (TOK)

The TOK course, a flagship element in the Diploma Programme, encourages critical thinking about knowledge itself, to try to help young minds make sense of what they encounter. Its core content is questions like these: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge? At the centre of the course is the student as knower.

Students entering the Diploma Programme typically have 16 years of life experience and more than 10 years of formal education behind them. You too have accumulated a vast amount of knowledge, beliefs and opinions from academic disciplines and your lives outside the classroom. In TOK you have the opportunity to step back from this relentless acquisition of new knowledge, in order to consider knowledge issues. The course encourages you to share ideas with others and to listen to and learn from what others think. In this process your thinking and understanding of knowledge as a human construction are shaped, enriched and deepened.

The Extended Essay

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects - normally one of your six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides you with an opportunity to engage in personal research in a topic of your own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. Completion of the written essay is followed by a short, concluding interview, or viva voce, with the supervisor.

Creativity, Action, Service (CAS)

Creativity, action, service is at the heart of the Diploma Programme, it involves all IBDP students at LA in a range of activities alongside your academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

- Creativity: arts, and other experiences that involve creative thinking.
- Action: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.
- Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

All proposed CAS activities need to meet these four criteria:

- Real, purposeful activities, with significant outcomes
- Tasks must provide personal challenge and be achievable in scope
- Thoughtful consideration, planning, reviewing progress, reporting
- Reflection on outcomes and personal learning

It is also essential that CAS activities do not replicate other parts of your Diploma Programme work. Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed but you need to document your activities and provide evidence that you have achieved eight key learning outcomes.

DP Subjects at Learning Alliance International:

Group 1 Studies in Literature and Language	English A, Language and Literature	(HL/SL)
	Urdu B, Literature	(SL)
Group 2 Language Acquisition	French (ab initio)	(SL)
Group 3 Individuals and societies	Economics	(HL/SL)
Group 4 Sciences	Chemistry	(HL/SL)
	Environmental Systems and Societies	(SL)
	Physics	(HL/SL)
Group 5 Mathematics	Mathematics	(HL/SL)
	Mathematical Studies	(SL)
Group 6 The Arts	Film	(HL/SL)

Subject Options (Engineering)					
English A (SL)	French (SL)	ECO (SL)	Physics (HL)	Mathematics (SL)	Film (SL)
English A (HL)	(ab initio)	ECO (HL)	Physics (SL)	Mathematics (HL)	Film (HL)
Urdu A (SL)			ESS (SL)	Maths Studies (SL)	Chemistry(SL)
					Chemistry (HL)
Subject Options (Business)					
English A (SL)	French (SL)	ECO (SL)	Physics (HL)	Mathematics (SL)	Film (SL)
English A (HL)	(ab initio)	ECO (HL)	Physics (SL)	Mathematics (HL)	Film (HL)
Urdu A (SL)			ESS (SL)	Maths Studies (SL)	Chemistry(SL)
					Chemistry (HL)
Subject Options (Architecture)					
English A (SL)	French (SL)	ECO (SL)	Physics (HL)	Mathematics (SL)	Film (SL)
English A (HL)	(ab initio)	ECO (HL)	Physics (SL)	Mathematics (HL)	Film (HL)
Urdu A (SL)			ESS (SL)	Maths Studies (SL)	Chemistry(SL)
					Chemistry (HL)
Subject Options (Arts)					
English A (SL)	French (SL)	ECO (SL)	Physics (HL)	Mathematics (SL)	Film (SL)
English A (HL)	(ab initio)	ECO (HL)	Physics (SL)	Mathematics (HL)	Film (HL)
Urdu A (SL)			ESS (SL)	Maths Studies (SL)	Chemistry(SL)
					Chemistry (HL)

**These subject combinations are recommendations, alternative subject options may be discussed with the DPC and Career Counsellor*

Internal and External Assessment

All IB courses, HL and SL, are graded using the IB's seven point scale: 1 being very poor and 7 being excellent.

If you choose an IB certificate, the points you will be awarded will be determined by what subjects you choose. However, you must take six subjects for the Diploma, meaning that a total of 42 points is on offer. Plus, you can achieve up to three additional points for completion of TOK and the EE (CAS is not graded, but completion is required for the award of a Diploma). This means that you can achieve a maximum of 45 points.

