

2016-2017 Student/Parent Handbook

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**MIS**  
**TODAY'S LEARNERS**  
**TOMORROW'S LEADERS**

## 1. VISION AND MISSION

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### VISION

At Myanmar International School, we believe that all children are special and possess unique skills and abilities. We offer an education in a positive, diverse, and secure learning environment. We support creativity, critical thinking, and lifelong learning designed to bring out the best in every child. By integrating local values with a global perspective, we prepare our students to successfully meet 21st century challenges.

### MISSION

The Myanmar International School mission is to create a challenging, engaging, and motivating student-centered learning environment with instruction in English, where students are taught by a diverse multicultural staff utilizing the Cambridge International Curriculum. Together, we work in harmony to develop every student's full potential in a positive environment, both inside and outside the classroom.

#### WE ACCOMPLISH THIS BY:

- Providing students with the academic, physical, and social skills that will enable them to develop as responsible and confident global citizens through collaborative relationships within the school community.
- Offering English Language Learners a supportive, nurturing and conducive environment to improve their English communication skills.
- Inspiring, educating and empowering our students to be inquisitive lifelong learners.

## 2. SCHOOLWIDE LEARNING OUTCOMES

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### RESPECT

Respect self and others while being responsible for personal actions.

### LIFE LONG LEARNING

Acquire the skills and the ability to access the resources necessary to continue learning outside of school.

### CRITICAL THINKING AND PROBLEM SOLVING

Apply critical thinking skills in order to solve problems, make decisions, and ask higher level questions.

### CREATIVE EXPRESSION

Participate in the visual and performing arts as well as produce innovative and original projects or presentations across the curriculum.

### HEALTH AND WELLNESS

Focus on healthy choices, practice fitness and nutrition, make informed decisions, and develop health literacy.

### EFFECTIVE COMMUNICATION

Using language and technology effectively to communicate ideas through writing, speaking, listening, reading, and collaborating.

### GLOBAL AND COMMUNITY PARTICIPATION

Contribute as a globally aware citizen while respecting local values and making positive contributions to the community and the world beyond school.

MIS STUDENT '**REACHES**' FOR SUCCESS!

***RESPECT***

***ESTABLISH LIFELONG LEARNING SKILLS***

***ACTIVE PROBLEM SOLVING AND CRITICAL THINKING***

***CREATIVE EXPRESSION***

***HEALTH AND WELLNESS***

***EFFECTIVE COMMUNICATION***

***STRONG GLOBAL AND COMMUNITY PARTICIPATION***

### 3. SCHOOL GRADES

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#### PRIMARY GRADES

##### EARLY YEARS

- Nursery (ages 3-4)
- Kindergarten (ages 4-5)

##### LOWER PRIMARY

- Year 1 (ages 5-6)
- Year 2 (ages 7-8)

##### UPPER PRIMARY

- Year 3-6

#### SECONDARY GRADES

##### MIDDLE SCHOOL (SECONDARY 1)

- Year 7-9

##### HIGH SCHOOL (SECONDARY 2)

- Year 10-11 (IGCSE)

##### AS AND A LEVEL

- Year 12-13 (AICE)

### 4. TEACHING AND LEARNING

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#### A. Teaching Policies

The teaching policies of our school cater to the individual needs of students. Educational growth occurs in an academic atmosphere where students and teachers work cooperatively and with mutual respect to achieve their goals. A “worldwide family” approach to our curriculum is maintained to help students overcome any biased attitudes towards other people and cultures. The significance of every individual’s contribution to society is stressed. The MIS curriculum develops students’ problem solving skills and encourages them to think creatively and critically. All aspects of a student’s schooling are seen as important and interdependent. Every student is encouraged to reach his or her own potential in a school where caring for each other, self-discipline and self-respect are the basic guidelines for behavior.

#### B. The Curriculum

MIS offers an International Curriculum based on the Cambridge International Curriculum in both the Primary and the Secondary. The focus is on the educational needs and ambitions of a student wanting quality international standard education. Our program is both challenging and comprehensive. We strive to teach our students creativity and critical thinking skills that will enable them to be productive in today’s world and solve problems as they face them both in their student and adult lives.

We have the latest textbooks and support materials to deliver the curriculum. Our outstanding group of teachers comes from varied international backgrounds and educational institutions. They incorporate their personal educational experiences to provide our children with a well-rounded international innovative program of study.

Our program is an excellent preparation for the students as they progress through their educational courses, whether it is at MIS, back in their home country or in another international school.

At every level from those who require it will have access to our English as a Second Language (ESL) support programme and in some cases special intensive English instruction.

### SUBJECTS

English Language and Literature	Physical Education	Food and Nutrition
Drama	Sciences	Travel and Tourism
Geography	Myanmar Language	Mandarin Chinese
History	Myanmar Studies	Spanish Language
ICT	Fine Arts	Psychology
Mathematics	Art and Design	Sociology
Additional Mathematics	Business Studies	Thinking Skills
Music	Environmental Management	Global Perspectives

The medium of instruction is English, except the various foreign language courses. An inquiry based approach to teaching and our experienced teachers and their assistants will emphasize learning. They will give individual attention and conduct regular assessments that will prepare our young learners for further studies.

# Primary School: Nursery – Year 6

## YEARLY YEARS

*The set up in the primary school begins in Early Years Foundation from nursery (ages 3-4) to kindergarten (ages 4-5).*

### **The learning is based on:**

- Personal, social AS and A Level and emotional development
- Communication, language and literacy
- Knowledge and understanding the world
- Physical development
- Creative development

An emphasis will be placed on learning phonetics as a lead up to reading. Young children will learn through play, music and arts in the rich and stimulating MIS environment.

## LOWER PRIMARY

*Lower Primary consists of year 1 (ages 5-6) and year 2 (ages 7-8).*

### **The foundational objectives are:**

- Socio-economic growth
- Physical growth
- Intellectual growth

The program will be more academic but still provide the children a chance for a very pleasurable learning experience so they may grow holistically. The emphasis will be in all phases of Language Arts. There will be numerous cross curriculum themes including History and Geography, Science tied in with Language Arts, basic Math skills, and other interests.

## UPPER PRIMARY

*Upper Primary is from Year 3 to Year 6. The learning is based on the core subjects of English (Language Arts), Mathematics, Science, History and Geography. Special classes include Art, Music, PE and ICT.*

### **English Language**

The English program includes reading, spelling, grammar, writing, speaking and listening. Accompanying activities to the readers include work on categorization, vocabulary, and comprehension. Spelling and grammar activities extend beyond the readers to the other texts and resources, in order to do more in depth work in these areas. Writing activities emphasize visualization, handwriting, word and sentence structure and basic punctuation. Students learn to speak clearly, adapting language for different contexts. Students learn to evaluate their own speech and assume different roles in-group discussions and listen carefully to others.

## **Mathematics**

The study of Mathematics is concentrated on numeracy, the mathematical operations of addition, subtraction, multiplication and division; money; time; solid and plane shapes; the concept of fractions; measurement of lengths and weights. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures.

Aside from learning how to do number math, students learn math as a practical subject. Thus they are encouraged to apply their knowledge of number math to real life situations, such as buying, selling, estimating, and figuring out the mathematical operations necessary to solve math problems in a practical way.

Students are encouraged as much as possible to think of math as a life skill: for example, using manipulatives for the operations of addition, subtraction, multiplication, and division; role-play for buying and selling. They are encouraged to discuss with their peers possible solutions to problems, when appropriate.

## **Science**

The subject of Science Program topics within four areas of science: Life Science, Physical Science, Earth Science, and the Human Body. The "hands on" experience approach is used as much as possible. Students learn from observation, and from their reasoning about these observations.

They communicate their learning through drawing diagrams, pictorial drawings, recording or describing in writing, and class discussion, using the vocabulary of science.

## **Social Studies**

This program will use the disciplines of history, geography, economics and the arts to give an encompassing understanding of the world, past and present. An integral part of the program will be student participation. Students will be strongly encouraged to express their views; they will also be expected to listen to, and try to understand, the views of others.

Students study the geography of a place including Myanmar, its location, topography, natural resources, waterways, vegetation and climate and their relationships. They will learn to understand the characteristics and uses of maps, globes, and other geographic tools and technologies.

