

Dear Middle School Parents:

This Parent/Student Handbook is intended to give you an overview of the Middle School Program – the curriculum, the expectations and the rules and policies that guide our work together at ISM. We ask that you and your child read it together so that the family is familiar with what to expect. When you have read it, please remove the first page, sign it and give it to your child to bring to school in the first week of school.

Please note that in our continued efforts to reduce the amount of paper we consume, we will communicate with you by email and through the ISM website. We ask you to check the school’s website regularly for updates to information about school life and details about upcoming events. In addition, the monthly *Dragon Chronicle* is posted on the website.

We aim to help all our students develop the skills they need to become lifelong, engaged learners and responsible members of our community, and we prepare them for the challenges ahead in high school. We can be successful in this endeavor when students, teachers and parents work together collaboratively, as we are all members of this learning community – we expect teachers and parents to be learning along with the students. We are proud to provide a broad program in which students follow the core subject curricula but also have the opportunity to be exposed to a wide variety of other subject areas.

Please join us for Parent-Teacher Association educational and social events and visit the school to watch a collaborative and exciting educational program in action. Call our Middle School Secretary, to set up an appointment to visit.

We look forward to the 2016/17 academic year with tremendous anticipation as we continue to build an exemplary international learning environment.

Best Wishes,

Matt Leishman
Middle School Principal

Parent Responsibilities Acknowledgement

Please read this entire Handbook with your child and then sign the form below and return it to your child's homeroom teacher no later than August 12th 2016.

We, _____, parents of _____ in grade _____, have read this Handbook with our child and

- ✓ completely understand the policies, rules and procedures we must follow as a family at the International School of Myanmar;
- ✓ have explained to our driver (and future drivers should they change) all the safety and driving regulations that apply to dropping off and picking up our child at school;
- ✓ agree that if we have any concerns about our child's experience at ISM, we will contact the teacher(s) first and then the Principal.

Parent(s) Signature(s)

Student Signature

Date

Student Technology Code of Conduct Acknowledgement

The International School of Myanmar actively promotes the appropriate use of technology in education. To ensure that students, staff, parents and other community members can take full advantage of the technologies available, all users of technology must have proper authorization and adhere to the school's code of conduct. To access and use technology at ISM, a Student Technology Code of Conduct statement must be signed by each student and his/her parent and kept on file at the school. Please carefully review the Student Technology Code of Conduct Statement in this Handbook and sign this form to acknowledge that both parents and students have read, understood, and agree to comply with the code.

With our signatures below, we agree to fully comply with ISM's Student Technology Code of Conduct.

Parent(s) Signature(s)

Student Signature

Date

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ISM Calendar (2016-2017)



August							January								
S	M	T	W	T	F	S	S	M	T	W	T	F	S		
Aug 1 - Students' First Day	1	2	3	4	5	6	1	2	3	4	5	6	7	Jan 2-6 Winter Holidays	
Aug 24 - Professional Development Day (no school for students)	7	8	9	10	11	12	13	8	9	10	11	12	13	14	Jan 9 - 3rd Quarter Begins (School resume)
Aug 29 - Open House (PS-Gr 2)	14	15	16	17	18	19	20	15	16	17	18	19	20	21	Jan 27 - Chinese New Year
Aug 30 - Open House (Gr 3-5)	21	22	23	24	25	26	27	22	23	24	25	26	27	28	
Aug 31 - MS Open House	28	29	30	31				29	30	31					
September							February								
S	M	T	W	T	F	S	S	M	T	W	T	F	S		
Sep 1 - HS Open House				1	2	3				1	2	3	4	Feb 25 - Fun Fair	
Sep 16 - School Holiday	4	5	6	7	8	9	10	5	6	7	8	9	10	11	
Sep 22-Professional Development Day (no school for students)	11	12	13	14	15	16	17	12	13	14	15	16	17	18	
Sep 30 - 1st Quarter Ends	18	19	20	21	22	23	24	19	20	21	22	23	24	25	
	25	26	27	28	29	30		26	27	28					
October							March								
S	M	T	W	T	F	S	S	M	T	W	T	F	S		
Oct 3 - 2nd Quarter Begins						1				1	2	3	4		
Oct 10-14 - Thadingyut Holidays	2	3	4	5	6	7	8	5	6	7	8	9	10	11	Mar 17 - 3rd Quarter Ends
Oct 20-21 - Conferences Day (12:00 dismissal)	9	10	11	12	13	14	15	12	13	14	15	16	17	18	Mar 20 - 4th Quarter Begins
	16	17	18	19	20	21	22	19	20	21	22	23	24	25	Mar 23-24 - Conferences
	23	24	25	26	27	28	29	26	27	28	29	30	31	Mar 27 - Armed Forces Day	
	30	31													
November							April								
S	M	T	W	T	F	S	S	M	T	W	T	F	S		
Nov 12- International day			1	2	3	4	5							1	
Nov 24 - National Day	6	7	8	9	10	11	12	2	3	4	5	6	7	8	April 10-19 - Thingyan Holidays
	13	14	15	16	17	18	19	9	10	11	12	13	14	15	April 20 - School Resumes
	20	21	22	23	24	25	26	16	17	18	19	20	21	22	
	27	28	29	30				23	24	25	26	27	28	29	
								30							
December							May								
S	M	T	W	T	F	S	S	M	T	W	T	F	S		
				1	2	3								May 11- Kasone Full Moon Day	
Dec 16- 12:00 dismissal (End of 2nd Quarter)	4	5	6	7	8	9	10	7	8	9	10	11	12	13	May 23 - HS Graduation Day
Dec 19-30 - Winter Holiday	11	12	13	14	15	16	17	14	15	16	17	18	19	20	May 26 - 12:00 Dismissal (Last day of school for students)
	18	19	20	21	22	23	24	21	22	23	24	25	26	27	May 27 Teacher work day until 3:30 pm.
	25	26	27	28	29	30	31	28	29	30	31				

- School Activities
- School Wide Events
- Holiday
- Teachers work day
- Conference
- HS Graduation day



International School of Myanmar

Mission Statement

The International School of Myanmar is a community of lifelong learners. Our students will acquire the skills and attitudes necessary to succeed in English-speaking universities and to be caring, independent, productive and responsible citizens; ready to meet the challenges of a rapidly changing world.

Expected School wide Learning Results

ISM students will be...

Involved Citizens

- Demonstrate care and concern for their environment and community
- Demonstrate responsibility in active decision-making
- Embrace awareness and respect for the rights of others
- Support the safety and health of self and others

Academic Achievers

- Continually assess, evaluate and adjust work to maintain high standards in all curricular areas
- Demonstrate the ability to work both independently and collaboratively
- Access information from a variety of sources
- Demonstrate technological literacy and the creative use of technology

Effective Communicators

- Demonstrate their creative talents to express themselves and convey ideas
- Listen respectfully and ask questions to facilitate understanding and achieve insight
- Demonstrate the skills of effective collaboration to achieve group goals
- Understand and convey written, oral and visual information using appropriate media/technology

Critical Thinkers

- Identify, evaluate and use resources effectively for the purpose of problem-solving
- Build meaning and understanding for themselves using prior knowledge and new information
- Solve problems using a variety of strategies
- Judge relevant from irrelevant information

Self-Directed, Lifelong Learners:

- Accept responsibility for their own learning
- Participate in a wide variety of co-curricular programs and activities which develop social, emotional and physical talents
- Take creative risks in developing untried ideas
- Demonstrate competency in goal setting, time management and organizational skills

ISM Learning Principles

The International School of Myanmar community agrees that educational best practice occurs when:

1. The learning environment is welcoming and inspiring, encouraging both independent responsibility and collaborative endeavor.
2. Instruction is developmentally and culturally appropriate, honoring each student's unique learning style, skill level, interests and ideas.
3. Activities are designed so that students are enabled to think critically, problem-solve and communicate effectively.
4. Learning experiences are structured to guide students to make connections and transfer new knowledge and skills to real-life situations.
5. Evaluation methods include diagnostic assessment, student self-reflection, peer-review, and timely, descriptive teacher feedback.
6. Learning goals are matched to achievement targets and are standardized across grade-level and subject areas, affording students clear objectives and outcomes.

ISM Philosophy of Assessment

Assessment and instruction at ISM are inseparable because they support purposeful self-reflection, enhance student learning and inform planning. Effective assessment focuses on deep conceptual understanding, higher order thinking skills, and authentic problem-solving. Evidence collected from multiple sources is meaningful, descriptive, timely, transparent and effectively communicated to students, teachers, and parents.

At ISM, assessment is:

- Aligned with the Mission, Learning Principles, ESLRS, and the curricular standards and benchmarks;
- Consistent with the Understanding by Design planning process, as adopted by ISM;
- An integral part of everyday planning and instruction;
- Designed to illustrate understanding and transfer;
- Both formative and summative and used to provide feedback that is relevant and specific to learning goals;
- Ongoing and varied to match multiple learning styles;
- Clearly understood by all stakeholders;
- Articulated using the essential questions and understandings throughout the unit;
- An opportunity for teachers and students to collaboratively reflect and set goals;
- Used to show individual student progress over time.

At ISM, reporting is:

- Criterion-based;
- A separated acknowledgement of student effort and achievement of learning goals;
- Regularly communicated with students and parents in a variety of ways;
- Inclusive of teacher observation and student self-reflection.

ISM School Goals 2016/17

1. To ensure all students achieve a level of Academic English proficiency at their designated grade level.
2. To enhance critical thinking, analysis, and synthesis skills within classroom instruction.
3. To improve teaching and learning through the use of data, including the Measure of Academic Progress, Fountas and Pinell, on demand writing prompts, SAT and AP Tests.
4. To become a unified school in all aspects of organization, curriculum, structure, and community.
5. To develop assessment and reporting practices to align with the Expected School Wide Learning Results and a standard based curriculum.