In general, in order to be awarded the IB Diploma, you will need to score 24 points in total and complete the 'core' to a satisfactory standard. The full requirements for a Diploma are:

24-27 points

- You have scored at least 2 points in every SL subject;
- You score 2 points in no more than one SL subject;
- You have scored at least 3 points in every HL subject;
- You have no more than three subjects scored at 3 or below;
- You score at least 12 points for your HL subjects combined;
- You score at least 9 points for your SL subjects combined;
- All CAS requirements have been met;
- You have been awarded a Grade D ('Mediocre') or above in both TOK and the EE;
- You have not been judged guilty of any malpractice.

28 points and above

- You have scored at least 2 points in every SL subject;
- You score 2 points in no more than two SL subjects;
- You have scored at least 2 points in every HL subject;
- You score 2 points in no more than one HL subject;
- You score at least 11 points for your HL subjects combined;
- You score at least 8 points for your SL subjects combined;
- All CAS requirements have been met;
- You have been awarded a Grade D ('Mediocre') or above in either TOK or the EE; the other result must be an E ('Elementary').
- You have not been judged guilty of any malpractice.

Reports Schedule

Students receive 4 reports throughout the school year. The first (October) and third (March) report cards outline student progress while the second (January) and fourth (June) report term achievements in each Diploma Programme course. The term achievement marks will also appear on official transcripts for university applications.

The report cards will be uploaded to the student web portal and a text message will be sent to parents when the reports are live for viewing.

In all four reports, students are assigned grade levels based upon their progress towards meeting academic learning objectives and benchmarks. All subject teachers will also provide anecdotal comments of student behaviour and progress within their subject. Anecdotal comments will also be made regarding progress in the Theory of Knowledge class and Extended Essay components. The IB's Internal Assessment work may also be included in this mark.

All IB DP courses require both Internal (IA) and External Assessment (EA). Internal Assessments will be assessed by Learning Alliance International DP faculty following IB issued guidelines and moderated by IBO. External assessments are developed by the IB and assessed externally. The combination of these two assessments will result in an IB grade of 1 to 7, issued by the IBO in July of the graduating year. The school will not report these grades on report cards or transcripts, with the exception of an 'Official Predicted Grades' form created in April of the graduating year for the purpose of university application.

Roles and Responsibilities Pertaining to Assessment

Students

- Successfully complete all diagnostic, formative, summative, standardized, and end of course assessments
- Strive to achieve characteristics indicated on the IB Learner Profile
- Meet deadlines for classroom assignments, initial and final drafts for IB assessments
- Follow deadlines as outlined on the IB assessment calendar
- Maintain relationships with Extended Essay and CAS supervisors
- Develop study skills and time management skills to maximize potential for student success
- Assume responsibility for learning by being proactive in seeking help, monitoring their progress on the Student Portal, and reflecting on the strengths and weaknesses revealed through class assignments and assessments
- Earn a minimum grade of C in testing classes in order to take the IB exams for those subjects
- Understand and adhere to all requirements for academic honesty as outlined by the Academic Honesty Policy

Parent

- Discuss assignments and assessments with students frequently to show support and encourage achievement
- Contact the DPC if questions or conflicts arise so the school may have the opportunity to address the issue in a timely manner
- Attend all IB parent meetings to track student progress
- Ensure that information needed for exam registrations is correct and on time.

Academic Honesty

Students are encouraged to understand and value Academic Honesty, and appreciate that learning cannot be accomplished without due process. Our school envisions that students will value that process and arrive at authentic knowledge and use it productively. To this end, students must:

- Embrace the process of inquiry and appreciate its development over time to arrive at genuine learning
- Use information as a tool and reflect into deeper and meaningful action
- Use the power of technology as an aid to collaborate in productive ways

Academic dishonesty and malpractice - Definitions

According to the Principles into Practice guide, malpractice is defined as “behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.”

Malpractice includes:

1. Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate’s own. Plagiarism is a serious academic offence that carries severe penalties which may also include non-achievement of an IB Certification. Even material that has been paraphrased in the student’s own words is considered plagiarized material unless proper credit or reference is given.

There are three types of plagiarism that the students must be aware of:

a) Direct copying of significant amounts of material without paraphrasing or giving proper citations and reference. This includes cutting and pasting from web source and/or copying directly from a book. b) Using large sections of material (sentences or even phrases) of uncited, copied wording combined with your own words. c) High dependence on sources, phrasing in a manner that is not allowed by the task given, such as rewriting a paragraph in your own words but evidently only using the ideas and the structure of the source you are using.