## SPECIAL CLASSES

### **Physical Education**

Another very important part of a child's development is the physical aspect. The development of the whole child must be addressed to ensure a child is a well-rounded healthy individual. To develop the child's physical skills, they will play games and participate in many movement activities.

### **Music**

Students will enjoy their learning, be enriched by different kinds of music lessons. They will regularly sing many different songs and rhymes. They will start learning to read musical notes and play different musical instruments.

### **Art**

Students learn their lessons in "hands on" activities to improve their motor skills. They will do free painting, drawing and coloring, cutting and pasting and molding clay.

### **ICT**

The students will get to explore the very basics of computer knowledge and skills. This course will advance their learning ability and will arouse their learning interest greatly.

### **Myanmar Studies**

Myanmar Language and Culture is introduced to students from Year 1 to get to know the host country. Students will learn the basic Myanmar language skills language through writing, reading, speaking and listening. They will also learn the rich history, tradition and culture of Myanmar.

### **ESL (English as Second Language)**

ESL (English as Second Language) support is given to students who need to develop their English language skills and prepare them to mainstream classes.

## AFTER-SCHOOL PROGRAM

The After-School Program is designed and offered to students as extracurricular activities.

Students may sign up for different activities of their choice ranging from sports, arts, music, ICT club, and other local traditional games.

# Middle School (Secondary 1): Year 7-9

All MIS students in Years 7-9 participate in a broad and balanced curriculum of study. Particular emphasis is placed on English, Mathematics and Science through the Cambridge Secondary 1 curriculum, with Year 9 students sitting in-house Checkpoint tests in the three subject areas at the end of Year 9.

*Year 7-9 students study the following subjects:*

## **English**

The English framework has five strands: Reading, Writing, Use of English, Listening and Speaking. Learning outcomes in each strand for each successive stage are defined in terms of what learners should be able to do in English.

## **Mathematics**

The Cambridge Secondary 1 mathematics curriculum has six content areas: Number, Algebra, Geometry, Measure, Handling data and Problem solving. The first five content areas are all underpinned by Problem solving, which provides a structure for the application of mathematical skills. Mental strategies are also a key part of the Number content. This curriculum focuses on principles, patterns, systems, functions and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject.

## **Sciences**

The Cambridge Secondary 1 Science curriculum is presented in four content areas: Scientific enquiry, Biology, Chemistry and Physics. Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work and recording and analyzing data. The Scientific enquiry objectives underpin Biology, Chemistry and Physics, which are focused on developing confidence and interest in scientific knowledge. Environmental awareness and some history of science are also incorporated.

## **Social Studies**

In the Geography component, students investigate a wide range of people, places and environments of different scales around the world; they learn about geographical patterns and processes and how political, economic, social and environmental factors affect contemporary geographical issues. In the History component, students learn about significant individuals and events both nationally and internationally, evaluate and use sources of information, using their historical knowledge to analyze the past and explain how it can be represented and interpreted in different ways.

## **Information and Communication Technology**

Students use ICT to communicate, handle information, model and control. They develop key ICT skills in a range of applications including: word processing, computer graphics, databases, spreadsheets, email, Internet, presentations, video/ animation and web authoring. Through Cambridge ICT Starters, students learn ICT practical skills; also they learn to consider wider issues such as adapting their work according to the audience and Internet safety.

## **Mandarin Chinese**

The course enables the students to attain basic language skills for communication in the interpretive, interpersonal, and presentational skill modes to increase students' awareness and understanding of Chinese culture. Students will explore language for communication, attention to basic language skills, language and culture integration, and the dual character writing system.

## **Spanish**

The course enables the students to attain basic language skills for communication in the interpretive, interpersonal, and presentational skill modes to increase students' awareness and understanding of Spanish culture. Students will explore language for communication, attention to basic language skills, language and culture integration, and the dual character writing system.

## **Myanmar Language**

Although the number of students in Myanmar class is small, there are different levels in each class: the beginner (non-Myanmar) students, the intermediate students and the native speaker's level. The prescribed textbooks from the Government schools are used in the class and extensive practice activities are added to their lessons. The course combines the best of traditional methods with most recent approaches to help students use Myanmar accurately and fluently.

## **Music**

Students have the opportunity to perform and compose music in different styles with increasing understanding of music devices, processes and contextual influences. They explore different musical genres, styles and traditions from different times and cultures. There will be an opportunity to perform choral pieces as well as playing an instrument in the school band.

## **Art**

Students explore a range of starting points for practical work, developing these on their own, and with others, in two and three dimensions on different scales. They will use a range of materials and processes to create their work, as well as investigating art and design from all around the world.

## Myanmar Studies

Students investigate the geography, history, language and traditions of Myanmar.

## Physical Education

MIS physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way, which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect as well as develop an understanding of effective team and individual performance.

# High School

## YEAR 10 AND 11: IGCSE

The International General Certificate of Secondary Education (IGCSE) is an internationally recognized educational program developed by Cambridge International Examinations board (CIE). IGCSE is the most popular qualification for 14-16 years old students in the world today, and Cambridge IGCSE is recognized by universities and employers worldwide.

*The following IGCSE courses are offered to Year 10 and 11 students; Year 11 students will sit their IGCSE examinations at the end of the 2016-17 academic year:*

English Language	Drama (Y10)
English Literature	Business Studies
Coordinated Sciences	Environmental Management (Y10)
Mathematics	Travel and Tourism
Additional Mathematics	Food and Nutrition
Geography	Mandarin Chinese
History	ICT (Information and Communication Technology)
Sociology	Computer Science

*MIS students also participate in a range of subjects not tested at IGCSE level:*

Music	Drama
French	Art
Spanish	Myanmar Studies
	Physical Education

## **First Language English**

Cambridge IGCSE First Language English learners develop the ability to communicate clearly, accurately and effectively in both speech and writing. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE First Language English also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

## **English as Second Language**

Cambridge IGCSE English as a Second Language is designed for learners who already have a working knowledge of the language and who want to consolidate their understanding in order to progress in their academic or professional career. The qualification reflects the widespread use of English in education and commerce, and also in entertainment. The aim is to achieve a level of practical communication ideal for everyday use, which can also form the basis for further, more in-depth language study.

## **English Literature**

The syllabus enables learners to read, interpret and evaluate texts through the study of literature in English. Learners develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied. The syllabus also encourages the exploration of wider and universal issues, promoting learners' better understanding of themselves and of the world around them.

## **Business Studies**

The Cambridge IGCSE Business Studies syllabus develops learners' understanding of business activity in the public and private sectors, and the importance of innovation and change. Learners find out how the major types of business organization are established, financed and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence. Learners not only study business concepts and techniques but also enhance related skills such as numeracy and enquiry.

## **Geography**

Through the Cambridge IGCSE Geography syllabus, learners will develop a 'sense of place' by looking at the world around them on a local, regional and global scale. Learners will examine a range of natural and man-made environments, and study some of the processes which affected their development. They

will also look at the ways in which people interact with their environment, and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world.

### **History**

The Cambridge IGCSE History syllabus looks at some of the major international issues of the nineteenth and twentieth centuries, as well as covering the history of particular regions in more depth. The emphasis is on both historical knowledge and on the skills required for historical research. Learners develop an understanding of the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. Cambridge IGCSE History will stimulate any learner already interested in the past, providing a basis for further study, and also encouraging a lifelong interest in the subject.

### **Sociology**

Through the Cambridge IGCSE Sociology syllabus, learners explore aspects of social relationships, processes and structures; as a result, they develop a greater understanding of human societies and the role of continuity and change in social life. Learners are encouraged to evaluate critically a variety of different social, economic and political structures, thereby learning more about the sociological method, and developing an ability to assess different forms of information and evidence.

### **Drama**

Through practical and theoretical study, learners develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. They learn how to discover the performance possibilities of a text and other stimuli, and devise dramatic material of their own. Learners also develop their performance skills, the demonstration of which will form part of the final assessment.