History of ISM

ISM was opened in 1998 with the goal of providing an affordable North American style education to both Myanmar and expatriate students residing in Yangon. The school started with just 48 students in Nursery to Grade 5 and has grown rapidly over the following years. In 1999 the school moved to the current location and had 24 classrooms, over 100 students and now added Grade 6. The following year, another building was constructed and Grade 7 was added. Further growth resulted in the construction of two more buildings, housing Grades 6 – 12. The strong reputation of the school caused continued growth and, in 2012, the Elementary School moved into a large new building housing 600 students. The Middle School moved into the former elementary building and the High School now has two buildings. The enrollment in 2016-17 is expected to be close to 1200 students.

School Governance and Management

The International School of Myanmar is governed by a group of Myanmar women who are international business people and educators. The Board appoints the Director, who is the chief administrative officer and hires all foreign staff. The Board hires the local staff. The Director implements the general policies and directives of the Board.

The Principals of the Elementary, Middle and High Schools manage all aspects of day-to-day management of their buildings in regular consultation and collaboration with each other and with the Director. In the absence of the Director, the Principals assume decision-making responsibility for the management of the school. The Director meets regularly with the Board, and the Principals are sometimes included in this meeting. The Business Manager is responsible for the school's business affairs and submits regular reports to the Board. The Human Resources Manager is responsible for managing the benefits of the employees, including health insurance, visa processes, flights for foreign employees and housing arrangements.

Accreditation

The International School of Myanmar is fully accredited by the Western Association of Schools and Colleges (WASC). Accreditation provides students with greater access to colleges and universities in the US and abroad. It also serves as a tool that allows ISM to strengthen the quality of its educational programs through continuous improvement. In March 2016, a WASC Visiting Committee visited ISM to review the school's Self Study and its progress on critical areas for growth identified by prior visits. The WASC Commission granted ISM full accreditation status. There will be a mid-cycle visit in 2018.

In addition, ISM is a full member of EARCOS (East Asian Regional Council of Schools). This gives the directors, administration and faculty access to professional development opportunities and encourages collaboration with similar international schools.

Student Rights and Responsibilities

Students at ISM have the right to:

- A meaningful education with high educational standards that adequately meet the needs of the individual student within the capabilities of ISM;
- Timely notice of all rules, regulations, policies, and penalties to which they are subject;
- Physical safety and protection of their personal property, including the right to safe and sanitary buildings and facilities;
- Consult with teachers, Principals, and the Director if they have concerns.

As members of the ISM community, students are expected to:

- Come to school dressed appropriately, with necessary materials and the willingness to learn;
- Demonstrate consideration for others by refraining from loud, boisterous behavior and using vulgar or obscene language;
- Respect school property and the personal property of others, including keeping all books, materials and other school property in good condition;
- Refrain from fighting or creating a disturbance;
- Refrain from using tobacco, alcohol, illegal drugs, or any other unlawful or unhealthy material;
- Demonstrate respect for the educational process and learning environment of others by refraining from habitual tardiness and unexcused absences;
- Display appropriate classroom behavior and be respectful to their teachers and fellow classmates;
- Exercise responsibility by entering every class prepared and ready to participate.

Parent Rights and Responsibilities

Parents at ISM have the right to:

- Receive a meaningful education for their child(ren), with high educational standards that adequately meet the needs of individual students within the capabilities of ISM;
- Receive information about the curriculum and the school's guidelines and expectations;
- Contact teachers and/or the Principal when they have questions or concerns about their child's education and receive a timely response; The chain of communication should be contact with the teacher first, then contact the Principal, then contact the Director.
- Receive information on their child's progress through Learning Updates, semester Progress Reports, bi-annual Student-Led Conferences, and meetings with teachers on request.

Students learn best when home and school work closely together. To encourage this, ISM suggests parents:

- Encourage students to study daily and support them in respecting their school work;
- Review the assignments in the student planner each day;
- Provide a regular place and time at home for studying, reading and completing homework;
- Guarantee that their child receives adequate sleep on school nights;
- Ensure that their child arrives at school on time to prevent disruption of classes and the learning process;
- Ensure that dress code regulations are met;
- Ensure that their child attends school according to the posted school calendar and that vacations or trips are not scheduled on school days;
- Maintain regular contact with the school and their child's teachers;
- Provide the school with contact information in the form of telephone numbers and email addresses;
- Notify the school if they are leaving Yangon and the child will be in someone else's care;
- Regularly check their child's hearing and sight and provide correction if necessary;
- Ensure timely payment of the school's tuition and fees and charges for lost books;

- Take advantage of opportunities to participate in school events and attend parent/teacher/student conferences.

Parents and School

Parent Teacher Association

ISM's PTA was restructured in 2012 to allow for the election of three parent representatives for each division of the school (Elementary, Middle and High) as well as an overarching Executive Committee. All parents at ISM are automatically members of the PTA and are encouraged to attend events and meetings. The three MS representatives meet with the MS Principal on a monthly basis and, along with teachers, assist in planning parent education and social events. In addition, they discuss parent concerns or questions with the Principal and assist in hosting coffee mornings or evening events to share information with all parents. Parents support school events such as International Day, Fun Fair and the Water Festival.



International School of Myanmar

Parent-Teacher Association (PTA)

Mission

The PTA's mission is to support our children and promote the ISM community by organizing events and facilitating communication among parents, teachers, administrators, and the Board.

Goals:

1. To improve the education of our children;
2. To provide opportunities for parents to take an interest in the life and work of the school;
3. To utilize existing channels of communication to voice concerns and ideas for the school;
4. To work as a team;
5. To support the values of the school;
6. To ensure everyone's contribution is valued;
7. To promote an atmosphere of goodwill and collaboration.

Activities

During the year, the PTA plans, attends, and supports many events and meetings, including:

PTA Meetings:

1. Divisional committee meetings with Principals to collaborate on divisional initiatives and raise divisional concerns (monthly).
2. Whole-school meetings with the Director to collaborate on school-wide initiatives and raise school-wide concerns (monthly).
3. The Executive Committee of the PTA meets with the Board of Directors to collaborate on school-wide initiatives and raise school-wide concerns. (quarterly)

PTA Events:

3. Welcome lunch for new teachers;
4. Social gatherings and mixers;
5. School events such as International Day, Fun Fair, and Thingyan festivities;
6. Assistance with fundraising for ISM projects.

Elections and Representation on the PTA

All ISM parents are automatically members of the PTA. Elections for serving on PTA Executive Council Leadership occurs at the end of each school year or early in the school year. Nominations are submitted for elections and voting takes place by ballot. Each divisional PTA then chooses one person to serve as a representative on the School wide PTA committee. Each Principal will serve as a liaison on the PTA Executive Council

PTA Committees

The Elementary School, Middle School, and High School PTA Committees meet with the Principal at least once a month to collaborate on divisional initiatives and raise divisional concerns.

Whole School Representatives

For school wide issues and initiatives, each divisional PTA Committee appoints a member to attend a quarterly meeting with the Director. Whole School Representative positions will include President, Secretary, and Treasurer.

Official ISM Events:

Any event that uses the ISM logo and/or the collection of funds must be approved in advance by the Board of Directors. An example of an exception to this policy is the collection of funds to support a charity or an emergency relief effort (i.e. collection of funds to assist in the emergency of an ISM employee; Myanmar Flooding Victims).

Lines of Communication

The PTA is here to build community and support students. If a parent has a concern regarding his or her child's learning, the appropriate lines of communication are:

1. Talk to the teacher
2. Talk to the Grade Team leader
3. Talk to the Principal
4. Talk to the Director

(Adopted by ISM Administration and PTA on May 1, 2013)

Parent Civility

No parent may at any time disrupt the educational experience of any student, create adverse working conditions for any employee, or cause any harm to the reputation of ISM. Any parent who does not follow this policy may be excluded from ISM and may have the enrollment of their children discontinued.

Events for Parents

In addition to PTA meetings, parents are encouraged to attend these other events that are informational and help to build a strong relationship between parents and the school, ensuring a stronger experience for students.

Meet the Teachers

On the afternoon before school opens in August, students and parents are invited and encouraged to visit the school, pick up the student schedule and briefly meet the teachers. This event is primarily an orientation for students so that they are prepared for the beginning of the school year and not intended as a time for extended conversations between teachers and parents.

Open House

Scheduled in the third week of school in August, this is an opportunity for parents to meet all the teachers working with their children and to hear an overview of the curriculum and expectations for the year's work. It is also a time in which parents can meet and get to know each other. The evening is planned so that parents follow their child's schedule and have a few minutes with each teacher.

Student-Led Conferences

In the Middle School, the students prepare for and conduct conferences with their parents at the end of the first and third quarters. This is an important and meaningful process which is practiced in the best international schools. Teachers assist the students in reflecting on their learning, determining if they have met the ISM standards and setting goals for their continued improvement. The student speaks with his parent(s) in his/her native language for about an hour, showing and explaining work from all subjects. Students need to take ownership of their own learning if they are to become self-directed lifelong learners, one of the key ESLRs at ISM.

Parent-Teacher Conferences

Parents are welcome to discuss their child's learning with teachers by making an appointment with any or all of the teachers. Conferences may be called by a teacher with concern or a parent with concern at any time. Appointments are made at the teacher's and parent's convenience at any time of the year. These are productive conversations as they occur at the time of concern – parents do not need to wait for traditional conference days on the calendar. There are two Parent-Teacher Conferences each year, one at the end of the 1st Quarter, and one at the end of the 3rd Quarter. Parents do not need appointments to see teachers on these days.

Open Days

During each semester, an Open Day will be provided. Parents are encouraged to come and spend all or part of the day in school, sitting in on classes. As many of the learning principles and practices at ISM are very different from traditional Myanmar schools, parents are sometimes confused by what they hear from their children or other parents. Learning is fun and exciting in the Middle School and parents have the opportunity to participate, learn and understand by spending time in school. Students and assistant teachers provide translation and explanations of the activities and projects.

Parent Teacher Association Meetings

Throughout the year, there are morning or afternoon meetings to address topics in education or parenting suggested by teachers or parents and to answer parent questions or concerns about their children's experience.