Some examples of plagiarism include the following:

a) Copying answers to Math homework from a class fellow or a friend during group study b) Cutting and pasting material off the web sources and using it in a speech or essay c) Having a tutor edit and/or rewrite parts of your work d) Having an outside source build a model e) Repeating the exact words in work used by your teacher given in class (verbally or in writing) f) Pasting pictures in your research assignments without citing or giving reference to the original source for Art

2. Collusion: this is defined as supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another. Collusion is also a serious academic offence. Examples of collusion include the following:

a) Giving a friend in the same class a copy of the homework b) Allowing your essay or assignment to be copied c) Telling a student what material appears on a test d) Hiding the truth from a teacher when you know someone is cheating.

It is important to note that collaboration is different from collusion. Ideal collaboration occurs where a group task is divided and equal contributions are made. Students are asked to collaborate within a group; for e.g. a science lab where the group collects and shares data. In this case; however, this shared data should lead to the production of an individual and unique piece of work. Students are required to collaborate on the Group 4 project.

3. Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements and therefore constitutes malpractice. (Adapted from Diploma Programme: Academic Honesty -2011)

4. Unfair practice: Any other behaviour that gains an unfair advantage for a candidate or which affects the assessment results of another candidate (for example; taking unauthorized material into an examination room, misconduct during an examination, disclosure, falsifying a CAS record or receipt of confidential information about examinations, obtaining unauthorized access to examination material, the use of a calculator or other means of arriving at an answer when this is precluded in the syllabus/component, disruptive behaviour in the examination room, failure to abide by the instructions of an invigilator, impersonation of another person or forgery of their signature, failure to abide by the conditions of supervision designed to maintain the security of the examinations, the inclusion of offensive or obscene material in scripts or coursework) also constitutes malpractice. (Adapted from the IB Handbook of Procedures/DP: Academic Honesty 2011)

Consequences of Unacceptable Behaviour

1. In the event that a teacher discovers or learns of an incident of academic dishonesty, even if it seems minor, the incident will be reported to the DPC.

2. The DPC will maintain confidential records of all such incidents and will make these records available only to the relevant decision makers in any subsequent incidents involving the same student.

3. The parent or guardian of the student will be notified of the incident, and in some cases will be asked to meet with teachers and/or administration. In all cases where a student is accused of academic dishonesty, the student will have the right to be heard and understood. If a student wishes to appeal the decision of a teacher, they may request to have a teacher within the same discipline review their work. Any further appeals may be made to the principal.

In the event that malpractice is committed on more than two occasions, any Learning Alliance International teacher writing references for colleges or universities, to which the student is applying, will note the malpractice in their reference.

Internal Sanctions

Teachers and administration will consider the number and nature of offences in determining which measures may be appropriate. Such measures may include:

- being required to redo the assessment task (with or without a mark penalty)
- receiving a zero grade on the assessment task
- being required to receive academic and counselling services
- removal from the course in which the incident occurred
- no grade awarded for the IB subject in question (if applicable)
- removal from the IB program (if applicable)
- expulsion from the school, and/or
- other measures as deemed appropriate

External Sanctions

According to IBO:

- An IB certificate may be withdrawn from a candidate at any time if malpractice is subsequently established.
- If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject concerned. No IB certificate will be awarded to the candidate. (Academic Honesty: guidance for schools)

Responsibilities of the Student

Students must understand that:

- They are responsible for their work. Hence, they must ensure it is clean of any form of malpractice.
- They have to follow the Academic Honesty Policy; therefore, they must ensure that they are aware of all the guidelines of Academic Honesty.
- They are required to fully acknowledge the work and ideas of others by citing all references.
- They are expected to review their own work using Turnitin. Failing to do this may result in an accusation of plagiarism or a refusal to the work
- They are expected to follow deadlines so as to allow time for revision of work
- Once they sign off on the Official IB DP coversheet, indicating the authenticity of the work submitted there is no opportunity to resubmit different work.
- They must be aware that teachers have the right to refuse to sign the cover sheet if they believe the work submitted is not authentic. If ownership is not proved to the teacher's satisfaction the DPC will accept the teacher's decision.
- The onus and burden of proof rests with the student to disprove any allegation of dishonesty.