### **Information and Communication Technology**

The Information and Communication Technology syllabus combines theoretical and practical studies focusing on the ability to use common software applications, including word processors, spreadsheets, databases, interactive presentation software, e-mail, web browsers and website design. Learners will develop a greater awareness of how applications are used in the workplace, and consider the impact of new technologies on methods of working and on social, economic, ethical and moral issues. The skills learnt will be useful to them in their work across the curriculum, and will prepare them for future employment.

## **Mathematics**

An essential subject for all learners, Cambridge IGCSE Mathematics is a fully examined course, which encourages the development of mathematical knowledge as a key life skill, and as a basis for more advanced study. The syllabus aims to build learners' confidence by helping them develop a feel for numbers, patterns and relationships, and places a strong emphasis on solving problems and presenting and interpreting results. Learners also gain an understanding of how to communicate and reason using mathematical concepts.

## **Additional Mathematics**

Cambridge IGCSE Additional Mathematics enables learners to extend the mathematical skills, knowledge and understanding developed in the Cambridge IGCSE Mathematics course and use skills in the context of more advanced techniques. The syllabus has a Pure Mathematics only content, which enables learners to acquire a suitable foundation in mathematics for further study in the subject.

## **Co-ordinated Sciences**

Cambridge IGCSE Co-ordinated Sciences gives learners the opportunity to study Biology, Chemistry and Physics within a cross-referenced, scientifically coherent syllabus. It is a double award, earning two grades. Learners gain an understanding of the basic principles of each subject through a mix of theoretical and practical studies, while also developing an understanding of the scientific skills essential for further study. They learn how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment. As well as focusing on the individual sciences, the syllabus helps learners to understand the technological world in which they live, and take an informed interest in science and scientific developments.

## **Mandarin Chinese as Foreign Language**

Cambridge IGCSE Chinese as a Second Language is recognized by universities and employers as proof of knowledge and understanding of the language. Candidates studying the syllabus are often studying the language in order to promote their educational or employment prospects. They gain an understanding of a wide range of social registers and styles, and learn to communicate appropriately. The topics selected relate to the interests and needs of the candidates using Chinese as a Second Language, e.g. education, the world of work, current affairs, health and welfare, travel, school affairs.

## **Environmental Management**

Cambridge IGCSE Environmental Management is concerned with education for sustainable development in a world where the security of resources and life-sustaining systems is endangered by human impact. The syllabus draws upon disciplines such as biology, earth science, geography, economics and anthropology. It starts with the interdependence of the Earth's natural systems and how people use

natural resources, and moves on to examine the impact of development on the environment. Issues such as environmental pollution and resource depletion are examined, but the view of them is forward looking, to see how we may change the nature of development towards future sustainability.

### **Food and Nutrition**

The Cambridge IGCSE Food and Nutrition syllabus introduces both the theoretical and practical aspects of buying and preparing food. Dealing with diet and health in everyday life, learners study the nutritional value of basic foods and develop the skills required to produce a balanced family meal. Consumer awareness is encouraged, as are high standards of personal and kitchen hygiene, especially when learners put their knowledge into practice in order to produce creative and enjoyable dishes.

### **Travel and Tourism**

Cambridge IGCSE Travel and Tourism (0471) is designed to help meet the need for skilled and knowledgeable individuals in this rapidly diversifying industry. The syllabus develops practical skills across a range of working roles, as well as providing a global and local perspective on travel and tourism. Learners gain an overview of the industry, and learn about popular destinations, customer care, working procedures, travel and tourism products and services, and marketing and promotion.

Through their studies, learners will gain an understanding of the concepts, models and theories used within the industry, and also enhance their skills of investigation, analysis, interpretation and evaluation.

### **YEAR 12-13: AICE DIPLOMA PROGRAMME**

The Cambridge Advanced International Certificate of Education (AICE) Diploma is an international pre-university curriculum and examination system that emphasizes the value of broad and balanced study. Designed for post-16 study, the Cambridge AICE Diploma demands mastery of a variety of subjects from three different groups: Mathematics and Sciences, Languages, Arts and Humanities.

The Cambridge AICE Diploma is made up of Cambridge International AS and A Level subjects. Cambridge International A Level is typically a two-year course and counts as a double credit qualification towards the Diploma. Cambridge International AS Level is typically a one-year course and counts as a full (single) credit.

*The choice of subjects for 2016-17 is as follows:*

A level English	A level Business Studies
A level Mathematics	AS Psychology
A level Further Mathematics	AS Sociology
A level Biology	AS Global Perspectives
A level Chemistry	AS Thinking Skills
A level Physics	

All of the AS subjects (except Global Perspectives) can be a part of the two-year A-Levels course in the following year should the student choose to pursue the higher level of study in a particular field.

### **English Language**

Cambridge International AS Level English is designed for learners who can already communicate effectively in English, as it may be their first or second language. The Cambridge International AS Level English syllabus enables learners to achieve greater fluency, accuracy and confidence in the language as it is spoken and written, and improve their communication skills. They will learn how to improve their use of English in a variety of situations, understanding how to read texts and other source materials, and how to extract information, initiate conversations and respond to questions both orally and in writing.

### **Mathematics**

Cambridge International AS and A Level Mathematics builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus allows teachers to choose from three different routes to Cambridge International AS Level Mathematics: Pure Mathematics only, Pure Mathematics and Mechanics or Pure Mathematics and Probability and Statistics.

### **Biology**

Cambridge International AS and A Level Biology builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, a section on some current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of biology ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Biology is ideal for learners who want to study biology or a wide variety of related subjects at university or to follow a career in science.

## **Chemistry**

Cambridge International AS and A Level Chemistry builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, a section on some current applications of chemistry, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of chemistry ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Chemistry is ideal for learners who want to study chemistry or a wide variety of related subjects at university or to follow a career in science.

## **Physics**

Cambridge International AS and A Level Physics builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, a section on some current applications of physics, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of physics ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Physics is ideal for learners who want to study physics or a wide variety of related subjects at university or to follow a career in science.

## **Thinking Skills**

Thinking Skills develops a specific set of intellectual skills, independent of subject content, reflecting the need voiced by universities and employers for more mature and sophisticated ways of thinking. The Thinking Skills syllabus also enables students to approach their other subjects with an improved ability to understand, analyze and resolve problems. As a result, students will find the course of great benefit when preparing for higher education and for a wide range of careers, including law, scientific research, social science, journalism, medicine, business, accounting and engineering. The Thinking Skills syllabus encourages free and open debate, critical and investigative thinking, and informed and disciplined reasoning.

## **Psychology**

Cambridge International AS and A Level Psychology learners develop their appreciation of the subject by exploring the ways in which psychology is conducted. As part of their studies, learners also review important research; this provides an insight into the ways in which psychology has been applied, thereby leading to a better understanding of key themes and issues. The syllabus reflects the five core areas of psychology, namely cognitive, social, and physiological developmental and the psychology of

individual differences; it also relates psychology to education, health, organizations, the environment and abnormality.

### **Sociology**

In a rapidly changing world, Cambridge International AS and A Level Sociology offers learners the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The study of sociology stimulates awareness of contemporary social, cultural and political issues, and focuses on the importance of examining these issues in a rigorous, reasoned and analytical way.

### **Business Studies**

The Business Studies syllabus enables learners to understand and appreciate the nature and scope of business, and the role it plays in society. The syllabus covers economic, environmental, ethical, governmental, legal, social and technological issues, and encourages a critical understanding of organizations, the markets they serve and the process of adding value. Learners examine the management of organizations and, in particular, the process of decision-making in a dynamic external environment.

### **Art and Design**

The Cambridge International A Level Art and Design syllabus considers expression and communication. Learners gain an understanding of visual perception and aesthetic experience, and the ways in which art and design creates a language of its own. Most of the work for this syllabus is practical or studio based, so that learners can develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression and imagination. They also learn how to relate their skills to an enhanced knowledge of their own cultures, past and present, as well as an appreciation of practical design problems.

### **Global Perspectives**

Cambridge International AS Level Global Perspectives prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of - and reflection on - issues of global significance. The Cambridge International AS Level Global Perspectives syllabus is based on skills rather than on specific content. Learners develop research, thinking, reasoning and communication skills by following an approach to analyzing and evaluating arguments and perspectives called the Critical Path. The skills gained through study of Cambridge International AS Level Global Perspectives enable students to meet the demands of twenty first century learning and make a successful transition to study in higher education.