All School Events

In November, International Day is a celebration of the many nationalities represented at ISM and a sharing of traditional food and activities.

In February, Fun Fair is a fundraising event giving teachers and students an opportunity to raise funds for school programs and for chosen local charities.

Parents generally assist at both these events and everyone is invited to join in the fun. Parents are encouraged to attend Community Service events on Saturdays.

Visiting Campus

Parents are welcome to make an appointment to see the Principal, Counselor, or their child's teachers by calling (530082, 530083, 0973075900) or emailing (ismmiddleschool@gmail.com) the Middle School Secretary or sending in a note with their child. Arriving without an appointment is allowed, but please be mindful that the person you want to see may not be available.

As a courtesy, all visitors are requested to check in at the school office before visiting a classroom or teacher. All visitors are requested to register with the guards when they arrive at school. Visitors are required to wear a visitor badge while on the campus during school hours.

Drivers, nannies or parents bringing lunches or other items for children are not permitted to go to individual classrooms during the school day. All material should be dropped off with the Receptionist. However, it is strongly suggested that this procedure only occur in emergencies as students should take responsibility for bringing their books, materials and lunch to school.

Current Student Contact Information

At the beginning of the year, parents are requested to supply the school with updated information on their child – home address, home telephone number, parent cell phone numbers and parent email addresses. Changes to any of this information during the year should be provided to the Receptionist immediately.

Student Health

If there is any significant change in a child's health, parents should notify the school immediately. Please refer to the following guidelines for all other health-related questions and concerns:

- If a child has had a communicable disease, a physician's statement regarding the illness and any necessary precautions may be required upon returning to class.
- If children are well enough to be at school, they are also well enough to participate in physical education classes and normal school activities.
- If students become ill during the day, they will be sent home at the discretion of the school nurse and/or Principal.
- The school nurse will attend to cuts, scratches, and other minor injuries. In the unlikely event of a more serious accident, parents will be informed immediately about the action being taken.
- When parents pay the annual tuition, they give the school the authority to send the child, in case of emergency, for competent medical attention at the parents' expense.
- Parents must inform the school if a child is required to take prescribed medication during school hours.

Withdrawing from ISM

All students are expected to be in the school for the entire school year. If a student has to be withdrawn from the school due to relocation or another change in family circumstances, it is preferable to make a change at the end of a quarter or semester. The school should be notified at least one month in advance of the withdrawal date of the student. This will permit the student to complete assignments, have closure with peers and teachers, and it will allow the school staff to compile the student's records for transfer to another school. School records can only be released to the parent/guardian and after the business office has

determined that all fees have been paid.

Procedures to Resolve Parent-Teacher Disagreements

If parents have a complaint or a disagreement with a teacher, they should follow the steps listed below before contacting the Principal, Director or Board of Directors. Any complaints made directly to the Board of Directors or the Director will be referred to the appropriate Principal.

Step No. 1 - Direct Conversation

If a parent has a disagreement or misunderstanding with a teacher, they should first attempt to address their concern by contacting the teacher directly and scheduling a meeting. The teacher will meet with the parent as soon as possible.

Step No. 2 – Meet with Grade Level Leader

If a parent is not satisfied with the discussion with the classroom teacher, the parent should then talk to the Grade Level Leader

Step No. 3 - Meet with Principal

If the parent or the teacher is not satisfied with the outcome of the initial meeting, the parent may schedule a meeting with the Principal.

Step No. 4 - Formal Process

If a parent's concern is not resolved after meeting with the Principal, the parent may schedule a meeting with the Director.

The Middle School Academic Program

The Middle School is comprised of 6th, 7th and 8th grades, with four homeroom sections of each grade. In 6th grade, students travel with their section throughout their day and week. In 7th and 8th grades, students have some elective choices, which cause them to be in different groupings a few times a week. The schedule is based on five days (days 1 – 5) each week, and four quarters per year – the first and second quarters form the first semester and the third and fourth quarters form the second semester. All students in Middle School have the opportunity to participate in Advisory classes – 15 students working with their advisors to foster their social-emotional and academic skills.

Students are expected to arrive at school as close as possible to 8:00 am but no later than **8:10 am** when there is a five-minute homeroom meeting to take attendance. First classes of the day begin at 8:15 am. Dismissal is at 3:00 pm except when the calendar shows otherwise.

For **6th graders**, students take Social Studies, English Language Arts, Science and Mathematics. The program is broad, giving students exposure to as many disciplines as possible but also aiming for cross curricular connections. This reduces the number of teachers for students to adapt to and allows for important reinforcement of skills across these two related subject areas. The integration of technology is facilitated by a technology integration specialist in the core subject areas.

In addition, every student has one year of the study of Mandarin.

For **7th graders**, the major subject areas continue but some of the other disciplines now become elective choices in each semester. Students have a choice of elective in the fine arts (art, choir, band, theatre), and an elective in the foreign languages (Mandarin or Spanish). Band is available as a one-year course.

For **8th graders**, all these subject areas and electives now become full-year commitments rather than semester

choices. Students have a choice of elective in the fine arts (art, choir, band, theatre), and an elective in the foreign languages (Mandarin or Spanish).

Students receiving ESOL support are not permitted to take a world language as it hinders their practice of English. On exiting the ESOL program, students generally wait a year before taking another language.

The following are brief overviews of the curriculum for each subject area in each grade. Teachers provide more detailed information at the beginning of the school year with updates during the year. A curriculum calendar for each grade is posted on the school's website.

6th Grade

English

The 6th grade English Language Arts (ELA) program focuses on increased personal interaction which creates a dynamic learning community built on a climate of trust and respect among students and between students and teachers. Students will complete units based on the Common Core Standards for Grade 6 ELA, and the ELA teacher will see each Grade 6 student every day. Throughout the year, students continually develop a wide range of skills through actively reading, writing, listening and speaking. These skills are enhanced through Readers' & Writers' Workshops that encourage independence in all areas of literacy. Vocabulary enrichment and grammar development are also infused throughout the year. Not only will students enhance their reading and writing skills, but will focus on becoming critical thinkers that are confident in their ability to understand and use Standard English in academic and social situations.

In Readers' Workshop, several genres are explored, discussed, evaluated and analyzed. This includes fiction, non-fiction, folktales, monologues, and poetry. Students are also guided to develop the qualities of competent and engaged writers through Writers' Workshop. Consistent use of the writing process allows students to creatively develop fiction and non-fiction writing pieces: analytical essays, monologues, speeches, poems, and others. Students writing will be assessed using the 6 + 1 Traits rubric, which provides students the opportunity to improve their organization, word choice, sentence fluency, ideas, voice, conventions, and presentation. Vocabulary enrichment and grammar development are also infused throughout the year.

Social Studies

Beginning with the earliest known origins of human history, 6th grade Humanities takes students on a journey of discovery and exploration. During the year, students will study the geography and the emergence of the beginnings of human cultures and civilizations. There is focus on the first known river civilizations and the ancient cultures of Mesopotamia, Egypt, India, China and Mesoamerica. In particular, students are encouraged to make connections between the politics, economy, social structures and human interaction with the natural environment using examples from the primary civilizations, modern day Myanmar, and the world.

Within this exploration, students develop and are assessed on a wide range of skills and deeper understandings. Students discuss, analyze and assess primary sources, secondary sources, and written histories, and they explore varied historical perspectives. While using a variety of resources, students are engaged in critically analyzing information and focusing on essential questions of why the ancient past is studied, questions that drive exploration into human history.

The dynamic learning environment of 6th grade Social Studies encourages student growth as creative and critical thinkers, as active readers, writers, speakers and listeners, and as effective communicators both as individuals and members of a community. Through participation in 6th grade Social Studies, students are well on their way to becoming self-directed lifelong learners.

Mathematics

Students at ISM embark on an accelerated study of middle school math beginning in 6th grade and culminating in completion of Algebra 1, usually a high school course, in 8th grade. Throughout all three years of math at ISM, students develop their ability to think like mathematicians by practicing the Mathematical Practices that are central to the Common Core standards.

The 6th grade curriculum focuses on four critical areas: (1) connecting ratio and rate to multiplication and division and using concepts of ratio and rate to solve problems; (2) developing an understanding of the four operations with rational numbers, including negative numbers; (3) working with expressions and linear equations; and (4) developing an understanding of statistical thinking.

The math classroom emphasizes exploration and discovery by students rather than teacher-led instruction. Students are assessed on their ability to collaborate with others and to communicate with precision, as well as on their application of specific mathematical concepts in varied contexts.

Science

In 6th grade science, students use the processes of scientific investigation, the scientific method, and engineering practices in order to demonstrate comprehension, design projects and evaluate content. Science has been split into three interrelated topics: Life Science, Physical Science and Earth and Space Science. In life science, students will be investigating different organisms within an ecosystem and their interactions. As well, students will be using empirical evidence to explain how environmental and genetic factors affect the growth and adaptations among these organisms. Students will also be looking into chemical reactions necessary for life, and the flow of energy within systems on Earth.

In physical science, students will be developing models to describe the atomic structures of common molecules, analyzing data of chemical reactions and physical changes; as well as examining how the Law of Conservation of Mass unifies to the world around them. Students will be conducting experiments and investigate the role of energy within society; with an emphasis on analyzing the function of electricity - how it is generated, transmitted, and the function of circuits.

In Earth and space science, students will be developing explanations of the changing Earth's surface – predicting patterns of erosion, moving plate tectonics and the human need for natural resources. Students will be investigating the interconnected role of the hydrosphere, biosphere, and atmosphere; noting specifically the human impact on each. Lastly, students will be developing and using models to describe the cause of seasons, tides, Earth's role in the solar system, and other celestial bodies.

Physical Education

PE gives students the opportunity to learn to love sports and lead a healthy life through a developmentally appropriate physical education program. In 6th grade, the content standards emphasize teamwork and the understanding of each sport's basic rules and fundamentals. Students learn to assess and maintain their own physical fitness, and to apply psychological and sociological concepts--including self-responsibility, positive social interaction, and group dynamics--to the learning and performance of physical activity. Units of study include:

- Assessment, development, and maintenance of physical fitness;

- Cooperative activities and low organizational games;
- Throwing and catching skills used in team handball, flag football, and ultimate Frisbee, and softball;
- Volleying skills and volleyball;
- Racket skills and badminton;
- Dribbling skills (hand, foot and implement) and basketball, soccer, hockey and football.