How students make sure they are not plagiarizing material

- Students should honestly and accurately acknowledge references in the body of their work and/or in a bibliography at the end for each piece of material used.
- All material from web sites and email messages, or any form of electronic media is treated the same way as books and journals.
- Use of Turnitin as directed by the RR In-charge
- Use of quality tests like CRAAP to ensure that sources of information are relevant and authentic.

Homework and Research

The function of homework is to help students prepare for classes, and develop the skills of organization, time management, independent responsibility, self-direction and self-discipline. Long-range assignments such as reports and projects take careful planning and organization on the part of the student.

Parents are encouraged to assist in monitoring student progress toward the completion of the assignments, but should not do the students' work for them. Parents can be most helpful to their children by providing a routine time and a place that is conducive to undisturbed study. Students can seek help in developing more effective study skills from their teachers and/or counsellor.

The nature of the homework will vary but it can be assumed that students will always be required to be reading set texts in preparation for lessons and reading around all of their subjects as a matter of course. Getting work done on time requires careful planning, organization, determination, and self-discipline. These qualities are important in the later working-careers of students and in their personal lives. To promote the habit of punctuality, while recognizing that difficulties can arise, our policy is that:

- All assignments are due by the deadline set by the teacher (Diploma coursework or any other assignment).
- IB Diploma deadlines are placed in the school's Assessment Timeline and made available to the parents.
- Students who anticipate having difficulty meeting a deadline must see the teacher well before the due date to discuss a possible extension.
- Students with an absence for the day that an assignment was due should hand in the assignment by email where possible. They are also responsible for finding out what new assignments there may be and when they are due.

Conducting research is an extension of regular daily school work and a requirement for all courses. Regular research sessions are scheduled within the timetable and it is mandatory that students utilise this time in the Resource Room.

Uniform

Attire and appearance must be given utmost attention. Students must attend school dressed in appropriately sized and clean uniform. The dignity of the school uniform must be maintained at all times, on and off campus.

Students may dress in coloured clothes if they attend school on Saturdays. They must, however; follow the school dress code at all times. Students who do not adhere to the dress code outlined below will be sent home if their appearance is deemed inappropriate.

Dress Code:

General:

- No Jewellery or make up may be worn
- Hair must not be dyed or highlighted
- There must be no visible body piercings or tattoos

Boys:

- Hair must be trimmed short and well kempt
- Trousers must not be worn below the waist

Girls:

- Hair must be tied up and well kempt
- Shirts must be at least mid-thigh length or longer

Saturdays:

All rules for weekdays apply to the Saturday dress code, in addition:

- Girls may not wear short T-shirts or tops
- Boys may not wear shorts or Bermuda pants

Attendance and Leave of Absence

Regular school attendance is a vital aspect of scholastic achievement. Unnecessary absence and tardiness is not tolerated. Attendance in all classes and tutorials is mandatory for all students.

Students may only avail casual/sick leave according to the number of days mentioned below:

DP1 and DP2 - 10 Days in the Academic Year

Unapproved leave and exceeding the minimum attendance requirement may incur one or more of the following penalties:

- A Rs.300/day fine included in the tuition fee bill for the next term
- Not be permitted to sit their Final Examinations, have their Result and or other Official Documents withheld
- Have their name struck off the enrolment list

In the case of withdrawal, the fine will be deducted from the child's security

Leave of Absence Applications

A parent or guardian may apply for leave of absence by sending in a written application. If applications are accepted, leave may be granted. Submission of an application does not guarantee approval.

Unapproved Leave

- Absence before or after scheduled school or public holidays.
- Family events, immigration or visa purposes.
- Absence during Mid-Year Examinations (CIE stream), Term/Internal Assessments (IB) or Final Examinations (CIE + IB).

Students who do not attend school on the opening of school after any holiday, irrespective of any pending casual/sick leave will be levied a fine for the day(s) they remain absent.

Approved Leave

- Any leave taken within the annual leave quota allotted to each student.
- Any leave under extraordinary circumstances that have been approved in writing by the school administration.
- Any extra days that exceed the allotted quota will be categorized as Unapproved Leave (see below).

Medical Leave

Any leave taken for more than one day on medical grounds, supported by a medical certificate.