## 5. EXTRA CURRICULA ACTIVITIES AND FIELD TRIPS

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### Extra Curricula Activities

Primary extra curricula program will vary throughout the year and the Homeroom Teachers will provide all details to their students. Students should try to take part in as many activities as possible. The unique backgrounds and interests of our faculty will be the core of our after school activities that may include sports, clubs, and the arts.

### The Electives Programme (Secondary)

In addition to the MIS core curriculum, students are offered a variety of elective courses to provide them with a well-rounded and engaging learning experience. Electives will be held on Fridays during periods 7 and 8. Similar to other scheduled classes, attendance and participation is mandatory and will be assessed at the end of each semester with an Outstanding, Pass or Fail grade. In order to graduate, students must earn at least a Pass grade for each semester's elective.

*The list of electives for 2015-16 will be published in the beginning of the year and may include (among others) the following classes:*

Creative Writing	Introduction to Chinese painting
Drama/Improvisation Acting Club	Canvas Painting with Oil and Acrylic
Journalism & Photojournalism	Modern dance
Global Issues Network	Small Band Ensemble
Introduction French	Additional Mathematics
Introduction to Spanish	Student Council

### ESL and Mathematics support

Some student might need extra support in English and Mathematics. If a student is designated by the teachers to either ESL or Maths support, they will have to attend that support class until the end of the first semester when his/ her progress will be evaluated. If a student passes the exit criteria for ESL or Maths support class, he/ she will then be able to choose an elective from the list above.

### After school Clubs

After school clubs are optional activities which give the students an opportunity to enrich their learning and practical skills even further. The programme includes a range of sports such as Basketball, Football and Volleyball along with 'Brighter Tomorrow' charity group, Model United Nations (MUN) and other clubs. Sports clubs offer the students an opportunity to compete with other international and local teams in Yangon and Model United Nations members have a chance to participate in a local and an international conference. Possibilities are based on students' interests and teachers' availability.

## Field Trips

The goal of our Field Trip programme is to expand the learning process beyond the classroom by providing the opportunities for the students to make connections between the concepts learned in the class and the outside world. Students may go to cultural, historical, entertainment or business establishments in the local area. These trips are organized by staff members and may include parental chaperones. Most trips will involve some cost to parents and all of them will require written parental permission. School rules will apply during all field trips and students are expected to be good ambassadors for the school. Longer excursions in the secondary school will take place once a year and model programmes such as Week Without Walls.

## 6. HOMEWORK

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Homework is set by teachers to help students become independent learners to further their understanding and knowledge and to help them develop their organizational skills. Students are expected to complete all homework assignments thoroughly and on time. Homework for Years 1 & 2 should take no more than of 30 minutes. Years 3-5 could have up to an hour of homework per night. Older students may have 2 hours plus of homework per day. Every student is different, and works at a different speed, so the actual time may vary.

We recommend that every child spend some time reading every day. Reading is an essential part of learning and as such should be an integral part of every child's life.

## 7. ASSESSMENT AND REPORTING

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Myanmar International School follows Cambridge assessment standards and student achievements are reported quarterly and by semester (in the high school). There will be two parent-teacher conferences during the school year. These conferences will be held in the second and fourth quarters.

The reports will include comments on every child's academic progress as well as his/her social skills and study habits. During parent-teacher conferences, parents can expect to see samples of their child's work, achievement records, hear about his/her strengths and areas which need improvement, general behavior and adjustment to school.

### Notice of Concern and Improvement

A mid-quarter Progress Report will be sent to notify parents of students who are making unsatisfactory progress between reporting periods. The teacher, parents, and the student along with a principal may meet and develop a plan of action to assist the student, if needed. The teacher may also contact the parents by phone to discuss the student's needs and/or progress.

Parents can help the school and their children by encouraging them to do their best. It is always helpful if parents spend time with their children to support their learning. If the parents have important information on the child's reaction to school, difficult home situations, general health, activities, hobbies, special interests and relevant strengths and weaknesses, it would be very helpful to inform the child's teacher and the section principal.

Periodic Notices of Concern or Improvement may be sent home with the children. Please make your children aware of the teacher's concern, or congratulate them on their improvement. Please contact the teacher at any time you feel it is necessary.

## 8. ATTENDANCE POLICIES

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### School Times

The school year is approximately 10 months in length with 180 teaching days. The Primary and Secondary schedules can be found below. The schedules are based on having different snack and lunch times for Primary and Secondary students. Parents are expected to bring their children to school by the starting time.

Nursery	08:45 – 11:45 AM (Morning session) 12:30 – 03:15 PM (Afternoon session)
KG and Year 1	08:45 – 11:20 AM classes 11:20 – 12:00 PM lunch 12:00 – 02:15 PM classes
Years 2 to 6	08:45 – 12:00 PM classes 12:00 – 12:45 PM lunch 12:45 – 03:15 PM classes
Years 7 to 13	08:30 – 11:45 AM classes 11:45 – 12:15 PM lunch 12:15 – 03:30 PM classes

*\* Every Wednesday Primary students are dismissed at 2:15pm and Secondary students are dismissed at 2:45pm.*

There will be a morning and afternoon recess for both Primary and Secondary students. The Early Years students will also have a snack time twice a day.

Most Primary extra-curricular activities will take place after school.

The teachers are on supervision duty from 8:15 am to 3:45 pm. **Children should not arrive before 8:00am and should depart by 3:45pm.** If for some unforeseen reason parents anticipate being late, we ask you to inform the school, so that your child won't be concerned and we can make arrangements to look after them. However, as a courtesy, we ask parents or drivers to be prompt in picking up the children.

## Attendance procedures

**In the Primary school:** the homeroom teachers will check the daily attendance of their classes and keep the records. If a student is absent for three consecutive days the homeroom teacher or the assistant will contact the parents to inquire of the wellbeing of the child.

**In the Secondary school:** the attendance procedure will be as follows:

Students arriving after 8:30am will need to report to the reception to get the late slip. Students without the slip will not be allowed to enter the classes and will be sent back to the reception.

The MIS office staff will collect the attendance from each class between 9:00am and 10:00 am.

After an additional check at 10:15am the office will contact the parents of students who are absent.

Under normal circumstances, when a student is enrolled for the entire grading period, they should not be absent for more than ten percent (18 days) of school days. Absence in excess of this will have a significant impact on student's progress and their ability to understand their work successfully.

Students who are absent from school MUST either give a parental note or make a parental phone call to the section Principal or homeroom teacher. Students without these covering notes or phone calls will be considered as having had an unexcused absence. The teacher and the section Principal must approve any anticipated absence from school in advance. We strongly advise parents only to take vacations during the school holidays. Family holiday during school days are not considered excused absences.

Secondary students are allowed up to 18 excused absences. Students who accumulate more than 18 unexcused absences in one academic year will be in jeopardy of not being promoted to the next level.

*\* Three unexcused tardies will be equivalent of one unexcused absence.*

## Make Up Work Policy

Students may be able to make up some of the work they miss if they are gone for extended periods. However, students will not be able to experience first-hand classroom discussions, explanations and interactions, thus it is of paramount importance to maintain regular attendance. Sometimes there may be unforeseen events that may cause an extended absence. Should this occur, students (Years 2 – 13) are expected to make up the work they miss. Arrangements need to be made with the teacher. This make up work may be given to the students in advance or upon their return, with a due date set by the teacher.

## 9. ACADEMIC AND BEHAVIOURAL PROBATION

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Primary students are assessed every quarter. A notice of concern will be sent home if any student does not meet the required academic and social standards. A meeting with parents, teacher(s) and the Primary Principal will then be arranged in order to discuss the appropriate course of action to help the student make progress.

Secondary Students who receive grades below “C” may be subject to being placed on academic probation. Academic probation will be determined at the end of each quarter. In order to help students achieve higher grades, a student study team will be formed that consists of the principal and teachers. The team will meet with the student and parents to determine the best course of action for the student. An academic contract will be written and implemented during the probation period. This contract will be evaluated the following quarter and students who perform consistently well will be taken off the probation. The students who are not taken off the probation at the end of the academic year might be in jeopardy of losing the privilege of being a student at MIS.