Health

Health class is designed to help early adolescent students develop their knowledge, attitudes, and skills related to important health issues. Developmentally appropriate concepts of personal and community health, nutrition, physical activity, and safety are covered. Students focus on a healthy transition from Elementary School to Middle School as they become more independent and responsible for their personal health and the health of others around them.

Students will:

- Analyze the food requirements and understand essential nutrients;
- Recognize a variety of influences on physical activity and a healthy lifestyle;
- Participate in discussion on human growth and development and changes that occur during puberty;
- Examine and promote safety awareness;
- Apply reasoning to incorporate the five dimensions of wellness (physical, intellectual, emotional, spiritual, and social) into a vision of a balanced lifestyle.

Art

6th graders have the opportunity to meet with the Art teacher weekly throughout the year so that studies in other subject areas can be integrated and expressed or understood further through artistic expression. Elements of art and principles of design are examined and practiced in projects related to Humanities themes. Students experiment with varied media such as pencils, paint, oil pastels, colored pencils, watercolor paints and markers. Further explorations include printmaking, collage, papier maché, and work with clay.

Theatre

This introduction to Theatre and Speech is designed to familiarize students with elements of drama, acting, and voice skills. Students participate in a variety of activities that may include shadow puppetry, pantomime, clowning, storytelling, myth-making, impromptu speeches, and improvisation. Through these activities, students learn physical and vocal presentation skills and develop basic knowledge of theatre arts and performance for an audience.

Music

The music curriculum at ISM encourages students, and provides meaningful hands-on opportunities, to explore multiple facets of their musical talent in a non-threatening environment. At the same time, students practice teamwork, reasoning, and problem-solving skills in a variety of settings. Students in 6th grade participate in Music once a week. Active enjoyment in music benefits the social and emotional development of students. A strong correlation between active music participation and strong academic performance has been shown in multiple studies.

Integrated Technology

Technology integration in the Middle School will be used to support curricular goals and standards. Students will explore new tools and strategies for empowering them to fully participate in a connected technology rich society. The integration of technology will encourage personalized learning, collaboration, creativity, and prepare students for the future.

Exploratory World Languages

All students take Mandarin for one year. The focus is on conversational skills to allow for communication related to daily life, an introduction to the grammatical rules and idiosyncrasies of the language, and study of the cultures that use the language. Mandarin has been selected as a world language for 6th grade due to the prevalent use of the language in this region of the world.

7th Grade

English

Throughout the year, students develop their reading, writing, listening, and speaking skills as they explore the elements of literature through short stories, novels, nonfiction, drama, and poetry. Students interact with the texts in a variety of ways, for example, using the literature pieces to make personal, literary and global connections, to analyze perspectives, and to demonstrate their continued vocabulary development.

In 7th grade, there is a strong focus on developing writing skills by engaging in all stages of the writing process- brainstorming, drafting, peer and teacher conferencing, revising and editing, and publishing. Students produce a wide variety of pieces such as narratives, persuasive writings, descriptive essays, research, poetry, and short stories. They reinforce and expand their understanding of writing conventions and grammatical usage and demonstrate this understanding through both written and spoken presentations.

Special effort is made to challenge students who excel in reading and writing, as well as to scaffold support for students who need it. Techniques to support and boost ESOL students are integrated into all aspects of curriculum lessons.

Social Studies

In this course, students examine the story of humankind across culture and time. They consider the essential questions that have shaped and continue to shape the human experience – questions of migration, resources, conflict, exchange of goods, and the environment. Students read and analyze sources and literature from various perspectives.

In order to examine these essential questions and to develop thinking, reading, writing and speaking skills, students trace the roots of their ancestors' migration, explore ways individuals shape their societies, delve into the forces of world interaction, and analyze resource distribution in Myanmar. In addition, they study the role of governance at a national level and create an action research plan to shape their local community. 7th grade Social Studies provides numerous opportunities to make connections to modern society and the students' own experiences. This allows students to transfer new knowledge and skills to real-life situations.

Mathematics

Students at ISM embark on an accelerated study of middle school math beginning in 6th grade and culminating in completion of Algebra 1, usually a high school course, in 8th grade. Throughout all three years of math at ISM, students develop their ability to think like mathematicians by practicing the Mathematical Practices that are central to the Common Core standards.

The 7th grade curriculum focuses on four critical areas: (1) formulating and reasoning about expressions and equations, including modeling and solving linear equations and systems of equations; (2) grasping the concept of a function and using functions to describe quantitative reasoning; (3) solving problems involving scale drawings, working with two- and three-dimensional shapes, and analyzing two- and three-dimensional space; and (4) drawing inferences about populations based on samples.

The math classroom emphasizes exploration and discovery by students rather than teacher-led instruction. Students are assessed on their ability to collaborate with others and to communicate with precision, as well as on their application of specific mathematical concepts in varied contexts.

Science

Integrated Science in grade seven focuses on four major strands: Structures and Interaction of Life; Energy and Matter; The Dynamics and Activities of Earth and Forces and Motion in the Universe. The Approach is inquiry based whereby discovery and hands-on activities are central to the child's learning experience. The Next Generation Science Standards, adapted as the primary benchmark for this course, provides the essential link to relevant technology, engineering and math skills (STEM) as well as the 21 Century Skills set. Lastly, emphasis will be placed on higher order thinking and developing an ability to solve problems and apply scientific principles.

Physical Education

7th grade students have continued opportunity to learn to love sports and lead a healthy life by participating in a developmentally appropriate physical education program. At this level there is focus on meeting challenges and making decisions. Students apply movement skills and knowledge of each sport/activity to the actual playing of the game. Students also learn to assess and maintain their physical fitness in order to improve personal health and athletic performance. Leadership skills are encouraged within each sport/activity, and students apply psychological and sociological concepts--including self-responsibility, positive social interaction, and group dynamics--in the learning and performance of physical activity. Units of study include:

- Assessment, development, and maintenance of physical fitness;
- Cooperative activities and low organizational games;
- Mature pattern throwing and catching skills applied to team handball, ultimate frisbee, flag football;
- Volleying skills applied in small-sided games (volleyball);
- Racket skills applied in lead-up games (badminton);
- Dribbling skills (hand, foot and implement) and lead-up games (basketball, soccer, hockey and football);
- Leadership skills (captaining teams, running warm-ups).

Health

This program helps adolescent students develop their knowledge, attitudes, and skills related to important health issues. Developmentally appropriate concepts relating to wellness, diet, exercise, social interaction, safety, growth and development are covered. Students focus on personal decision-making that can contribute to a healthy lifestyle.

Students:

- Analyze study habits and the importance of time management;
- Examine personal health in all five dimensions;
- Learn goal-setting;
- Examine and promote safety to peers and family;

- Recognize and effectively handle peer pressure;
- Study human growth and development and personal hygiene.

Elective Choices in 7th Grade (one semester each, except Band)

Art

This program is an opportunity for students to explore their aesthetic capabilities and passions in a more advanced class than regular 7th grade Art. Projects are designed to develop students' artistic self-esteem, to encourage critical thinking skills and to further develop students' English skills through written and oral critiques of their artwork. Artwork is assessed for composition, contrast, color, craftsmanship, and creativity. Students work with clay, metal, lino prints, paint, and papier mache.

Band

Following introduction to the band instruments in 6th grade Music, students are assisted in choosing the instrument that is right for them and learning the skills to play competently both independently and in group context. The focus is on building the skills and habits necessary to execute polished performances. Students learn how to translate written notes into an expressive performance on their chosen instrument and to understand the interrelationship of all the instruments. Regular practice is required throughout the year for students who plan to continue in the program in 8th grade and beyond. Band is a one year class in 7th grade.

Choir

A choice for students who love to sing, Choir provides the opportunity to learn the use of proper breathing techniques, listening skills and self-correcting methods in order to attain pitch accuracy. Students experiment with a range of styles of music from many cultures and from classical to contemporary. Development in both individual vocal skills and group choral skills are stressed, and students also learn to appreciate different styles, theoretical elements, and composers' work.

Integrated Technology

Technology integration in the Middle School will be used to support curricular goals and standards. Students will explore new tools and strategies for empowering them to fully participate in a connected technology rich society. The integration of technology will encourage personalized learning, collaboration, creativity, and prepare students for the future.

Theatre

This program is intended for students who want to focus in more depth on acting, voice and speech, and physical theatre. Students are involved in several projects that include studying Ancient Greek theatre and choral speaking. Poetry is used as a tool to produce authentic and expressive speech. Students explore physical aspects of theatre, including movement, expression, pantomime, and acting with a mask.

Mandarin

Students learn and practice the basic skills to communicate in Mandarin and build a solid foundation of the language. The Pinyin Romanization system is covered, as well as Chinese characters and writing patterns. There is a strong focus on speaking in the target language through group work, games and songs. While using the language, students also learn about aspects of Chinese culture.

Spanish

Students learn to use Spanish in the four areas of learning a foreign language: reading, writing, listening and, mostly, speaking. Through hands-on activities such as games, singing, and role playing, students gain confidence in expressing themselves in Spanish using the common verbs in present and past tense and vocabulary related to everyday life. Students study cultural differences and similarities of the many countries in the world that use the Spanish language.

8th Grade

English

The Grade 8 English Language Arts class will comprise components that reinforce previous academic expectations and challenge students to growth appropriate to readiness for high school.

READING is done as a class, in book circle groups, and independently. Tasks have included theme and language analysis, choral readings, group chapter presentations, newspaper front pages, graphic depictions, news broadcasts, and book chats. Predominant genres have been historical fiction, Young Adult fiction, coming-of-age novels, memoirs, and informative non-fiction.