The School Board reserves the right to approve or disapprove the credibility of medical documentation provided.

It is the responsibility of a parent/student to complete all missed class work covered during leave of absence.

Punctuality and Daily Attendance

- Students may attend classes according to their respective timetables. However, it is mandatory for all students to attend the EE and CAS sessions after 4pm. The day(s) and time will be provided in the timetable. Attendance will be marked.
- Students who have longer gaps between classes are welcome to use the facilities provided, to complete their assignments in the Resource Room or indulge in Sports Activities.
- Students are required to be in class on time. Students coming in 5 minutes past class time will not be allowed in class.
- Habitual tardiness may be subject to detention time.
- An SMS text will be sent by the School Office on a daily basis to parents regarding their child's missed classes or tardiness.
- In the event that students are not able to continue their classes for reasons of illness, once they have come to school, they must not leave school without first informing the School Office. The School Office will issue a Gate Pass that they will then use to exit the school.

Cutting Class

Students are encouraged to attend all their classes. Cutting class or truancy is strictly prohibited whether it is missing classes while being present in school or intentional unauthorized absence from compulsory classes. An SMS will be sent to a parent if a student has missed any class. Parents are to take serious note of this and ensure that student attendance is not compromised at any cost.

All students who choose to cut classes will be subject to one or a combination of the following penalties:

- Detention
- Verbal/Written Warning
- Suspension
- Persistent transgressions may result the student being issued a request for mandatory withdrawal.

Radio Frequency Identity Cards

DP students are issued RFID cards which authorize a valid entry to the school premises and enable the school to maintain a computerized attendance record. Students are therefore, required to swipe/use their cards upon entry to and exit from the school. Students are also required to carry this card when they are representing the school at external events.

Lockers

Personal lockers are assigned to all DP students for safe keeping of books, stationery, sports gear etc. Students are responsible for all items kept in their lockers and are strictly advised not to store items that have been mentioned as prohibited in this policy manual.

Parents are informed that there will be random checking of lockers and the students will face strict consequences for storing any prohibited items. In case the key of the assigned locker is lost, a new key will be provided with extra charges.

Lost and Found

Students are responsible for their belongings and the school will not be held responsible for any damage to or loss of items. Lost and found items should be brought to the Administrator's notice. Students who lose articles should inquire in the office to see if it has been turned in. The student/parent will have to sign a retrieval slip. Unclaimed items will be sent to a charity organization after one semester.

Cafeteria and Snacks

Students may bring a snack to school or use the cafeteria on campus. The school has its own cafeteria /canteen facility and students must abide by rules. No food or drink other than water is allowed during class time. Students are not allowed to eat in class rooms, corridors, library and laboratories.

Social Networking

Students are attracted to many social networking websites where they can post comments, videos and pictures. Complete sense of responsibility and respect for fellow students, staff and the institution must be kept in mind.

Students are not allowed to post any inappropriate and defamatory content about any other individual that may have any personal, social or legal consequence. Photographs taken during any of the school activities, outdoor or within the campus are strictly prohibited from being uploaded on social websites without being individually approved by the school administration.

Students/parents are strictly prohibited from adding/inviting any of the teaching or/and administrative staff on their personal friends list or to have any communication with the staff via email, chat rooms or any form of social networking unless it's through the school's monitored network.

Communication with Parents/Guardians

LEARNING ALLIANCE INTERNATIONAL operates as a community and a strong communication with the parent body and vice versa is considered essential. Therefore, it is absolutely necessary that all contact information such as residential address, e-mail and contact numbers be regularly updated with the school office.

Parents are advised to check their e-mails and SMS daily. Please note that the SMS services do not receive messages in response. Parents are encouraged to communicate with the school authorities via e-mail at info@learningalliance.edu.pk.

Except in an emergency, students will not be allowed to use the telephones in the office. If need be, messages may be taken and the students will be duly informed. Parents are not allowed to call school staff on their personal phone numbers.

Parents must inform the school in writing if they travel out of the city and also confirm who the school may contact in their absence, if the need arises.

Communication

Preferred mode of communication for all official matters is email. Students will be issued an email address from the school and must check it at least once a day. They should also use the same email addresses for all communication regarding co-curricular activities.