The students who neglect to follow MIS code of conduct and lack respect for either the faculty, staff or other students may be placed on behavioral probation contract. In such cases a meeting with the parents, the student, Secondary Principal and Homeroom Teacher will be arranged to discuss the plan of action. This may include possible suspension or in severe cases expulsion.

## 10. LIBRARY AND SCHOOL BOOKS

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The mission of the MIS Library is to promote a life-long love of reading and ensure that students and staff are effective users of information.

### TO ACCOMPLISH THIS MISSION THE MIS LIBRARY PROVIDES:

- A peaceful, welcoming environment where students may study, conduct research, browse and checkout books, or read during their free time.
- Guidance in the use of technology, materials and resources.
- Access to thousands of fiction and non-fiction books students may checkout and bring home to read.
- Access to a large collection of reference books, encyclopedias, and periodicals students may use within the library for out of personal interest or for research projects and papers.
- A designated library period each week for lower primary students during which time children listen to stories, read independently and with partners, work on book-related projects, and checkout books.
- A designated time each week for upper primary students during which students may checkout books, work on research projects or read under the direction of their homeroom teacher.

- A space where teachers may bring a class of students to work on special projects.
- The MIS also implements school-wide contests and events that promote literature and a love of reading and books. In addition, the school librarian assists teachers by selecting books and learning resources according to the needs and interests of their students.

## Library Hours

The library is open Monday to Thursday from 8:30 until 3:45. Students are welcome visit the library to read, study, conduct research, return and checkout books during their free time. Students may also use the library during class time with permission from their teacher.

## Library Rules

- All the students are members of MIS School Library Media Center and may borrow as many books as they like during the school year. However, Primary students are limited to borrowing one book at a time and Secondary students are limited to borrowing two books at a time.
- Students may borrow new books as soon as they return the book(s) they have borrowed.
- Students are responsible for the books they borrow and must pay for the repair of books damaged in their care.
- Students must pay for the cost to replace lost books including shipping fees.
- Reference books, journals and periodicals are to be read in the library and are not to be checked out.
- Students are responsible for all personal items brought into the library.
- Eating and drinking is not permitted in the library building.

## Care for the School Textbooks

- Our textbooks are valuable and an important component your educational experience. Please help us take care of them.
- MIS will provide textbooks to the students from Year One to Year Thirteen. We will attempt to keep photocopying at a minimum as we expand our collection. The students are required to write their names in the front of the books in ink and they are responsible for the care of the books checked out to them. At times books will be taken home to help students complete their homework. All books must be returned at the end of the year or when a student leaves MIS. Students who lose books must pay for the replacement cost including shipping.

## 11. COMPUTERS AND INTERNET POLICY

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- MIS computer system and Internet access are for educational purposes only. Unacceptable use of the system or Internet includes:
- Accessing or posting any material that is pornographic, encourages violence or is anti-social
- Any form of online bullying
- Posting any false, private or hurtful material
- Vandalizing postings of other people
- Accessing restricted areas or personal files or social networking sites (eg. Facebook) without permission
- Establishing unauthorized online contacts
- Violating copyright laws and plagiarizing work
- Conducting business transactions
- Failure to follow established MIS Internet procedures
- Disrupting the operating system by any means whatsoever

*Failure to follow this policy may result in the loss of use of school computers and Internet; in serious cases, the student faces the risk of suspension or expulsion from the school.*

## Secondary School Phone/ Electronic Device Acceptable Use Policy

MIS encourages the use of technology for educational purposes. Smart phones and other devices can be excellent tools in research and project work.

Phones and other electronic devices can be used during class for educational purposes if students have the specific permission of that classroom teacher.

Students may use phones and other electronic devices during breaks and lunch, provided the devices are not used for inappropriate purposes. Inappropriate purposes include, but are not necessarily limited to, viewing of violent or sexual material, or the use of offensive language or hostility directed at any member of the MIS community.

Students may not have in their possession at school phones or other electronic devices with inappropriate content on them, even if the devices are not being used at school or the inappropriate content is not being accessed. To ensure compliance, phones and other electronic devices can be searched. MIS will work with the owner of that phone or device to protect his or her privacy.

Students violating any part of this phone/electronic device policy shall have his/her device confiscated by a teacher or the school administration for a period of time deemed appropriate by the school administrator. Repeated violations by a student will result in revocation of that student's phone/electronic device privileges. A pattern of violations by the MIS secondary school body may result in the entire student body losing their phone/ electronic device privileges.

## 12. STUDENTS' RIGHTS AND RESPONSIBILITIES

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### Students' Rights

- Students have the right to a meaningful education, with high academic standards which adequately meet the needs of the individual student.
- Students have the right to meaningful curricula delivered by an appropriately trained professional teacher.
- Students have the right to a timely notice of all rules, regulations, policies, and penalties to which they are subject to follow.
- Students have the right to physical safety and protection of their personal property including the right to safe and sanitary buildings and facilities.
- Students have the right to consult with teachers and an administrator if they have special needs.
- Students have the right to contribute to the development of the school through the Student Council.

### Students' Responsibilities

Every student is responsible for his/her own behavior and to contribute to make MIS a positive and healthy environment for all, by maintaining good order, self-discipline and consideration for the rights and property of others, including but not limited to the following guidelines of conduct:

- Neatness, cleanliness and appropriate personal attire and hair color are expected. Styles outside the accepted norms are not allowed.
- Consideration of others by refraining from loud boisterous behavior, the use of vulgar or obscene words (in any language). This also includes respect for those performing or speaking.
- Respect for school property and personal property of others, including keeping all books, materials and facilities they use in good condition.
- Refraining from fighting, creating a disturbance or denying others the use of school facilities. Acting in such a manner as to expose others to risk, danger, harm, injury or using threats and intimidation (bullying) against another person is not allowed.
- Concern for the health and safety of all by refraining from the use of tobacco, alcohol, illegal drugs, or any other unlawful activity.
- Respect for the education process and learning environment of others by refraining from habitual tardiness, unexcused absences, or other inappropriate activities such as classroom behavior that interferes with the rights and opportunities of others to receive an education.

- Attendance at every class prepared to participate with completed homework (when it has been assigned), paper, pen or pencil, notebook, proper textbooks and other materials required by the teacher.

## Leaving School Grounds

Students are not allowed to leave the school premises during school hours without Principal's permission. The Principal will only give permission to leave the school grounds with the parent's approval. The student must leave a signed gate pass form at the Security Gate before he/she is allowed to leave campus.

## 13. DISCIPLINE POLICY

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### MIS Code of Conduct

- Students' behavior is governed by the guidelines laid down in this booklet and by their teachers. Parents are expected to support our teachers, these policies and the school administration. Students and parents also have the right and responsibility to first consult with our teachers and if needed the assigned area Principal. If further attention is required, then an appointment with the Head of School will be arranged.
- Students are expected to conduct themselves at all times in such a manner as to positively represent themselves, their families, and MIS.
- Fighting, any forms of physical, emotional abuse or bullying are forbidden.
- The use of obscene words in any language is not allowed and may result in disciplinary action such as detention or suspension.
- The school strongly forbids the use and/or possession of tobacco (including electronic cigarettes), intoxicating beverages or narcotic drugs by the students at any time on school property, or at school sponsored events.
- All students should dress neatly and tidily in school uniform when coming to school. Any extremes in dress or cosmetics should be avoided.
- Students must refrain from willful damage of school property or other student's property. Any vandalism done by a student is chargeable to his/her parents and could result in disciplinary action.
- Please remember that all of our staff are an important part of the MIS school community and should be treated with respect and courtesy at all times both by students and patrons of MIS.
- There are numerous plastic bins located around the school and in the classrooms and the students are expected to use them to dispose of rubbish.

- MIS students should be sensitive to the values of our host country, Myanmar, with regard to standards of dress and behavior. Disrespectful or revealing clothing is not allowed.