WRITING has included fiction (short stories, poetry) and non-fiction (bookmarks, literary analysis paragraphs, photo essays, travel guides, and news articles).

SPEAKING/LISTENING tasks require extensive planning and writing and have included themed panel discussions, focused group presentations, paired dialog/Q&A/conversations, topical Power Point presentations, and formal debate speeches focused on human rights.

FOUNDATIONS OF LANGUAGE skills are explicitly addressed throughout the year in a sequence of vocabulary units and with relevant and scheduled mini-lessons.

The need for **CRITICAL THINKING** informs most tasks as students are asked to engage with issues; formulate their own views; express their own personal response; self-assess, peer assess, write reflections, and respond to feedback; choose detail and provide explanation; and make spontaneous contributions during group presentations.

Materials and tasks given above may change from year to year and are not intended as prescriptive. Most of the tasks mentioned above have been completed within the context of the previous Humanities course.

Social Studies

8th Grade Social Studies provides numerous opportunities for students to make connections the modern world through exploration of culture and history. Summative assessments apply critical thinking and problem solving skills to better understand local culture, family and student experiences in the Southeast Asian community.

Mathematics - Algebra 1

Students at ISM embark on an accelerated study of middle school math beginning in 6th grade and culminating in completion of Algebra 1, usually a high school course, in 8th grade. Throughout all three years of math at ISM, students develop their ability to think like mathematicians by practicing the Mathematical Practices that are central to the Common Core standards.

Algebra 1 focuses on four critical areas: (1) using the properties of rational and irrational numbers to reason quantitatively; (2) interpreting and performing arithmetic with expressions, and creating and reasoning with equations and inequalities; (3) analyzing, constructing, comparing and interpreting functions within varied contexts; and (4) summarizing and interpreting data on one and two variables.

The math classroom emphasizes exploration and discovery by students rather than teacher-led instruction. Students are assessed on their ability to collaborate with others and to communicate with precision, as well as on their application of specific mathematical concepts in varied contexts.

Students who successfully achieve the standards for this course will be assigned to Geometry in the High School for 9th grade. Students who need review of the material covered at an accelerated pace throughout the middle school years will be assigned to Algebra 1 for 9th grade.

Science

In 8th grade science, students build on the foundations learned in 6th and 7th grade. Through a study of Physical Science, Earth and Space Science, and Environmental Science, students build a knowledge of fundamental concepts and vocabulary that will prepare them for high school. The main focus of the year is the Physical Science program, which includes study of Newton's Laws of Motion, thermal energy, the Periodic Table of Elements, and chemical reactions. Students have the opportunity to communicate their understanding of these topics in a variety of ways and are challenged to develop their analytical, investigative, and reasoning skill in the process.

Physical Education

Students continue to learn to love sports and fitness routines and to lead a healthy life through a developmentally appropriate physical education program. In 8th grade, the content standards emphasize self-knowledge, leadership and organizational skills within the framework of team sports. Each unit includes a sporting tournament, and each semester will culminate with a sport day of mixed teams in the sports learned during that semester. Units of activity include:

- Assessment, development, and maintenance of physical fitness;
- Cooperative activities and low organizational games;
- Mature pattern throwing and catching skills applied to team handball, ultimate frisbee, softball, and flag football;
- Volleying skills applied to volleyball;
- Racket skills applied to badminton;
- Dribbling skills applied to basketball, soccer, hockey and football;
- Leadership skills such as designing offensive and defensive plays, strategies, captaining teams, and running warm-ups.

Health

Assistance is given to adolescent students to develop their knowledge, attitudes, and skills related to important health issues. Developmentally appropriate concepts relating to personal and community health,

environmental issues, food and nutrition, communication, and personal safety are covered. In 8th grade, the students focus on self-management and responsible decision-making that contributes to a healthy lifestyle.

Students:

- Promote health and wellness and reduce health risks to individuals, peers, community and the environment;
- Understand the dimensions of health and wellness as they apply to their own situation;
- Understand nutritional values and how to balance their diet;
- Analyze human growth and sexuality;
- Recognize the characteristics of healthy relationships and communication;
- Study first aid, CPR, and violence prevention.

Elective Choices in 8th Grade

Mandarin (one year)

Spanish (one year)

In the world language options, students build on the introduction to the language that they experienced in 6th and/or 7th grades through a variety of activities using speaking, reading, writing and listening skills. Use of present, past and future tenses, correct sentence structure, and grammatical rules is practiced in both written and spoken language. Vocabulary to describe everyday objects and to express everyday needs and feelings is broadened so that students can communicate in the target language in practical ways.

Band (one year)

8th Grade Band requires a commitment of a full year by students who are ready to build on the musical foundations from earlier years and from 7th grade Band, and who are ready to accept the responsibility and discipline of a regular practice routine. Students apply critical thinking skills to create an expressive and polished performance on their instrument, both individually and in the group. Generally, the instruments offered are clarinet, flute, saxophone, trumpet, trombone, and percussion but the teacher may approve the use of other instruments studied outside of school.

Choir (one year)

Following prior experience and a love of singing, students in 8th grade Choir tackle more challenging music and greater emphasis on *a cappella* work. Competency in technique is increased individually while, at the same time, students learn that work ethic, responsibility, and reliability are skills necessary for successful choral singing as a group.

Art (one year)

Students explore a variety of art media and techniques in greater depth than prior years. Artistic growth through hands-on experience with open-ended problem-solving is stressed. There is an opportunity for individual work as well as group projects, such as mural painting. All projects are designed to develop students' artistic self-esteem, to encourage critical thinking skills and to develop students' English skills through written and oral critiques of their artwork. Art projects are assessed for composition, contrast, color, craftsmanship, and creativity.

Theatre (one year)

This acting and production course extends techniques and skills introduced in 6th and 7th grades. Students have the opportunity to focus on the art form that is theatre. Students specialize in acting skills through activities such as improvisation, scene work, devised theatre creation and production. They also explore the skills needed for the supporting components of technical theatre, design and costume in order to stage a

showcase production.

English for Speakers of Other Languages (ESOL)

ESOL is designed for students who need extra support in learning English. These students face the difficult task of learning to communicate and function in English while adjusting to a different educational and cultural environment. The ESOL department recognizes that to meet the challenges and expectations at ISM, students need to develop linguistic, academic, and social skills, as well as an understanding of the school environment. Thus, the department focuses on helping students develop both social and academic English language skills.

In order to achieve this, the ESOL program uses a variety of instructional models designed to develop proficiency in listening, speaking, reading, writing, and structure of the English language. Each delivery model is matched to meet the individual student's need. Some of the models ESOL uses include:

- Push-In/Inclusion: the ESOL teacher goes into the subject classes to assist ESOL and other English Language Learner (ELL) students, including those who are not in the formal ESOL program, with classwork.
- Consultation: ESOL teachers meet with classroom or content area teachers to provide professional development related to instructional strategies for students and/or to help in planning for integrating ESOL strategies into classroom/content instruction.
- ESOL Resource: Students visit with the ESOL teacher to preview and review subject area content and obtain assistance with assignments, assessments, and homework.

In addition, the ESOL teacher provides instruction in the English classrooms on Foundations of Language, as requested by the English teachers. This instruction may in whole class or small group format and recognizes the needs of ISM's majority population of ELLs.

As a matter of policy, all students Gr. PreK-12, looking to enroll in ISM, will be assessed regardless of the number of years they have gone to other international schools, grades or reports from other schools. A test to measure a student's language proficiency will be used to determine admission to ISM. This assessment will take place prior to admission to ISM. There are no fees involved in the assessment of students and parents of all new students will be informed of the results.

The school will use the **Measures of Academic Progress (MAP)** test data to help determine the students' academic comprehension level and the **World-Class instructional Design and Assessment (WIDA)** to determine the students' language proficiency level. The school will also use a writing sample and the 6+1 rubric to score the paper and an interview in the admissions process.

If a student, entering ISM, scores so low that it raises doubts as to them being able to independently access the High School curriculum the school will offer one of three options. 1.) That the student will not be admitted to ISM. 2) That the student be placed in a lower grade level to have more time to improve their English Language skills. 3) The student will spend 1 additional year at the initial grade placement with conditional enrolment.

When students can function successfully within regular classes, they will exit from the ESOL program. This is determined by the criteria stated above.

Library

The Library is located on the third floor of the Middle School building. It is the goal of the library to provide support for the information and reading needs of students in order to maximize their achievement and support the Expected School Wide Learning Results. The collection is designed to support readers at all levels and abilities, engage student interests, recognize diverse cultural backgrounds, and support curriculum-based research needs. Students may visit the Library with their teachers or they may go independently at break times. Sometimes, teachers may take a small group to the library to conduct research or a literature circle group. There are a few computers available for research purposes.

Behavior expectations in the library are the same as those anywhere in the Middle School building.

MAP Testing

The International School of Myanmar administers the test called the Measures of Academic Progress® or (MAP®). MAP tests are given to determine students' achievement levels in English and Mathematics and to measure their growth in these areas throughout the school year, and from year to year. The MAP will be administered to every student twice a year, at the beginning and again at the end of the school year. Some students will take the MAP test a third time in instances where additional information about a particular subject and area of growth would be informative for the teacher's work with the student.

The MAP test is a computerized adaptive test that adjusts to the skill level of each student and provides teachers and parents with a detailed analysis of each student's strengths and areas that require some additional support. It will be used to help guide teachers and their instruction. Due to its responsive nature, this is not a test students can study or take tuitions for.

For more information on resources for parents, download the *Parent Toolkit* at www.nwea.org >> Partner Support or contact the school.

Field Trips

Trips outside of the school building are an essential way to help students see learning as a lifelong pursuit that is not confined to schools, books and assignments. Invaluable skills are developed through observation, visits to museums or other places of interest, by hearing oral history through interviews, and by exploring the environment in the immediate neighborhood or further afield. Day trips are organized by one or more teachers for a particular homeroom or grade group.