School Office Hours

The school office remains open from 8:00 a.m. - 3:30 p.m. Monday - Thursday and 1:30 p.m. on Fridays. It is also open on Saturdays from 10:00 a.m. - 2:00 p.m. Parents may contact the school office for general queries via phone or email at info@learningalliance.edu.pk. All requests for leaving certificates, visa letters, and/or recommendation letters must be made in writing or emailed to the school office. The school office may take up to 3 working days to fulfil such requests.

Visitors

Parents or guests are requested to take prior permission from the Administrator's Office before visiting the school premises and/or classrooms. The school does not entertain any requests for casual visits. Students are not allowed to bring visitors to school without prior approval. All visitors to the school must be appropriately dressed and wear a visitor's badge.

Presents/Tips/Gifts

Giving presents to teachers or tipping the custodian staff by students or parents is strictly prohibited. The management reserves the right to take appropriate action. If on any occasion, the need arises for tipping the custodian staff, all items (money, clothes, food etc) must be deposited with the school office and a receipt obtained. The office will then distribute the items accordingly.

Birthday Celebration in School

Birthdays may be celebrated with class fellows in the school. The school guidelines permit only a birthday cake to be brought from outside. The school office must be informed in advance. No class must be disturbed or missed during this time.

Distribution of Flyers and Literature

Students and parents are not allowed to distribute any printed material, pamphlets or flyers to market any product or services unless they have prior approval from the School Office.

Traffic Rules

Parents/students should make sure that they follow the traffic rules laid down in this handbook. These are in place to ensure a smooth traffic flow. Parents/students should also ensure that their drivers follow the rules as well. Failure to do this will result in strict action by the school office.

Observe traffic flow. Wait in a queue to drop your child in front of the assigned school gate or the designated parking area. If need arises, park your car along the assigned area only.

Please note that parking is at owner's risk. School does not take any responsibility for vehicles parked in the assigned areas. Do not blow horns in the vicinity. Do not block neighbouring entrances.

Drivers must be strictly instructed to adhere to traffic regulations as directed by the school staff. It is noted that drivers have little regard for these rules and school guards, such unruly behaviour results in disarray of traffic.

No armed guards accompanying students will be allowed to get off their personal vehicles. Engaging in arguments with school security staff is not appreciated.

DP Students who are of age are allowed to drive to and from school. Students are not permitted to indulge in under age driving.

Security and Emergency Procedures

The school employs Special Service Group (SSG) Commandos and trained security guards to provide maximum security to our premises. No weapons are allowed on the school premises. Guards may frisk search gentlemen and drivers. Ladies in hijab may be requested to step aside for identification by a female supervisor. There are surveillance cameras and fire extinguishers installed all over the campus. The security guards may request for confirmation of identification and the School Management reserves the right of admission and may decline request for entry.

Planned evacuation or lockdown drills are conducted on Saturdays with the school staff and surprise drills may be conducted any time during school hours. The staff members are updated with emergency procedures and equipment. They are also familiarized with first aid procedures and dealing with emergency situations. The school takes extra precautions to ensure the safety and security of all children. However, the management does not take responsibility for any untoward or unforeseen incident.

Emergency Equipment and Facilities

- Fire Extinguishers
- Smoke Detectors
- Shatter proof glass on all windows/doors

- Multiple Staircases
- Steel Ladders in all sunken areas
- Regular, Planned, and Surprise Drills
- Evacuation & Lockdown Drills
- Clearly defined fire exits
- Emergency alarms
- Surveillance, CCTV cameras and checks at entry points

The School Administration regularly carries out both evacuation and lockdown drills.

Evacuation

An Evacuation would be carried out in case of fire, earthquake, or an event in which the school building is considered unsafe for people to stay in.

Lockdown

A Lockdown would be implemented when persons with firearms or weapons come near the school campus, fire gunshots near the campus, or if there is an incident involving dangerous persons that are within a short vicinity of the school premises. These are just examples and are not absolute situations that will occur.

SMS Alert

In case of an emergency situation, we will inform you through our SMS service on your priority number and expect you to follow directions in a calm and organized fashion.

Feedback and Suggestions

LEARNING ALLIANCE International has an open door policy and a very receptive attitude for all advice and concerns from the parent and student body. You are welcome to send your feedback through e-mail or in writing to the school office.