*Failure to follow these rules will result in disciplinary action and may lead to suspension or expulsion from the school.*

## Suspension

In the remote possibility that a student should commit a serious offence, he/she could be suspended. A suspension means that a student may be removed from class and supervised in the office (in-school suspension) or may be sent home and may not attend school from one to five days. Should this occur, parents will be contacted to pick up their child.

A meeting with the parent, child, the section Principal (Head Principal if needed) and other parties involved, will be held before the child may return to school.

Behavior that dishonors MIS on or off our campus is unacceptable and could result in suspension or lead to an expulsion.

## Expulsion

Repeating of prohibited actions and failure to meet either academic requirements or behavioral standards could result in a student's permanent expulsion from MIS.

## Academic Dishonesty

Cheating, including plagiarism and the copying of homework and tests, is an academic dishonesty. MIS considers the one who provides the information as well as the one who receives it to be guilty of this act. In serious cases, offenders will receive a zero for the work, parents will be contacted and the students may be suspended from school. Repeat offenders may be expelled from school.

## Students Dress Code

Wear school uniform at all times

- Blue or black leggings are accepted under the skirts or shorts for Primary and Secondary
- No excessive jewelry and discrete hairstyle. Extreme hair colours are not accepted.
- Discrete make up for Secondary Girls

## Sports/ P.E.

Wear PE uniform during PE classes with white socks and tennis shoes. Secondary students are not allowed to wear PE uniform during regular classes.

Blue or black leggings are accepted under the shorts for Primary and Secondary

## 14. STUDENTS' PERSONAL PROPERTY

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### Hand Phones

We understand that students may need to carry a hand phone to school with their parent's consent. The following policy will apply in such circumstances.

Under no circumstances will the school take responsibility for lost or damaged hand phones.

Hand phones need to be kept in silent mode at all times. They may be used in class for educational purposes only and with teacher's permission.

Students that violate this policy will have their phone confiscated for a period of time and will be disciplined.

### Memory Sticks

Students are allowed to use USB memory sticks at school. They must ask the computer teachers to check them for viruses before they use them in school computers. Any kind of damage to the memory stick is not the responsibility of the teacher or the school.

Should a student's memory stick cause the school IT equipment to acquire a virus or cause any other damage, they could be held responsible for the repair of the school equipment.

### Laptops and tablets

The school will provide access to a computer system for every student. It is not always necessary to bring a laptop to school. Primary students can use their laptops if they need to do a special project under a teacher's instructions. Secondary students may use laptops for any relevant educational activity.

The school will not be responsible should there be any damage to the laptop or if the laptop is lost. As with memory sticks, if a student's laptop causes the school IT equipment to acquire a virus or cause any other damage, they could be held responsible for the repair of the school equipment.

### Theft

Acts of theft consist of 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 conduct an appropriate search to help recover the stolen items. If material belonging to someone else is found in a student's possession, it may constitute theft. A student who steals is subject to strong disciplinary action, which may be suspension or expulsion.

### Lost and Found

Lost and found items will be kept in the office area or classrooms. Students are encouraged to take good care of their personal belongings and school materials. **Students are strongly encouraged NOT to bring valuable items such as jewelry and excess amounts of money to school.** If a student brings any form of

equipment to school they must take special care of it. We also suggest they do not loan it to other children to use. If a student does lose something they should check with all their teachers, retrace their steps and check with the office. We expect that all students will take special care of schoolbooks, resources and equipment.

## 15. ADMISSION POLICIES AND TUITION FEES

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MIS welcomes boys and girls of all nationalities and religions. Students will need to demonstrate that they are able to cope with the competitive atmosphere of the school as well as work cooperatively to ensure the success of everyone.

Application for admission is ongoing as long as we have positions available in the classes. Our class size does not exceed 20 to better facilitate learning and provide individual help to our students.

MIS Admissions Office requires official copies (in English) of the candidate’s last three years academic records. Any other documents relating to the candidate’s academic / behavioral background should be submitted in order for MIS to determine a candidate’s successful participation in all aspects of life at MIS.

Admission for the Early Years and Lower Primary will be based exclusively on the age of the child and the school assessment. Admission to Years 3 through 11 will be based on MIS placement examinations in English and Mathematics and personal evaluation of each child by the Primary or Secondary Principal including the records from the previous school and additional documentation when necessary.

Admission for Years 12 and 13 will be based on the grades attained up to the age of 16, an interview with the Secondary Principal and the results of English and Mathematics tests.

### Admission procedure

*The admission criteria are as follows:*

Year Level	English	Mathematics
<b>MIS placement test</b>		
<b>3 - 9</b>	50%	50%
<b>10 - 11</b>	IELTS 5.0/MIS 50%	50%
<b>12 - 13</b>	IELTS 6.0/MIS 50%	IGCSE grade C/MIS 50%

Nursery, Kindergarten and Lower Primary applicants are required to meet the standard criteria for basic skills. A personal interview with the child and the parents is conducted in order to determine whether the applicant meets these criteria.

In the event where the student does not meet the required criteria for English Language proficiency (ELP), MIS will offer a three month intensive English Preparation Course (EPC) to help the student meet the admission criteria. After successful completion of the EPC the student can enter the mainstream MIS

programme. If the student does not meet the ELP criteria after completing the EPC, individual consideration concerning the extension of the preparation course may apply.

In the case when the child does not meet entrance criteria in Mathematics, individual consideration might be made and child might be offered Conditional Admission. The conditions will be made clear to the parent and the student and a quarterly academic evaluation will be conducted to ensure that the child is making consistent progress.

## Tuition Fees

MIS school tuition fees will normally be calculated on a semester basis. Fees will be due at the start of each semester. Fees not paid by September 18th, 2016 for the first semester and by February 11th, 2017 of the second semester are considered overdue, unless special arrangements have been made with the MIS administration. Late payment of fees will be subject to a penalty of 5% of the semester fees for each month they are overdue. In the event of students withdrawal from MIS school records will only be released after all outstanding obligations are fulfilled.

## Refund of fees

If an unforeseen circumstance occurs and a parent finds it necessary to withdraw a child from MIS, fees will be refunded as follows:

### First semester

- Students leaving before the end of the first quarter will have 40% of their first semester fee refunded.
- Students leaving in the second quarter will have 20% refunded if they leave in October, 10% refunded if they leave in November, and no refund if they leave in December before the end of the semester.

### Second Semester

- Students leaving before the end of the third quarter will have 40% of their second semester fee refunded.
- Students leaving in the fourth quarter will have 20% of their second semester fee refunded if they leave in March, 10% refund if they leave in April, and no refund if they leave in May before the end of the school year.

There will be no refund of fees for the following cases:

- If a child leaves MIS for another local school
- Should the unfortunate circumstance arise that a student is expelled from MIS.

Each refund case will be dealt individually, according to the above policy, with the Head Principal and/ or board approval if necessary.

## 16. PARENTAL RESPONSIBILITIES

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The best learning environment for students occurs when parents, teachers, and children work together in unison. This is even more important for parents of students living in an overseas setting.

- The Parents play an important role in children's education and should take an active part in guiding their children in academic and extra-curricular programmes. Parents should not hire a tuition teacher to complete their child's/ children's work.
- Parents need to maintain regular contact with the school and their child's teacher. When parents and teachers work together their children will be more successful.
- If both parents plan to leave Yangon while their child attends MIS they need to notify the school in advance and inform the school who will be taking care of their child.
- Parents are responsible for contacting the school and/ or sending a note or phoning when their child is absent from school for any reason.
- Parents are responsible for getting their child to school to be ready to start classes on time. Late arrival has a negative effect on the child's learning and interfere with the learning process of the other students.
- Parents are expected to support school's policies and programmes.
- Parents should be role models for their children. Remember, your child will follow your example not your advice.

## A. Visiting MIS

We encourage our parents to contact MIS when they have questions about the school. If an appointment to meet a teacher is needed, please contact the office at 01-558115/116/117/118 during the office hours 8:00am-5:00pm. **Visitors must check in at the School Gate and Reception before visiting a classroom or a teacher and wear a visitor's pass during the visit.**

Drivers, nannies or parents bringing lunches or other items for children should leave them at the reception area.