Week Without Walls

Scheduled in the school year, this week of travel within Myanmar has become an ISM tradition and an integral part of the Middle School program. This trip is not a vacation excursion but rather a real opportunity for the curriculum to be extended beyond the walls of the school – it is an enriching component of the academic year for all Middle School students. Students participate in cross-curricular research and preparation for the trip as well as follow-up assignments and projects upon return to school. In addition to the curriculum focus, WWW allows students to experience being away from home in a supervised and safe setting, which builds confidence, responsibility and independence and plays an important role in helping prepare students for English-speaking colleges or universities.

Each grade group travels together with their core subject teachers, specialists, and Myanmar assistant teachers. Currently, 6th grade goes to Pyay for three nights, 7th grade studies various capital cities such as Nay Pi Taw, Mandalay, Ava, Amarapura, Sagaing and Inwa while based primarily in Mandalay for four nights, and the 8th grade explores the unique environmental issues of the Inle Lake area and Shan State for five nights. Each trip also provides opportunity for community service projects in these areas.

The administration works hard to keep the costs of trips as reasonable as possible so that all students can attend without financial hardship. Permission forms, the itinerary and information on cost is sent home at least two weeks prior to day trips and a month prior to Week Without Walls.

Support Services

Afterschool Support

Teachers are available after school several days a week between 3:00 and 4:00 pm and some mornings between 7:45 and 8:10 am to provide students with additional academic support. Students interested in seeking support can speak with their teacher and arrange a time to meet. On occasion, a teacher may require that a student attend afterschool support for a period of time, and the parents are notified when this is necessary. If a student cannot meet after school, teachers may arrange a meeting before or during school.

Support and Counseling

The Middle School comprehensive school counseling program directly promotes student success through guidance lessons, responsive services, and individual student planning.

Guidance lessons are preventative in design and developmentally appropriate lessons are provided to students during their advisory classes. These lessons promote the skills and attitudes that help students achieve personal, social, academic, and future success.

Responsive services address immediate student needs through individual and small group counseling. Personal issues, emotional struggles, and social complications can distract students of all ages from achieving academic success. Responsive services are designed to help students return to class ready to learn. Due to limitations in the school setting, most responsive services offered at the school are short-term and skill-based.

Individual student planning involves developing activities designed to assist students in establishing personal goals and developing future plans. The Counselor will work with students regarding life transitions.

Parents may request that their child work with the Counselor, and this is strongly suggested in cases of bereavement, divorce, or other changes within the family.

Academic Honesty

ISM is founded on the core values of honesty, integrity and respect for all members of our community. In all aspects of school life, members of the student body are expected to observe strict moral and ethical behavior tempered by humility. In accordance with these principles, ISM does not tolerate academic dishonesty of any kind – this includes cheating, lying, and plagiarism.

- Cheating is defined as giving or receiving any unauthorized assistance on any assignment, quiz or test, regardless of intent. Allowing another student to copy work is a form of cheating. Allowing another person to complete homework assignments is a form of cheating.
- Lying is defined as any misrepresentation of the truth, or failure to state the truth, with the intent to deceive.
- Plagiarism is any presentation of the ideas, thoughts, or words of another as one's own, regardless of intent. Copying words or ideas from books, Internet sites, or other students without citing the original source is plagiarism.
- Withholding information about known violations of academic honesty principles is a form of

academic dishonesty.

Students who violate the principles stated above will incur the following consequences:

1st Offense in an academic year-Student will receive a 0 on the assignment or test, be expected to complete the assignment with no academic credit awarded, and parents will be notified.

2nd Offense in an academic year-Student will receive a 0 on the assignment, be expected to complete the assignment with no academic credit awarded, be suspended from school, and a meeting between the parents, student, and principal will occur.

3rd offense in an academic year-Student will be expelled from school.

Extracurricular Programs

Afterschool Activities

Activities out of regular school hours are a very important part of the program at ISM. Most students participate in afterschool activities (ASAs) and sports during the school year. Students who are actively involved in extracurricular activities tend to learn better in school, feel connected to their community, and are more successful at the university level.

The Middle School offers a variety of activities in each of four sessions during the year. Many ASAs meet on Wednesdays from 3-4 p.m., At the beginning of each semester, a list of ASAs being offered is posted in the lobby and distributed by homeroom teachers. Students sign up on lists posted within the school. They are required to attend the chosen activity for the duration of the session. Recent activities have included Community Service, Environmental Group, Board Games, Dance, Music, Cooking, sports not included in the sports program, Meditation, Photography, Crafts, and art activities.

Community Service

ISM believes that service to our local community is a valuable and necessary component of any learning community. Serving the community can be an educational, social, and emotional experience for all involved. It is a unique opportunity that allows students to develop a sense of self-confidence and understanding of the many roles they play as productive members of society. Community service opportunities also allow students to improve their academic learning, develop personal skills and strengthen their ties to the community.

ISM defines its community as members of the school - faculty, support staff, students, sports teams, clubs - the surrounding community of Hlaing Township, and the greater communities of Yangon and Myanmar. Students and teachers attempt to serve the community in five distinct ways: volunteerism, advocacy, education, strengthening local connections, and fundraising.

The Community Service group in Middle School meets every Tuesday throughout the year under the guidance of several teachers. The program is intended for students interested in making a deeper commitment to their community and becoming involved citizens on a regular basis. The program aims to support, serve, strengthen, and share with the local community through a variety of student-driven, sustainable projects. Recent projects or initiatives include:

- Visits to local orphanages to provide classes or activities for residents;
- Advocacy for environmentally friendly and responsible changes within the school;

- Litter collection around school and in the neighborhood;
- Painting at a local school;
- Providing an English Summer School for students of a local school;
- Fundraisers to benefit victims of natural disasters;
- Construction of a middle school in the delta region.

In addition, the Week Without Walls trips all include an element of Community Service, working with orphanages, schools or homes for the elderly.

Middle School Drama Club

Middle School Drama Club. We meet from 3 – 5 on Wednesdays and Thursdays to rehearse, and aim to put on two plays per year – one in December and one on May. The club is open to grades all three grades.

Sports Programs

All students are encouraged to consider participating in one or more sports. In Middle School, the focus is on learning skills, having fun, and trying out a new sport. All interested students are encouraged to play, and the intention is to give everyone playing time if they show commitment by attending all scheduled practices and games. The sports are basketball, volleyball, soccer, cross-country, swimming, table tennis, and badminton. Participation in these sports is generally high, so there are usually A and B teams to allow everyone to compete in league games against three other international schools in Yangon and friendly games with other schools. Practices are usually on Mondays, Tuesdays, Wednesdays, and Thursdays, games are on those same days when possible, and a Saturday tournament is held at the end of each season.

When playing on an ISM team, students are reminded that they are representatives of the school and the highest standards of team play, sportsmanship and respect are expected at all times. Students are not permitted to play in games with other schools if they have missed practices, are behind in their academic studies, have disrespected school rules or have been absent from school that day.

Guidelines, Policies, Routines

Assessment (or Evaluation and Feedback)

Students receive an explanation at the beginning of the year from each teacher as to how they will receive feedback on their progress and achievement. Teachers in each subject use common rubrics which explain in detail the components of an excellent piece of work. Assessment and feedback is not used in a punitive manner nor as a way to manage classroom behavior. It is possible that a student may be placed on probation or given other consequences for disrespectful behavior even though their achievement levels may appear satisfactory.

Assessment Rubric

The International School of Myanmar is a college preparatory school. In an effort to support student academic success and develop student understanding of the level of mastery required to achieve academic excellence, the Middle School has adopted the same grading scale as the High School. The following scale

and descriptions provide a framework by which students are assessed:

91-100 (A) Excellent. The student consistently produces work that meets and exceeds expectations

81-90 (B) Above Average. The student regularly produces work that meets expectations.

71-80 (C) Average. The student generally produces work that meets expectations.

61-70 (D) Below Average. The student rarely produces work that meets expectations.

60 and Below (F) Unacceptable. The student produces work that does not meet expectations.

Progress Reports

Progress Reports are sent home every quarter. Students are assessed on standards and benchmarks established in the curriculum. In addition to quarterly grades, comments are included that highlight student achievement and areas for improvement.

Awards

Awards for achievement or excellence in meeting the expectations of one or more of the five ESLR categories are given in each semester. Award nominations are made by teachers of any subject and discussed by the grade level team. An awards assembly takes place for each grade level.

Attendance

Students are expected to attend all of the school days listed in the school calendar, including the scheduled Week Without Walls. It is the student's and parents' responsibility to get students to school on time and prepared for learning. Students who are seriously ill should not attend school, especially if the illness is considered infectious. Parents are responsible for checking the school calendar, which is posted on the school website, sent home with students, and updated in the *Dragon Chronicle*. Doctor's appointments, medical check-ups out-of-country, and vacations may only be scheduled on days when school is closed. In order to achieve grade level promotion, students must attend a minimum of 160 days out of the school year of 180 days and achieve an adequate level of success in the standards for each subject. Thus, students with more than **20 days of absence** will most likely not be permitted to move on to the next grade.

Absences

Parents must notify the school by 8:00am if their child will be absent that day. Students who miss school for any reason are responsible for making up all missed classwork. Students who know they will be absent in advance must complete a Planned Absence form and notify all of their teachers one week prior to their planned absence. Students are not permitted to extend vacations by taking days off before or after school holidays. Parents are requested to consult the school calendar and ensure that vacations are taken only when school is closed.

Medical Absences

If a student is absent for more than three days for illness or injury, a note from a medical doctor is required when the student returns to school.

Making Up Missed Work

Students who are absent from school or class, regardless of the reason, are responsible for making up all

missed classwork. It is the responsibility of the student to meet with individual teachers and make arrangements to complete missed work. The type of work and the timeframe within which it must be completed will be determined by the teacher.

Notification of Prolonged Absence

Parents/guardians are required to notify the school whenever a student will be absent for more than three (3) days. The parent must notify the Principal when a student suffers from a severe, prolonged, or chronic illness under the care of a physician. The Principal will make arrangements for homebound, hospital bound, or other appropriate instruction. Upon returning to school, students will need to demonstrate mastery of the material missed and made-up. If mastery is not adequate, the student may be required to do additional work or may not be advanced to the next grade.

Participation in School Activities

Students must be present for the entire school day in order to participate in extracurricular activities scheduled for that day. This means that students may not attend sports events, school activities or parties on a specific day unless they have been in school all day.

Principal Discretion

Occasionally, unique or unusual situations arise that are not specifically addressed by the absences policy. The Principal may authorize exceptions to these policies at her discretion.

Tardiness

All students are expected to be on time to homeroom (8:10 am) and to classes throughout the day. Being on time shows respect for self, for teachers, for peers and for the importance of school work and culture. If a parent knows a student will be tardy, they should notify the school immediately. However, students may not come to school after 9:00 am – if unable to be at school by that time, an absence day must be taken. The Principal may allow a later arrival at school for special circumstances (eg. visa flight, passport renewal, family emergency) approved by phone or email.

Students are granted three (3) tardies for homeroom each quarter. The total number of tardies a student has accumulated throughout the quarter for homeroom and classes will be tracked by the school secretary and recorded on the Progress Report. If a student is tardy more than three times, the Principal will determine consequences, which may include detention, additional work, community service, exclusion from activities and notification of parents. In addition, students with more than six tardies are not eligible to receive ESLR awards for that semester.

Students who have more than 20 tardies in a school year will be placed on probation for the following school year. If the tardiness issue is not resolved, the student may be ineligible to continue as a student at ISM.

Bullying and Fighting

All members of the ISM community are responsible for making the school environment safe and secure for all students and adults alike. All members of our school community are expected to exercise and respect the rights of tolerance and acceptance of all others. All community members are expected to create an environment where bullying is never accepted and always reported. Bullying and harassment are wrong. There are no exceptions. All of our students and staff members have a right to see and experience ISM as a place of safety and comfort. ISM defines bullying/harassment as blatant and/or repeated disrespectful actions towards another person and/or violent or nonviolent, verbal or non-verbal actions that cause suffering, anguish, or pain to an individual or group by another individual or group.

Bullying and harassment may not take place anywhere: within classrooms, corridors, toilets, in the dining hall, on the playing field, outside the school building or through the use of technology. Bullying or harassing behaviors can include:

- Inflicting uninvited or unwanted physical touch on someone or threatening to do so;
- Teasing someone;
- Making comments about someone’s appearance, race, gender, religion, sexuality, abilities or family background;
- Telling lies about someone or spreading rumors about someone;
- Taking, damaging, or hiding someone’s property;
- Turning friends against someone;
- Threatening or forcing someone to take an action in order to be accepted in a group;
- Blackmailing someone.

Cyber bullying is also not tolerated at ISM, even though the actions may occur outside school hours.

Cyber bullying can include:

- Any of the behaviors listed above performed on technology using social media, text messaging, IMing, or group emails;
- Group questions online that hurt or target someone;
- Flaming – online fights using electronic messages with angry or vulgar language;
- Putting someone down online;
- Sending or posting cruel gossip or rumors about someone to damage his or her reputation or hurt friendships;
- Sharing opinions about students, teachers or school in a public forum;
- Breaking into someone’s account, posing as that person and sending messages that damage that person or others;
- “Outing” and trickery – sharing someone’s secrets or embarrassing information or images online or tricking someone to share such things;
- Intentionally excluding someone from an online group.

Reporting Bullying or Harassment

Bullying and harassment can threaten the school community. Any reported acts of bullying or harassment will be immediately investigated and acted upon. ISM requires all incidents of bullying and harassment to be reported. Students are advised to report to any trusted adult (parents, teachers, Principal, Counselor, siblings, friends) incidents that occur, and the information will be treated with respect. Students may be reticent to report an incident, so ISM adults pledge to use protective measures for the student if necessary. The safety of the reporting student will be a driving factor in the school’s response.

It is strongly suggested that parents monitor their children’s use of social media and limit the amount of time devoted to online activity. If parents observe bullying, use of vulgar and inappropriate language or use of inappropriate images online, they should report such behavior to the Principal. Screenshots of such activity are a valuable means by which the school can intervene in bullying episodes.

Consequences for bullying or harassing behavior can include but are not limited to: counseling, detentions, suspensions, probation or expulsion.

Cell Phones Electronic Devices and Hand Phones

Cell phones or hand phones may not be used at any time within the classroom, unless a teacher has expressly granted permission for a particular purpose in the classroom. While ISM recognizes that cell phones have become an essential part of student life, they are distracting to the owner and to others engaged in the learning process. Parents are asked not to attempt to reach students on their cell phones during school hours – instead, messages can be given to the Receptionist.

The school cannot accept responsibility for any cell phones lost or stolen on the school premises.

Phones used, seen, or heard in school will be confiscated and held by the Principal for the time-frame he chooses.

Electronic devices such as I pads and smart phones are permitted in school unless expressly permitted by a teacher or the Principal. Any of these devices used in school will be confiscated and held by the Principal for a period of time at her discretion.

Laptop computers may be used in classes where a teacher has authorized their use but this privilege will be revoked if the computer becomes distracting to the owner or to the learning process of others. Laptops must be kept in a locked locker or with the owner.

The school cannot take responsibility for any electronic devices damaged or lost in school. Students should keep their devices with them in a backpack or in a locked locker and never leave them in hallways or in the gym.

Dangerous Articles

Articles that could pose danger to others are not permitted in school. ISM defines dangerous articles as any object that may be used to threaten or inflict bodily injury upon another person. Articles of this nature found in school will be confiscated, and the Principal will impose a consequence for possession.

Detention

Detention is a consequence that may be imposed by a teacher and/or the Principal for infringement of school policies or guidelines. It is generally served in the morning from 7:30-8:15, although sometimes students may be assigned to lunch or after-school detention. Students who are notified of an infraction must serve detention on the date assigned. Failure to serve assigned detention may result in further disciplinary action. Transportation to and from school for detention is the responsibility of the student/parent.

The following rules must be followed in detention:

- Complete the work or tasks assigned by the teacher or Principal in silence in the space provided.
- Use of electronic devices is not permitted during this time.
- Students may not distract other people in the room.

Dining Hall

Students use the Dining Hall at break and lunchtime to eat food brought from home or purchased from the school vendor. When eating or drinking, students must be seated. Food may not be brought into the school building at any time unless expressly permitted by a teacher or the Principal. Food and drink may not be taken to the gym or field. Students are required to clean up their eating area and dispose of garbage appropriately.

Students are also required to act respectfully in the Dining Hall. They are to line up to order food, wait their turn, and refrain from shouting. They are not permitted to step behind the service area counter, and they may not take food from the shelves or refrigerators on their own. Students found disrespecting the food service staff will be referred to the Principal.

Dress Code

All students are required to wear the school uniform. It is the student's and parents' responsibility to ensure that the student is dressed in the appropriate uniform each day. All uniforms must be in good condition and free of any added words, designs, or embellishments.

All students must wear:

- ✓ A short-sleeved ISM polo shirt purchased from the school.
- ✓ Black pants, black skort, ISM approved PE shorts, or any color longyi. Black skirts are permitted if they are on or below the knee. Jeans (including black denim) are not permitted.
- ✓ Sensible, practical shoes. Slippers are discouraged as they are unsafe for active youngsters and they are not permitted at any time in the gym or on the field. Sneakers or sandals with back straps are encouraged as ideal footwear throughout the day. Heels of more than one inch height are not permitted.
- ✓ For PE, the ISM grey t-shirt and pocketless blue sports shorts are required. The uniform is purchased from the school. Students must wear sneakers.
- ✓ Students may wear their PE uniform to school if they have PE prior to lunch.
- ✓ However, students are encouraged to change into a clean shirt after PE and to use deodorant.
- ✓ The PE teachers determine when the showers may be used.
- ✓ Disrespectful clothing and extreme jewelry (including body piercings) are not acceptable.

Students not in uniform or wearing inappropriate clothing will be asked to change into other clothes, provided with a school longyi, or sent home to change.

On posted casual dress days (usually the first Friday of every month), students may wear clothes of their choice if they are appropriate and respectful of Myanmar culture. For girls, skirts or shorts more than 2 inches above the knee are not permitted and low cut or strapless tops are not permitted.

Eating in School

Students are not permitted to bring food into the school building so there is no eating in classrooms unless for a special occasion determined by a teacher or the Principal. **Chewing gum is not permitted** anywhere on the Middle School campus, on school trips or at school events.

Water bottles are permitted in the classrooms but reusable ones are encouraged rather than disposable plastic ones that add waste to the environment.

Field and Gym Codes of Behavior

Students are permitted to use the MS field and gym before school and during breaks when there is not a PE class using the space. Students can sometimes use these areas after school if they are not being used for sports practices or games. However, parents should be aware that supervision is not provided before or after school.

These guidelines apply at all times on the field and in the gym:

- ✓ Sneakers must be worn – slippers or flip flops are not permitted
- ✓ No food is permitted in these areas
- ✓ Only beverage permitted is water
- ✓ All students should feel welcomed to join in games or activities

- ✓ During dry season, hats must be worn on the field for sun protection
- ✓ Siblings and friends from the high school or elementary school are not permitted to use the MS field or gym unless there for a supervised activity with an ISM staff member

Homework

Homework is assigned to reinforce skills or concepts learned in the classroom or as preparation for an upcoming discussion or project. It is integral to the ongoing learning and is not “busy” work. Teachers communicate with each other and strive to keep the homework balanced so that, usually, a student does not have more than 90 minutes of homework per day. Some assignments may be long-term with due dates a week or so in the future. Students are encouraged to record all their assignments with due dates in the Student Planner supplied by the school so parents can check the requirements. Students are expected to complete homework assignments on time and on their own. It is not helpful to have an adult, such as a parent or tuition teacher, do the homework because then the teacher is not able to assess the student’s understanding of the concepts covered. Moreover, the student has not had the opportunity to review, refresh, develop, and practice the skills targeted in the homework task.

Honesty and Respect

Students are expected to be honest with themselves and with their teachers and peers. Telling the truth is an expectation at ISM and acts of dishonesty are considered serious violations of school policy. Lying to cover up an action or to protect a peer’s action will result in suspension or expulsion.

Students are expected to respect their teachers, their peers, all school staff, and school property.

Theft

Theft is considered to be the actual taking, assisting in taking, or in any way participating in the acquisition of items belonging to someone else without that person’s consent. The school has the right to search students, their personal possessions and their lockers. A student who steals is subject to suspension or expulsion.

Vandalism

Vandalism is considered the destruction of any part of school property or disrespect of school property. This includes making marks on school furniture and walls. A student who vandalizes school property is subject to suspension or expulsion.

Policy of Continuing Enrollment

Any student who has been determined not to benefit from his/her experience at ISM may have their enrollment discontinued at the end of the school year. This decision will be made carefully and thoroughly in consultation with teachers, the Principals, Learning Support/Counselor, and the Director.

All students at ISM must be able to work independently and collaboratively, as well as remain on task at all times, with a minimum of redirection. ISM students may only use the services that the school provides at the corresponding grade level. If a student is unable to accomplish these standards, the student may be dismissed from the program at the most convenient time for the school. In such an event, the family will be refunded the pro-rated portion of the year’s tuition fees. (Policy approved by ISM Board of Directors, May 2015)

Probation

At times, students may be placed on academic or behavioral probation if work is not acceptable and standards are not being met or if behavior is continually inappropriate or disruptive.

Academic Probation

Students will be placed on a probationary contract for any of the following situations:

- ✓ A significant number of Concerned assessments on a Progress Report;
- ✓ Repeated failure to submit assignments on time and/or to a satisfactory standard.

If a student is placed on academic probation:

- ✓ Parents will be expected to meet with the Principal and teachers (if possible) to discuss the problems or issues;
- ✓ A Student Success Plan may be prepared to be signed by the student, the parents (or guardians) and the Principal;
- ✓ Teachers will offer support to the student as necessary;
- ✓ The Principal will review the student's progress on a regular basis;
- ✓ If the parents are required to provide outside tutoring, the Principal will review with them their progress with these support systems.

At the end of the time frame determined in the Academic Improvement Contract, the Principal will meet with the parents to determine next steps, which may include the withdrawal of the student from ISM.

Behavioral Probation

A student may be placed on behavioral probation for the following reasons:

- ✓ An extremely serious or egregious incident that breaks school rules or guidelines;
- ✓ Repeated incidents of disrespect for work, teachers, peers and/or school property;
- ✓ Two or more infringements of school rules or guidelines.

All of the steps listed for academic probation will be followed. The Counselor may also be involved in initial and subsequent meetings with the Principal and parents.

Public Displays of Affection

Students are reminded that school is a place for work and focus. Public displays of affection are not permitted as they are distracting and even upsetting to other students. The consequences for public displays of affection will be a meeting with the Principal.

Study Groups

If a student is struggling to complete or turn in homework assignments, a teacher may, at any time, require that the student participate in a study group after school hours. This requirement may be for one to four days a week for as long as is necessary for the student to develop more effective work habits. Parents are notified when this requirement has been put in place and are expected to make the necessary transportation arrangements for the student.

Suspension and Expulsion

For very serious or repeated infringement of school rules, policies or guidelines the consequence of

suspension or expulsion from school may be imposed. If a student makes it clear that they do not respect the purpose and the culture of the school, the work environment, their teachers or their peers, this consequence can be a “wake-up” call to effect a change in behavior and attitude.

In-School Suspension

In-school suspension is seen as a very serious consequence and may be assigned for a maximum of 5 days depending on the severity of the behavior. Parents will be notified by the Principal if an in-school suspension is required and they will generally be expected to meet with the Principal.

- ✓ Students are responsible for bringing all necessary materials for the assignments given.
- ✓ Students must also bring a reading book in case the assigned work is completed.
- ✓ Students may not distract others in the space that is used which may be the Library, the Principal’s office, or a classroom.
- ✓ Students may not participate in break, lunch, PE or any after school activities unless permitted by the Principal.
- ✓ In-school suspensions for 8th graders will be noted in the cumulative file and information on the suspension reported to the High School Counselor.

Out-of-School Suspension

Out-of-school suspension is regarded as an extremely serious consequence and may be assigned for a maximum of 5 days depending on the severity of the behavior. Parents will be expected to meet with the Principal as soon as the consequence is imposed. In most cases, meetings would have taken place earlier, as an out-of-school suspension is seldom a surprise and usually is imposed following a number of detentions and/or in-school suspensions.

- ✓ The student is not permitted to come to school for the entire period of the suspension.
- ✓ The student will have work assigned by some or all of his/her teachers. The student is expected to make up work missed during the suspension.
- ✓ On submission of the assignments, the student’s work will be assessed in the same manner as that of their peers.
- ✓ The student may not attend any school events or activities during the period of suspension.

Expulsion or Required Withdrawal

If many attempts to modify behavior and/or attitude are unsuccessful or if there is an egregious incident that threatens safety of others, the student may be recommended for expulsion from school. In such an instance, the parents will meet with the Principal and be fully briefed on all the behaviors that are unacceptable and the consequences, actions, and interventions that have taken place. The parents will be asked to sign a letter acknowledging that everything has been explained to them. The Principal recommends expulsion to the Director, who has usually been informed of the situation during the events leading up to an expulsion recommendation.

Grievance Procedure & Appeal

Parents may appeal a disciplinary action by talking to the Principal and/or the Director. A student, parent, or guardian may file an appeal of the administrative decision to suspend or expel a student to the Board of Directors by filing a notice of appeal in writing within fourteen (14) calendar days of the formal written notice of suspension or expulsion. Failure to file a timely appeal waives any right to appeal the suspension or expulsion.

Technology Code of Conduct (Acceptable Use Policy)

The International School of Myanmar actively promotes the appropriate use of technology in education. To ensure that students, staff, parents, and other community members can take full advantage of the technologies available, all users of technology must have proper authorization and adhere to the school’s code

of conduct. To access and use technology at ISM, a Technology Code of Conduct statement must be signed by each student and his/her parent and kept on file at the school.

- ✓ All use of technology must be in support of and consistent with the purposes of the International School of Myanmar. It is the user's responsibility to keep all inappropriate materials or files or other software dangerous to the integrity of the system away from the school's technology.
- ✓ Students must have an anti-virus protection system installed in their personal technology prior to accessing the school's system. The use of personal technology must be approved by the teacher, i.e. flash drives, iPads, iPods, personal laptops.
- ✓ The school expects that students will not access inappropriate materials. Inappropriate use, materials and/or access include, but are not limited to, plagiarism, pornography, games, hate mail, chain letters, unauthorized access (hacking), cyber bullying and email messages that initiate false alarms, etc. The school expects students to show digital citizenship by practicing safe, legal, and responsible use of technology.
- ✓ The school expects that students will not publish inappropriate materials. Inappropriate publishing includes, but is not limited to, personal attacks, harassment, illegal activities, and publishing private or personal details. This information should not be posted on any network. Users are expected to use school technology to create and publish materials that create a positive digital footprint and profile.
- ✓ Each user shall respect another individual's work, file, passwords and programs. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent others using the school's technology or other networks. Students have full responsibility for the use of the account and are advised not to share passwords or account details.
- ✓ Students may only use a teacher's computer, laptop, or desktop with permission from the teacher.
- ✓ It is the user's responsibility to exercise reasonable judgment to ensure that no equipment or software is destroyed, modified, or abused in any way. Users must ensure that all food and drinks are kept away from all equipment. Transport of laptops must be safe, secure, and proper storage and charging is required.
- ✓ Users need to be responsible and not knowingly degrade the performance of the network. Downloads of audio or video broadcasts that are not for assigned educational purposes are prohibited during the day because of the impact on the limited bandwidth. Downloading files from the Internet may also be restricted at the discretion of the administration.
- ✓ Online conversations with teachers should focus on matters related to instruction and school activities. **Befriending any current ISM teacher on any social media network while a student of ISM is strictly prohibited.**
- ✓ Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on school servers will always be private. The consequences for failure to adhere to the technology code of conduct may result in restriction or complete loss of access to any and all forms of technology or other disciplinary measures deemed appropriate by the school administration.
- ✓ Failure to adhere to the ISM Student Technology Code of Conduct may result in disciplinary action. Depending on the nature of the offense, discipline will range from verbal reprimand conference to immediate suspension, as deemed appropriate by the school administration. The administration reserves the right to escalate consequences or choose other disciplinary measures as deemed appropriate. This can include a recommendation for expulsion for the use of technology to harm, threaten, intimidate or use as a tool of vandalism.

Tuition Teachers

It is strongly recommended that parents not hire tuition teachers for their children. Students receive an excellent education at ISM and additional tutoring time is not necessary. In fact, very often tuition teachers can be detrimental to the student's progress because they tend to use old fashioned rote methods that do not encourage students to think critically or solve problems. This can cause confusion for students and often makes them feel inadequate. Teachers see Middle School students who are exhausted and unable to complete their homework in a timely manner because they are overscheduled with tuitions. The most effective way to accelerate a student's progress is to ensure that they are reading (in English) every day in a variety of genres – fiction and non-fiction.

If a student is struggling to understand concepts or is not managing assignments well, there may be times when teachers and the Principal recommend that a tutor be hired for a period of time but the educators will advise the best type of tuition to employ. Other supports may be suggested – in particular, Khan Academy (a free online program) for students who have gaps in their conceptual understanding of mathematics.

School Fees

School fees are calculated on a semester basis. Fees are due at the start of each semester. Fees not paid within four weeks of the start of each semester are overdue. Late payment of fees is subject to a penalty of \$100 kyat (first calendar month) per student. Plus an additional penalty fee of \$10 per day for the remaining period. In the event of a student's withdrawal from ISM, school records are released only after all outstanding charges have been paid. A student who attends ISM for any part of a semester will owe the full amount.

No refund of school fees, deposit or/and charges in part or in whole shall be given.