Anonymous letters will not be entertained. The Principal and the entire administration are committed to constantly improving the standards and your participation is valued and appreciated. Your comments will not in any way reflect on your child and will not affect the professional relationship the management would like to maintain with its parent body. However, there is no room for harsh statements, verbal complaints or threats by parents to any of the school staff.

Medical Policy

The school campus has a full time Doctor on duty during school hours to deal with minor ailments and first aid. However, the school's priority is always to inform the parents in case a student is unwell or has an accident. In the event that the parents cannot be reached, the emergency contact given at the time of admission will be contacted automatically. The school, however, is obliged to report in writing to the person collecting the student with the details of the ailment/injury and the first aid administered.

In any serious medical emergency, the school administration may take upon itself to rush the student to a recognized emergency hospital and contact specialized doctors and or administer lifesaving drugs. The hospital bill will be charged to the parents. No student is allowed to come to school with fever or any contagious disease. Parents should make sure that such incidents do not occur as they jeopardize the health of other students as well as the faculty. The school reserves the right to request a medical certificate whenever it considers it necessary.

Code of Conduct

Students are expected to conduct themselves in a dignified manner and maintain the decorum expected of them at all times, inside or outside school. The school environment is created to nurture each student's emotional, psychological and academic growth. Therefore, students must respect the school's code of conduct.

Fighting

No student may be party to threats or intimidation of any kind against the school or their peers. Fighting or causing others to fight is specifically prohibited in school and at all school events, in and out of the school campus. Fighting is deemed as taking part in a physical or verbal struggle. Fighting is not an acceptable alternative to dealing with disagreements among students. Students are encouraged to seek help from a counsellor, teacher or an administrator if a problem arises. Fighting endangers the health and safety of students and disrupts the proper order of the school. Violation of this regulation will result in suspension or immediate expulsion.

Racism

The school has a deep commitment towards providing a safe, secure and tolerant learning environment in which all students feel valued and respected. Respect and understanding of cultural diversity within the school and its community is actively promoted. Racism can be based on religion, ethnicity, culture or social background. The school takes prejudice very seriously and will take appropriate action to combat any incidents deemed to be racist in nature.

Inappropriate Language

The definition of bad language is a student's use of profane and obscene or abusive language. This will not be tolerated whether the communication is written, verbal or a gesture.

School Property

Vandalism of school property i.e. destruction or defacement of any school property, including books, supplies, facilities and equipment is strictly prohibited. Should any school property be damaged, the student or the parents/guardians of the responsible student will be contacted to pay for the damaged item. In the event that the students are not identified, at the time of the incident, all students involved will be liable to share costs of the damage. The school reserves the right to use the Security Deposit to cover cost incurred on vandalism of property. Students must not touch or play with Fire Alarms and Extinguishers unless there is an emergency.

Bullying/Harassment

LEARNING ALLIANCE INTERNATIONAL can never be complacent in this area. The school takes this matter very seriously. Bullying is repetitive behaviour which makes other people feel uncomfortable or threatened, whether this is intended or not. There are many types of bullying, some of which are mentioned below:

- Physical: hitting, kicking, taking or hiding belongings, including money. Verbal: name-calling, teasing, insulting, writing unkind notes or text messaging.
- Emotional: being unfriendly, excluding, tormenting or spreading rumours Harassment or prejudice by any student for any reason is strictly prohibited. At LEARNING ALLIANCE INTERNATIONAL, we encourage a friendly environment where such an attitude is completely unacceptable and will be strictly dealt with.

Tobacco and Controlled Substances

Students are forbidden to possess, use or sell tobacco or any other controlled substances in school, during school activities, in school vehicles or outside the school premises while wearing the school uniform. Parents/ guardians will be notified of such incidents and strict action will be taken against the student.

The school reserves the right to ask for a drug test, from a Laboratory nominated by the school, if deemed necessary.

Theft

Theft is defined as taking or having in one's possession anything that does not belong to oneself, without permission or consent. This may also include purposely hiding any item for the sake of fun or prank.

Stairwell Usage

Students must proceed in a quiet and orderly fashion to class. They must keep to their left when ascending or descending the stairs.

Discipline

LEARNING ALLIANCE INTERNATIONAL maintains a very strict discipline policy. The fine line between a student's self-expression, creativity, confidence, joy for learning and indiscipline is strictly defined at LEARNING ALLIANCE INTERNATIONAL.