## B. Pick up and Drop off Regulations

We have planned these regulations to ensure the SAFETY of our children. With this as our primary concern we ask you and your drivers to follow the rules listed below. **PARENTS ARE RESPONSIBLE FOR INFORMING THEIR DRIVERS OF THESE RULES.** We believe that everyone's cooperation with these rules will result in the smooth flow of traffic and the safety of our students.

- Follow the directions of the MIS staff directing traffic at all times.
- Please be patient and do not use your horn at any time!
- Drive very slowly on the lanes leading to and from school and always be alert for children.
- When school is in session, parking is limited to Pyin Nya Waddy Street or Sittaung Street next to our covered play area. No parking is available on the School Campus.
- **DO NOT** pass other cars waiting in line on Pyin Nya Waddy Street. Please be patient and wait for your turn.
- When cars are entering the MIS campus, please drive very slowly. There will be staff members there to assist the children. Please do not allow your drivers to leave the car to help the children. This slows down the process and may block traffic.
- Please enter and exit through the signed gate.
- If your child is at the main entrance he/she must get into the car as quickly as possible to allow the next car to come in.
- If your child is not at the main entrance the car must leave the campus and go to the back of the queue on Pyin Nya Waddy Street.

***REMEMBER THAT CARS DO NOT HAVE THE PRIORITY AT MIS, CHILDREN DO!***

***Drivers that do not follow our regulations could be banned from the MIS grounds.***

**Route:** Lower primary students with or without siblings in Upper primary or Secondary



**Route:** Upper primary or Secondary students only



## C. Resolution of Concerns

We encourage parents and students to communicate problems or concerns to teachers first or an administrator by using the procedures outlined as follows:

- Begin at the level of concern, if a concern emerges with a teacher in a particular classroom, please arrange for an appointment with the teacher. The majority of problems can be easily resolved at this level.
- If the conference with the teacher is not satisfactory, please contact the section Principal.
- If the concern is not resolved with the section Principal, then you may make an appointment with the Head Principal. Please do not involve a member of the Board of Directors. Conflict resolution is not their responsibility.

## D. Parental Notification

Periodic notices and a weekly newsletter will be sent home with the students. Emails will also be sent to parents who have given us their address. These communications will inform parents of important events at MIS. Parents are encouraged to read all notices. If there are questions please contact the school office.

## E. Change of Address or Phone Number

If you move during the school year it is your responsibility to inform the school office of your new address and telephone number. This is EXTREMELY important, especially in a case of an emergency.

## 17. STUDENT'S HEALTH

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When completing the application for admission parents must verify that their children are in good health. Parents must also agree to give the school the authority to send a student for appropriate medical treatment in case of an emergency. This treatment would be at parents' expense.

If a child had a communicable disease, a physician's statement regarding his/her recovery and condition may be required on their return to classes.

The child who has a fever or any contagious sickness should stay at home until fully recovered.

If children are well enough to be at school they are normally healthy enough to participate in physical education classes and other normal school activities. In case the child needs to forgo physical education classes for a period of time, the parents need to provide written medical statement specifying the reasons for such exemption.

If a child feels sick, they will be sent to the MIS clinic for medical evaluation. If warranted they may be sent home at the discretion of the teacher and the section Principal.

The school will provide first aid to minor cuts, scratches etc. In the unlikely event of a more serious accident the parents or person listed on the application as the emergency contact will be informed promptly. Because of this, a parent must notify school of any change in telephone numbers.

The teacher, nurse and/ or administration must be informed if a child is required to take prescribed medication during school hours. Any such medicine must be kept and administered at MIS clinic with the assistance of the nurse. Students are not allowed to have any drugs in their possession on the school grounds.

## **18. SAFETY AND SECURITY POLICY**

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MIS has several options regarding the safety of students and staff that depend on the nature, severity, location, and time of day.

*The options are as follows:*

### **A. STAY AT HOME**

This option will be undertaken during non-school hours. In the event that an emergency requires school closure, parents will be notified via our external phone tree (call and/or sms), which includes parents email. This phone tree allows the Head Principal to contact the Primary and Secondary Principals who then contact homeroom teachers to make calls to the students' homes. It is very important that MIS has an up to date home phone number for each child. The school message will be short and contain no more than three sentences. Each caller will read the message slowly and check for understanding. Messages may be left with household help. If the faculty is unsuccessful in making initial contact, they should keep trying periodically over the next day or so. They should also inform the Principals that a certain student or staff member could not be reached.

### **B. SCHOOL EVACUATION**

In the event of a threat, the Head Principal and the Coordinator are to be immediately informed. Notification can be made by anyone who suspects a threat. The Head Principal and the Coordinator will make the decision to the enactment of the evacuation procedures. The continued ringing of the school bells means to evacuate the building and proceed to the specified meeting area. When this occurs, the following procedures will apply:

- Everyone should remain calm and silent, with only the teacher providing directions
- Students are to leave their desks or workplaces and line up quietly at the appropriate exit.
- Teachers are to collect their attendance books.
- Teachers are to be the last to leave the classroom and should close the doors and windows but keep the doors unlocked.

- Students will walk in single file with their teachers from their classrooms to the evacuation area. Exit directions and a map are provided to each classroom or other facility.
- Both primary and secondary students will line up at the homeroom teachers designated sign. Specialist teachers will assist the students in lining up in the correct area.
- Each teacher will have green and red laminated signs. After taking attendance, teachers will raise an appropriate card to indicate either full (green) or partial (red) attendance. All classes with red cards will be checked against the daily attendance.
- Shortly after students have been instructed to move to the designated meeting area, the head principal will designate one or more staff members to do a sweep of the campus to make sure all students are in the designated area.
- All office support staff will report to the Coordinator.
- After all faculty and support staff is accounted for, further directions will be given by the Head Principal.
- If it is deemed safe, students will be dismissed from youngest to oldest and proceed quietly back to class.
- If it is not deemed safe, the students will remain with the teacher until parents can be notified to pick up their child. Emergency dismissal procedure will be initiated.
- Teachers on a field trip must leave a hard copy of their class list with the reception area personnel.

### C. EMERGENCY DISMISSAL PROCEDURE

In the event of emergency, there may be a need to dismiss the students early. Following procedure will apply:

- At the request of the administration, students will be asked to use their cell phones to help notify parents. The emergency phone tree list will be used by teachers, assistants, the office staff and students to make the calls. The office will continue to attempt to call those parents that could not be contacted initially. The office will continue to attempt to call those parents that could not be contacted initially.
- The students whose parents couldn't be contacted will either remain at MIS or be transported off campus to a safe area such as the Sedona Hotel.
- Teachers will assist the students in being attentive and watching for their cars as we evacuate the campus.

- Shortly after students have been instructed to move to the pick-up area, the head principal will designate one or more staff members to do a sweep of the campus to make sure all students are in the pickup area.
- After all the students have left, the Head Principal may have a short briefing with the faculty and support staff.
- Faculty children will be allowed to stay with their parents during the procedure.

#### **D. EMERGENCY STAY AT SCHOOL**

This option will be enacted during the school hours or after school in the event that walking to an alternate site or road travel is not considered safe. Students will not be permitted to leave the MIS campus and they will be under the supervision of the homeroom teachers.

At the request of the administration, students will be asked to use their cell phones to help notify parents. The emergency phone tree list will be used by teachers, assistants, and students to make the calls. The office will continue to attempt to call those parents that could not be contacted initially.

When 'Emergency Stay' status is lifted the 'Emergency Dismissal' procedure will be initiated.

#### **E. EARTHQUAKE "STOP AND DROP" PROCEDURES**

*At the first sign of tremors everyone should do the following:*

- Immediately stop what you are doing.
- Drop and crouch under your desk and protect your head
- Hold onto the desk until the shaking is finished
- If outside, everyone should go in the middle of the field until the shaking is over.
- If you cannot do these above measures, stand in a doorway
- At all times, students should stay calm and listen to the teacher's instructions.
- Teachers should wait in the classrooms until signal to evacuate is given by the administration. Students then will proceed quietly to emergency meeting points as per 'School Evacuation' procedure, unless alternative instructions are given by the principals.