This student manual clearly states rules and regulations for maintaining an orderly and healthy learning environment. These rules apply to all school activities conducted inside or outside the school premises. Grooming our students into fine young people and instilling in them values and responsibility is an important part of education. Your support and cooperation in this regard is essential.

Please note that the school policy does not permit the staff members to hit, pass any personal or demeaning /derogatory remarks, physically or emotionally abuse a student.

The Disciplinary Policy is implemented with regard to specific issues such as cutting class, truancy and may include and not be limited to the use of abusive language, incidents of bullying and academic dishonesty or any other misconduct that is deemed unbecoming of a student of Learning Alliance International.

The Disciplinary policy's corrective measures will be in effect when any combination of two transgressions stated above is observed in the course of one term.

Detention

Any student may be detained during a free lesson or after school, as and when deemed necessary. Parents will be duly informed by phone to avoid any inconvenience. A student may be barred from attending extra- curricular activities in and out of school on disciplinary grounds.

Suspension

Any transgressions are reprimanded with detention. After two detentions students may be issued a letter of warning without suspension. However, in case of grave violation of the school rules the Principal/Board reserves the right to suspend any student without any prior notice or detention. A warning letter will be issued with every suspension.

Compulsory Withdrawal

LEARNING ALLIANCE INTERNATIONAL considers compulsory withdrawal as the last resort. School policies and regulations notwithstanding, there could be situations where the school is unable to resolve the quandary in a manner which is suitable and acceptable to all the stake holders. Upon issuance of the final warning letter, parents will be bound to compulsorily withdraw the student from the school.

In case of extreme misconduct, the Principal/Board reserves the right to expel any student on an immediate basis. There will be no consideration for readmission of an expelled student to the regular school programme. Upon failure of a parent to comply with the provisions of this section, the Principal/Board may proceed against such a parent for wilful and unreasonable refusal to participate in efforts to improve the student's behaviour. In any such situation, the decision of the Principal/Board will be considered final. No attempt should be made by the parent to influence this decision. Any such attempt by parents will be considered hostile and will be dealt with accordingly.

Career Counselling

- All students are advised to sit for their SATs in the first year of their IBDP. However, the responsibility for all Standardized Tests in relation to University Applications is the sole responsibility of the student and their parent.
- The school may provide a facility on Campus at the time; however students may only enrol once they have deposited the necessary fee.
- Students must identify universities/ undergraduate programmes they are interested in for applications by DP1 mid-year.
- To request transcripts, students must fill out the Transcript Request Form available with the counsellor. The first transcript is free, while Rs. 500 will be charged for each subsequent transcript.
- The transcript will include results of all end term exams taken at Learning Alliance.
- The school will facilitate the dispatch of transcripts and other documents to colleges and universities, however, students must bear the courier cost.
- Predicted grades, on the transcript will be issued to the students as part of university/college requirements. All term Examinations will be considered when predicting grades.
- The School does not entertain any requests for Transcript Revision
- Deadlines for submission of application material will be set by the counsellor at the beginning of the academic term. Failure to meet these deadlines may result in the application not being processed or sent by the school.
- Recommendations and references will be provided to the student as and when required. However, a minimum of two-week notice is required for such a request.
- Students must keep a record of all of their academic and co-curricular activities in the form of a CV. This CV must be provided to the teachers/counsellor with all requests for recommendations and references.
- Personal statements and admission essays will be written by the students themselves. The counsellor will guide them as need be, but will not write the essay itself.
- Counselling is a complementary facility offered by the school to all enrolled students.
- Students, who take a gap year, may request to avail this facility after they have graduated from LEARNING ALLIANCE INTERNATIONAL.

Field Trips

Local

Trips to local educational / recreational sites are organized for students to augment their knowledge base. Students are accompanied by their class teachers, guards, and maids. The commute is arranged by the school.

International

International field trips are organized for senior students to expose them to different countries and cultures. Also, these trips help children in gaining independence, confidence, and promote a sense of responsibility.

On school trips and otherwise as well, the administration takes all necessary measures and precautions to protect and safeguard its students against all eventualities. However, in case of an unforeseen emergency situation the administration may take any necessary action or change its plan of action for the well-being and protection of all or any of its students. This alternate plan of action may not have been previously communicated to parents.

Fields trips, both local and international, are considered very important. Parents are expected to encourage students to attend these trips.

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