## 19. CHILD PROTECTION POLICY

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Myanmar International School, working together to safeguard students, has a legal and ethical obligation to safeguard the welfare of students. Our aim is to build and maintain a proactive environment that protects children by either preventing child abuse before it occurs or by earliest possible detection, intervention and reporting.

MIS students should be safe from maltreatment, neglect, violence and any form of exploitation.

Our goal is to build and maintain a proactive environment that protects students from harm (to self and from others) by either preventing child abuse before it occurs or by ensuring its earliest possible detection, intervention and reporting.

*Our strategy is:*

To ensure that faculty and staff, students and teachers, classroom assistants and parents understand the issues of child abuse and neglect

Know *how* to recognize its signs and symptoms

Are *familiar* with national, international and local reporting procedures; and *know* the responsibilities of mandated reporters, including how, when, and to whom to make a report.

We want to ensure that the child is safe, that the situation is communicated promptly and effectively, and appropriate actions are taken (following established Child Protection policy and procedures) to address the situation.

## 20. SCHOOL CALENDAR FOR ACADEMIC YEAR 2016-17

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### First Semester

August 17	Wednesday	New Students and Parents Orientation
August 18	Thursday	First Day of School (All Students)
September 16	Friday	Half Day. Professional Development
October 3 – 7		Quarter 1 Tests
October 14	Friday	End of Quarter 1. Reports go home
October 17-21		Thadingyut Holiday
October 24	Monday	Start of Quarter 2
October 24-28	Monday-Friday	Middle School Week Without Walls
November 3-4	Thursday/Friday	Parent Teacher Conference (Half Day)
November 11	Friday	Sports Day
November 14	Monday	Full Moon Day of Tazaungmone (School Holiday)
November 22	Tuesday	Notes of concern go home
November 24	Thursday	National Day (School Holiday)
December 1-7		Semester 1 Exams (Quarter 2 Exams)
December 15	Thursday	Holiday Program
December 16	Friday	End of Quarter 2 (Half Day). Reports go home
December 19 - January 6		Winter Holidays

### Second Semester

January 9	Monday	School Reopens. Start of Quarter 3
February 3	Friday	No classes for students. Professional Development
February 18	Saturday	International Day
February 27 - March 10		Year 11-13 Final Exams
February 28	Tuesday	Notes of concern go home
March 2	Thursday	Peasants' Day
March 6 -10		Quarter 3 Tests
March 17	Friday	End of Quarter 3. Reports go home
March 20	Monday	Start of Quarter 4
March 27	Monday	Armed Forces Day
March 30 - 31	Thursday/ Friday	Parent Teacher Conferences (Half Day)
April 10-21		Water Festival Holiday
April 24	Monday	School reopens
May 1	Monday	Labor Day
May 25 - 31		Semester 2 Exams (Quarter 4 Exams)
June 2	Friday	Graduation Ceremony
June 5-9	Monday-Friday	High School Week Without Walls
June 15	Thursday	End of Quarter 4. Last Day of school. Reports go home

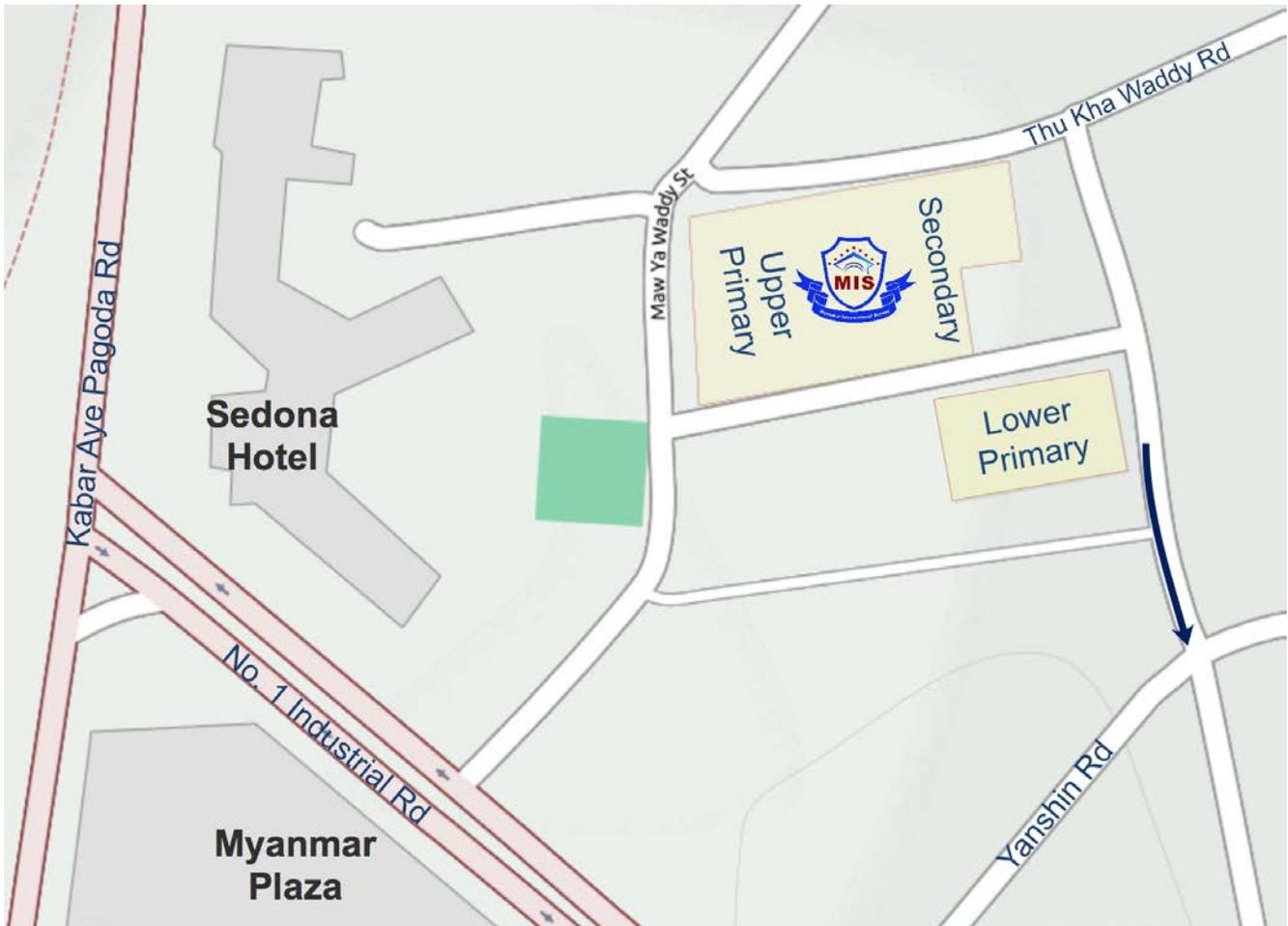
### Total contact days – 180

MIS keeps the right to modify any dates when needed.

Full moon day of Tabaung in March 2017 and Full moon day of Kasone in May 2017 will be announced in November 2016.

## 21. SCHOOL LOCATION AND MAP

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### Contacts

Myanmar International School

No 20 Pyin Nya Waddy Street,  
Yankin Township, Yangon

Ph: 95-1-558115~18 Fax: 95-1-558119

Email: [info@mis-edu.com](mailto:info@mis-edu.com)

Website: <http://www.mis-edu.com>

## 22. AGREEMENT FORM

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PARENTS AND STUDENTS, PLEASE READ THIS HANDBOOK, SIGN THIS SLIP AND RETURN TO YOUR SON'S OR DAUGHTER'S HOMEROOM TEACHER.

I....., parent of ..... year..... have read and completely understand the rules and regulations my son/ daughter must follow as a student at MIS. I know that my son's/ daughter's success at school requires hard work from all the staff at the school and I will support them fully. I have read and agree to follow the section on Parental Responsibilities. I also state that I will explain to my driver/drivers (and future drivers should they change) all the safety and driving regulations that apply to picking up and dropping off my son or daughter at school. I will attend all meetings regarding my son's/ daughter's progress and contact the school to make an appointment with the teachers or Head Teacher should I have any concerns. Thank you for your support and cooperation.

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Parent's Signature

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Student's Signature (Year 3 – 13)

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Date: