

The International School Yangon

Global Learners, Lifelong Service.

SECONDARY SCHOOL

Grades 6 – 12

STUDENT & PARENT HANDBOOK

2017 – 2018



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History of The International School Yangon

Over 60 years of quality education in Yangon

The origins of International School Yangon can be traced to an American lady, Miss Jevne, who tutored a friend's child in her free time. This was in 1952. Lacking facilities for an American-type education, other parents sent their children to Miss Jevne, and the class grew to over thirty students.

When this pioneer left in 1955, it became evident that a regular elementary school was needed for children of the international community. The parents of pupils attending the school convened and held a general meeting on August 25, 1955. It was resolved that an initial draft of a written constitution of the school along with a Declaration of Trust be adopted.

The Declaration of Trust was made at Rangoon on 13th September, 1955, by His Excellency Joseph C. Satterwaite, Ambassador of the United States of America to the Union of Burma. The Deed of Trust was amended on 14th March, 1966, to include Articles of Association and By-Laws.

The elementary school for twenty-four years leased a residential building at 61 Insein Road. In June, 1988, ISY moved to the 20 Golden Valley site. The International High School-Rangoon arrived in September, 1988.

The International High School was founded in 1976 by the international community to provide a high school education for its students. It was located on Prome Road. The first Principal was Mrs. Gloria Walton. About thirty students attended the school the first year.

In 1977, the school moved to 8 Wingaba Avenue. About six years later, the school was moved to Dubern Road near the American Club. It stayed there until September, 1988, when it moved to the current campus of the International School Yangon at 20 Golden Valley.

The elementary school was first accredited in 1984 by the Western Association of Schools and Colleges (WASC). This accreditation to provide an American-curriculum education was renewed in 1990 for a further six years and extended from elementary to grade 12. ISY has subsequently continued the accreditation process at regular 6-year intervals. The International Baccalaureate program was instituted in 2010 from grades 11 and 12.

Mission, Vision, and the Expected Schoolwide Learner Results

Mission Statement - *The International School Yangon is a community of compassionate global citizens.*

Vision Statement - *We aim to develop lifelong learners who will be a force for positive change in the world.*

Beliefs

At ISY, we believe that. . .

1. students are at the center of all our efforts.
2. cultural diversity enriches us all.
3. learning should be pursued for its own intrinsic value.
4. students learn in different ways.
5. all students have the right to live and learn in a safe and nurturing environment.
6. educating the whole person is vital to individual success.
7. education is a shared responsibility of students, family, school, and the wider community.
8. we are all responsible for our decisions.
9. challenging expectations promote individual growth and organizational development.
10. creative and critical thinking and cooperative learning are essential.

Expected Schoolwide Learner Results (ESLRs)

With the school's mission in mind, ISY has adopted the following Expected Schoolwide Learning Results (ESLRs) combined with the IB Learner Profile. The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. It is a set of attributes and descriptors that define the type of learner the IB hopes to develop through its programs. As an IB World School, ISY promotes the IB Learner Profile and the ISY ESLRs schoolwide.

ISY Students will -

- **Become Global Citizens who . . .**
 - Are environmentally aware and active (**Caring**)
 - Contribute to the welfare of the world community (**Caring**)
 - Respect the dignity and worth of others (**Principled, Open-minded**)
 - Manifest the virtues of honesty and integrity (**Principled**)
 - Understand and appreciate the values, traditions, and perspectives of others (**Open-minded**)
- **Be Successful Communicators who . . .**
 - Demonstrate the skills of effective collaboration (**Communicators**)
 - Use appropriate technology as a tool to convey ideas (**Communicators**)
 - Write, speak, read and listen with purpose (**Communicators**)
 - Are multi-lingual (**Communicators**)

- **Demonstrate Complex Thinking and Creativity by . . .**
 - Gathering analyzing and processing information from a variety of sources (**Thinkers**)
 - Being effective and creative problem-solvers (**Thinkers**)
 - Being effective decision-makers (**Thinkers**)
 - Pursuing inquiry and curiosity within learning (**Inquirers**)
 - Exploring themes and acquiring knowledge (**Knowledgeable**)

- **Become Lifelong Learners who . . .**
 - Take responsibility for their learning (**Reflective**)
 - Value all types of learning: academic, social, athletic, aesthetic and emotional (**Balanced**)
 - Have the confidence to take on new challenges (**Risk-takers**)
 - Give thoughtful consideration to their own learning (**Reflective**)

Governance

The International School Yangon (ISY) is a non-profit Association that is governed by a volunteer Board of Trustees of up to eleven members. All parents and guardians of current ISY students are members of this Association. Positions on the ISY Board of Trustees are either appointed or elected, with elections taking place at the Annual General Meeting (AGM) held in May of each year. The Board then selects from among its members a Chair, Vice-Chair, Treasurer and Secretary. As a non-profit Association, all tuition and other income generated by ISY is channeled back into the operation and development of the school and its facilities. The Board of Trustees is responsible for the overall governance of the school. This includes articulating long-term vision, setting broad policy, safeguarding the financial integrity of the school, and protecting the school from risk. The Board also adopts the annual budget, sets tuition and fee scales, and identifies and approves major facilities improvement projects. Finally, the Board selects, hires, supports and evaluates the ISY Director, who is responsible for the day-to-day operation of the school, the realization of the school’s mission and execution of improvement plans as directed by the Board. The Director also serves as a non-voting member of the Board of Trustees. The ISY Board of Trustees employs a number of different channels to communicate with the wider parent community. First, all parents are encouraged to attend and observe quarterly Board meetings, and to make contributions under the standing agenda item, “Communication from Association members.” Detailed minutes of these meetings are also posted on the ISY website. In addition, the Board publishes ad-hoc announcements throughout the year, either by direct email to all Association members or via the ISY Newsletter. Open presentations on topics of general interest are also held on an occasional basis, and an Annual Report is presented to the Association at the AGM in May. Finally, the Board welcomes questions and comments from Association members and the larger community through its designated email address, isyboard@isyedu.org, which is directed to all Board members, including the Director. Another avenue for parents to have direct input into Board deliberations is to volunteer to serve on one of the Board’s Standing or Ad-hoc committees. As of January 2016, the Board has four Standing Committees to advise and guide the Board on specific areas of focus. Each Committee is chaired by a Board member and may include among its members a combination of Board members, parents, teachers, school administrators, and outside

experts. All Committees report their findings and recommendations to the full Board for consideration. [1] Stakeholders include current parents, alumni, alumni parents, local and international government entities and broader community partners.

Staff

ISY employs over 100 well-qualified and experienced teaching staff representing around 15 different countries. They are organized into Elementary School (PreKindergarten to Grade 5) and the Secondary School (Grades 6-12). There are approximately 144 administrative and support staff.

Campuses and Facilities

ISY Campus - 20 Shwe Taungyar Street, Bahan Township

Opened in 1988, the facility houses Pre-K through grades twelve (12). During the 2015-2016 school year, this campus underwent construction to provide an innovative and state-of-the-art facility. ISY's sports facilities comprising of a covered court, and an artificial grass soccer field are used by the entire school.

School Hours

Regular school day: 8:00 AM to 2:45 PM

After-School Activities: 2:50 PM to 3:50 PM, or later depending on the activity

Library hours: Monday – Friday: 7:30 AM to 4:00 PM. Saturday: 8:00 AM to 12:00 PM.

Office hours: 7:45 AM to 4:00 PM

Middle school students are permitted on campus from 7:30 AM to 4:30 PM. After 4:30 PM only middle school students in a supervised activity should remain on campus. High School Students are permitted on campus between the hours of 7:30 AM and 8:00 PM.

Buildings on the Main Campus:

- A Building - Elementary classrooms, Elementary School Office
- B Building - Administration Building – Director's Office, Business Office, Admissions Office, and the offices of Communications Coordinator and the Chief of Operations Officer.
- F Building - Middle/High School classrooms and Secondary School Office
- G Building - Middle/High School classrooms, Library and Secondary Music
- SAS Building- Middle School Counseling Offices, Medical Office, Gym, Science lab, Secondary Drama, Art Gallery, Secondary Math and Language classrooms
- Security Office – A Building, at the main entrance

The School Year

The school year is approximately ten months in length with 180 student contact days. The school year typically begins in mid-August of each year. The school year typically ends in early or mid-June. The secondary school is divided into quarters. The calendar can be accessed on ISY's website (www.isyedu.org).

Leadership Team in the Secondary School

School Director: Greg Hedger, PhD

Chief of Operations: Cameron Janzen

Business Manager: Aung Thet Swe

Secondary School Principal: Christina Powers

High School Counselor: Mick Amundson-Geisel

Counselor: Karen Michelsen

Counselor: Lyubov Borisova

Technology Director: Michael Koronkiewicz

Director of Teaching and Learning: Laurie Ransom

International Baccalaureate (IB) Coordinator: Steven Powers

Athletic Director: Tom Just

Community Education & Afterschool Activities Coordinator- Darren Harp

Librarian: Rhian Piprell

Secondary School Office Contact Information

Please call (01-512793/94/95, ext. 159) or email the secretaries in the Secondary Office (secondaryoffice@isyedu.org) for the following:

- Report absences
- Obtain a copy of your child's schedule/ timetable
- Inquire about school administrative matters
- Schedule an appointment with the Counselor or Principal

Curriculum Overview

The International School Yangon follows a university preparatory curriculum. The guiding curriculum is standards-based which sets common standards for all grades, with differentiated benchmarks that are developmentally appropriate for grade levels. The Middle School concept to promote both academic and social growth is followed in grades 6 through 8. A standard high school program is offered in grades 9 and 10. In grades 11 and 12, students enroll in a course of studies defined as the International Baccalaureate (IB) program. The IB Diploma is a separate credential, awarded individually to students by the IB organization which occurs after the student has graduated from ISY. ISY has a distinguished record of its graduates gaining admission to top universities in the United States and other countries. A copy of the High School Profile can be found on the school's website.

Parents can view curriculum materials on the ISY website, or they can contact the Director of Teaching and Learning (lransom@isyedu.org) for specific information. The written curriculum is approved by staff and administration. Modifications sometimes occur based on

available resources, technology or other integration changes and also the prevailing topical matter of study or events in the world.

ISY is accredited by the Western Association for Schools and Colleges. ISY is also a member of the East Asian Regional Council of Schools (EARCOS). ISY is committed to ensuring that its students achieve a high level of accomplishment using English as the medium of instruction.

The Secondary School Program

Middle School Philosophy Statement

The International School Yangon Middle School embraces the shifting emotional, social, and academic needs of adolescents. Our rigorous international program is combined with a nurturing environment that values relationships, responsibility and respect; this combination allows us to meet the unique needs of this age group.

In the Middle School, our students are inspired to be lifelong learners and to act with integrity and compassion. The Middle School provides a supportive environment where strong relationships, social responsibility and academic excellence are expected at every grade level.

Outside of the classroom, students have the opportunity to be involved in sports, arts and clubs, which foster a love for learning. Creativity, compassion and sportsmanship is celebrated and supported through all of our Middle School opportunities. Whether it is through academics, fine arts, sports, or community service, the Middle School aims to offer students the opportunity to find their passion.

Academic Program

Students in grades 6-8 enjoy a core curriculum consisting of English, world language, social studies, mathematics, science, and band. Additionally, all students are enrolled in art, drama, computer, physical education and health. The world language choices are French or Mandarin. The middle school schedule is comprised of a block schedule. Each block is 80 minutes in length with four blocks per day.

Middle Student Intensive Studies Services

Through targeted instruction, the Middle School Intensive Studies Program supports middle school students with specific learning needs to achieve greater academic success. The program comprises three core strands:

- 1. English Language and Literacy:** following an assessment of students' English language skills, individual learning targets are identified and then reported upon at the end of each grading period. Instruction focuses on developing the language proficiency required for students to succeed in the mainstream classroom.
- 2. Curricular Support:** following an assessment of students' unique learning needs, individual targets are identified and then reported upon at the end of each grading period. This program supports students with learning the necessary skills and concepts to be successful in mainstream secondary classes. In addition to helping students develop academic skills specific attention is given to develop skills that support learning such as time management and organization.

- 3. Social/Emotional Support:** students' emotional and social needs are supported by the school counselor, who develops a course of action to support the student in being socially and academically successful. Learning plans are developed to support students with their academic and social/emotional growth.

A referral system is in place for students to enter the program. The process may be initiated by referrals from students, teachers or parents as well as through assessment results and report card grades. The counselor and intensive studies teacher meet with a team to determine the appropriate support for each student.

As identified learning targets are met, new targets are set, or students are exited from the program. Students may exit the intensive studies program at designated times of the year once their level of skill and understanding allows them to be independently successful in the mainstream academic program.

High School Philosophy Statement

The High School program at ISY offers a college preparatory curriculum, which culminates with the International Baccalaureate Diploma in Grades 11 and 12. Students graduate with an ISY High School Diploma as well as an International Baccalaureate Diploma, thus allowing them to be competitive in applying to outstanding colleges and universities worldwide.

The International School Yangon provides a supportive environment where persistent academic and personal growth is celebrated. We embrace the whole child; creativity, compassion and sportsmanship is celebrated and supported by after school activities, class trips, and service learning opportunities.

Beyond our academic focus, there are a number of values, which unite us as a community. We believe that:

- Trust, respect and mutual support between students and between students and teachers are the fundamental bonds, which unite our community.
- Self-motivated individuals with a strong sense of teamwork are best able to become the responsible decision-makers and innovative problem solvers upon which every successful community depends.
- A commitment to quality and striving to maximize our individual talents should characterize our efforts both inside and outside the classroom.
- The opportunity and encouragement to broaden one's talents and abilities in a variety of areas (arts, sports, outdoor activities) should exist for members of the community as it enhances creativity and leadership.
- Being of service to others is of fundamental importance. To turn our ideas into action and to make a difference in our school, national and global communities are the challenge we hold up for ourselves.

Progress Towards Graduation

The typical student course load is eight courses per semester. Each academic course meets for 80 minute blocks on alternate days. Credits are awarded on a semester basis (.5 credits per course, per semester). Twenty-six academic credits earned in grades 9-12 are required for graduation along with meeting the Extended Essay and Community Service requirements. All high school students are required to be full time students and on course for a full high school diploma. High school credit requirements are listed below:

ISY Graduation Requirements

- Technology 1 Credit
- English 4 Credits
- World Language 2 Credits
- Mathematics 3 Credits
- Science 3 Credits
- Social Studies 3 Credits
- Music/Art 1 Credit
- Physical Education/Wellness 1 Credit
- Electives 7 Credits
- ToK 1 Credit
- Extended Essay (EE) Passing Mark
- Community and Service (CAS) Passing Mark

Class Standing

Class standing is determined by the total number of credits previously earned as follows:

Sophomore (Grade 10): 6 -11 credits

Junior (Grade 11): 12-17 credits

Senior (Grade 12): above 18 credits

In grades 11 & 12, the IB Diploma course offerings are the components of the HS program. All students in these grades will partake in classes that are a part of the IB program. Typically students will meet all requirements for the IB Diploma and sit for the diploma tests in May. Students can opt to take exams in at least three 'certificate' classes for which they will receive IB recognition.

All students enrolled in the high school must take a program leading towards fulfillment of the ISY graduation requirements. In grades 9 and 10, students are scheduled to complete 8 courses per year. Study Hall is not typically allowed in grades 9 and 10. The following grade level listings represent the minimum requirements, which should be completed by the end of each grade. For students enrolled from Grade 9, the listing below is to be considered the required courses per grade. Students enrolling after grade 9 will be required to select courses appropriate for their grade plus complete any other required courses not already taken.

Students earning passing grades in all their subject areas will automatically graduate to the next grade level. A student who fails the equivalent of two – 1 credit subjects in two successive marking periods may be retained in their current grade or may be recommended for withdrawal from the school. The Student Study Team (SST) will make such recommendations, to the Secondary Principal for ratification.

Early Graduation

ISY does not allow mid-year graduations or graduation at the end of Grade 11. ISY has a four-year high school program based on the American model. It is expected that graduating students will complete all four years of high school as well as fulfilling the minimum course requirements. Exemptions will not be made for students who are returning to countries where the university academic year may begin in the middle of ISY's school year.

High School Courses

Student requests and faculty scheduling determine course availability each year. Due to the limited size of the high school, many classes are "singletons", which means that only one period of the course is scheduled. As a result, it is not always possible for students to enter

their first choice classes. Study halls are not a part of the typical grade 9 options available to students.

Grade 9

English,	Math
Social Studies	World Language B,
Integrated Science	Wellness
Electives	

Electives vary from year to year depending on student demand and teacher availability. The typical grade 9 electives include the following courses: Choir, Drama, Film, Information Computer Technology, Photography, Studio Art, and Symphonic Band. Grade 9 students are enrolled in 8 classes each semester.

Grade 10

English,	Math
Social Studies	Elective(s)
Science,	
World Language B	

Electives vary from year to year depending on student demand and teacher availability. The typical grade 10 electives include the following courses: Drama, Film, Fitness, Independent Design Project, Information Computer Technology, Photography, Studio Art, Symphonic Band and Choir. Study halls are not a part of the typical grade 10 options available to students. Typically, grade 10 students are enrolled in 8 classes each semester.

By the completion of Grade 10, students must have earned the following in order to be promoted to grade 11 and enroll in IB courses: 2 English credits, 2 Math credits, 2 Science credits, 2 Humanities credits, 2 Language credits, 1 PE credit.

In order to be promoted to grade 11 students must have earned the necessary credits as listed above. Course selection for grade 11 will take place during the fall of the tenth grade year and will incorporate a registration process in order to ensure that students and parents are well informed of the course options and requirements.

The IB Program

The IB Program is for students who have completed all grade 9 and 10 course requirements. As the program is a two year program students are not permitted to join IB courses unless they are promoted to grade 11.

Grades 11 and 12

Upon completion of grade 12, all ISY students will graduate with a high school diploma. Most students choose to complete the high school diploma and the full IB diploma. Classes in grades eleven and twelve follow the IB diploma syllabus and assessment criteria. Although classes follow this structure, student's whose strengths do not match the full IB diploma will be individually consulted, and a challenging program developed to meet their academic strengths. This program will be developed with the input of the student, teachers, parents, IB coordinator and high school counselor. All students regardless of IB status will be required to take a minimum of three IB exams at SL or HS levels.

IB Courses in Grades 11 and 12

English Literature

Math Studies, Math SL and Math Higher level

Biology, Chemistry, Physics

Economics, History, Psychology

Visual Art,

TOK

French SL.HL, Mandarin SL/HL Burmese A HL.SL, (Self taught)

Prerequisites for IB Diploma Classes

Generally, students should have obtained a 5 (6 for Mathematics) or greater, in courses they wish to study at Higher Level in the Diploma Program. Students who would like to enroll in Language B HL courses need to have studied 3 years of the desired language and obtained a grade of 4 or higher the previous year. Students who have studied more than one year of a particular Language, and obtained a passing grade, is not eligible for that AB language course.

Extended Essay

All grade 11 and 12 students must complete and obtain a passing score on the Extended Essay (EE). This site is open access but students will need the current “group code” to access the site. The extended essay gives students an opportunity to conduct research into a subject of their choice. The process for the students begins in February of their junior year and finishes in January of their senior year. The EE is designed as an independent research project which aims to develop skills necessary for college studies. An ISY faculty member will supervise each student throughout the process.

The EE is a requirement for the IB Diploma. Students who do not submit an EE will not be able to receive an IBDP diploma. Non-IB diploma students must also complete and pass the EE which is a minimum of 2,500 words. Please see the EE Handbook and website for specific EE information.

Community and Service

Community and Service (CAS) is required to advance from grade 11 to grade 12 and for graduation. Students must complete and have approved the required reflections by each quarter for the school year in order to be considered on target. These reflections are to be recorded and stored in ManageBac.

Service learning is an important component of the ISY program which all secondary students are encouraged to participate in. Student groups are student-driven and student-organized. An adult supervisor oversees the overall functioning of the leadership group, but it is the students who develop and carry through with the path forward.

Through their leadership roles, students develop and demonstrate the schoolwide ESLRs in an authentic manner. ISY students develop attitudes and values that focus on taking care of others in a meaningful, long-term manner in an effort to improve the communities in which they live.

ISY students are guided to develop programs that are sustainable, and in which ISY will be able to maintain connections long term. The main function of the groups is towards human interaction and not towards raising funds to elevate temporary needs.

High School Winter Examinations

Students in grades 9-10 will complete December exams within their classrooms and not during a scheduled exam week. Students in grades 11 and 12 will complete their winter exams during the scheduled final exam week in December.

High School Exams in May

The end of the year exam is a summative assessment where students have an opportunity to demonstrate what they have learned throughout the school year. The exams take place at the beginning of May to allow teachers the opportunity to assess students' long term learning and provide feedback to the students. The timing of the exam allows teachers time to introduce a final unit before the end of the year which will be assessed and included in the quarter four report card. This allows for teaching and learning to occur until the final day of school. As high school students progress through the years, learning how to study for cumulative exams is imperative, as at the end of grade 12, all students take IB exams which assess two years of academic content. Grade 12 IB Diploma exams are set externally by the IB Organization (IBO). These external exams take place during the month of May.

Course Changes

Students may drop or change a class during the first week of the semester. The change must be made with the approval of the parents and the Counselor, and the signatures of both teachers will be required. A teacher may, for academic reasons, recommend that a student be changed from a class after the end of the change period.

Distance Learning Courses - On Line Course Work

On occasion, students may wish to take distance learning courses that they are in need of, in order to meet ISY graduation requirements, or courses in which they are particularly interested in that are not offered at ISY. Distance learning courses are not intended to replace an ISY class that is on offer through our ISY program. ISY may recognize credits earned in distance learning courses, but grades will not be placed on a ISY transcript.

ISY recognizes that there are times when students need to make up credits or take courses that ISY does not offer in order to graduate. Students can take an online class with any provider that is accredited in the United States. Accreditation is given by a national organization similar to the accreditation our school holds through Western Association of Schools and Colleges. There are hundreds of online programs throughout North America.

Not all online providers are the same. The way in which classes are taught, expectations for completing each course, flexibility in time and support offered usually vary. As does the cost.

ISY will give credit for on line course work, but only in the following situations and only if the following guidelines are adhered to:

Instances where credit for on line course work may be awarded:

- We do not offer a course that a student needs to graduate.
- Because of certain course selections in grades 9 or 10, students need to fulfill a graduation requirement that they cannot fit into their schedule.
- In grade 10, a student who will chose to take self-taught language in IB and would like to study his/her language starting in that grade.
- A student who has failed course work, needs to make up the credits, but cannot fit those credits into his/her schedule.

- Other situations as determined by the counselor and principal.

Guidelines:

- A student must consult with the counselor as to why an online course is needed.
- If permission is granted by the counselor, the student must bring a course description from an accredited online high school to the counselor and the course must be approved.
- After signing up for the course, the student must bring a copy of the receipt to the counselor.
- The student or the student’s family must cover the entire cost of the course and any other charges related to the course.
- Once the course is completed, a transcript must be given to the counselor. The counselor will grant credit and a copy of the transcript from the online school will be sent along with the ISY transcript when the student applies to colleges.
- Note: The course work must be PRE-APPROVED in order to receive credit. Students are free to take online courses if they wish, but without pre-approval, they will not receive credit.
- ISY will not provide school resources nor will ISY’s teacher be required to help the student complete the course.
- If a student takes more than 6 months to complete .5 credits or 10 months to complete 1 credit after the date they signed up for the class, then credit will not be awarded.
- ISY will not approve more than two (2) online credits, unless there are outstanding circumstances (up to the discretion of the counselor, principal and director).

Advisory

Students are assigned to an Advisory teacher who leads the Advisory Program. This program is coordinated by the Counselor. The program addresses academic and social/emotional challenges that students face. Advisory teachers facilitate lessons, gain deeper knowledge of each student in their class and can provide additional support when needed. Additionally, the Advisory Program provides opportunities for school spirit celebrations, house meetings and competitions and other secondary-wide activities as needed.

Secondary School Schedule

Middle and high school students follow the same schedule - meeting for 80-minute blocks on alternate days.

Reporting of Student Progress

The primary purpose for reporting at ISY is to communicate student achievement and behaviors that support learning. The report card documents student performance within a period of time and provides information regarding strengths and areas to improve. The intent of reporting is to provide a common understanding of a child's progress and to facilitate growth. Students will be graded on a scale from 1 to 7 as shown below.

Secondary Achievement Grading Scale and Criteria		
7	Exceptional Proficiency	<ul style="list-style-type: none"> • Displays exceptional knowledge and understanding of major learning outcomes and expectations • Shows exceptional critical and reflective thinking • Work produced is consistently insightful, creative, and accurate • Skills are applied in a wide variety of situations or in novel ways
6	Advanced Proficiency	<ul style="list-style-type: none"> • Displays advanced knowledge and understanding of major learning outcomes and expectations • Shows an advanced level of critical and reflective thinking • Work produced is accurate and shows creativity • Skills are applied in a variety of situations
5	Strong Proficiency	<ul style="list-style-type: none"> • Displays sound knowledge and understanding of major learning outcomes and expectations • Shows evidence of critical and reflective thinking • Work produced is usually accurate and shows reasonable creativity • Skills are applied in familiar situations
4	General Proficiency	<ul style="list-style-type: none"> • Demonstrates general knowledge and understanding of major learning outcomes and expectations • Shows some evidence of critical and reflective thinking • Work is moderately accurate and sometimes shows creativity • Skills are sometimes applied in familiar situations
3	Limited Proficiency	<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of major learning outcomes and expectations • Shows limited evidence of critical and reflective thinking • Work is often inaccurate and displays limited creativity • Skills are applied in familiar situations with support
2	Beginning Proficiency	<ul style="list-style-type: none"> • Progress toward knowing and understanding key learning outcomes is in the beginning stage; few expectations are fully met • Work produced is inaccurate and shows little creativity • Skills are applied in familiar situations with frequent support • No academic credit awarded
1	Non-Proficient	<ul style="list-style-type: none"> • Has not yet grasped key learning expectations • Work produced has significant errors • Skills are performed inconsistently with extensive teacher support • No academic credit awarded
I	Insufficient Evidence	<ul style="list-style-type: none"> • Insufficient assessment data exists to make a valid and reliable judgment on achievement at this time
N/A	Not Assessed	<ul style="list-style-type: none"> • This area of learning was not assessed at this time
P	Passing	<ul style="list-style-type: none"> • Meets grade level outcomes and expectations

Habits and Attitudes That Support Learning			
C = Consistently Evident	U = Usually Evident	S = Sometimes Evident	R = Rarely Evident
Preparedness	<ul style="list-style-type: none"> • Is on time for class and ready to learn • Is prepared with needed materials and demonstrates organizational skills • Completes and submits assignments and homework on time 		
Engagement	<ul style="list-style-type: none"> • Stays focused on learning and instruction during class • Is actively engaged in class discussions and learning • Places effort into work • Collaborates effectively • Is respectful to individuals, the class, and guidelines 		
Initiative	<ul style="list-style-type: none"> • Reflects on learning and takes appropriate steps to improve • Listens and responds to instructions and feedback • Displays confidence to take on new challenges • Pursues inquiry and curiosity within learning • Demonstrates honesty and integrity in learning 		

In the secondary school, grades 6-12 report cards are sent home quarterly. In addition, Parent-Teacher Conferences are scheduled twice a year. In the latter part of the school year (typically May), student-led conferences are held in grades 6-8, where students discuss with their parents what they have learned during the year in relation to specific goals.

In grades 6-12 parents could receive Progress Reports in the event that their children are not meeting class expectations, or are excelling. Progress reports *via* email may be sent home at any time for an indication of how well students are achieving in a class. Parents or teachers may request conferences at any time of the year.

The teachers and administration at ISY view education as a team effort, with parents playing an important role. Successful communication between teacher and parent depends upon awareness and sensitivity. Thus parent comments, whether verbal or written, are welcome.

Student Retake Guidelines

The guidelines for student re-takes on summative tasks are as follows:

1. Retakes are available if the skills or content will not be reassessed during the quarter.
2. Students must demonstrate revision prior to retaking the summative assessment. How this is demonstrated is at the teacher's discretion. Options include but are not limited to the following:
 - a. Attend necessary tutorials
 - b. Complete alternative assignment
 - c. Complete additional practice
 - d. Complete test corrections
3. Students are limited to one retake per task.
4. In order to be eligible for a retake, students must have completed all formative tasks such as homework and in class assignments which are designed to develop student understanding. When formative tasks are not completed, a retake may not be an option.

5. Students must make arrangements for a retake within one week after the assessment results are returned. The time and date of the retake is at the teacher discretion with input from students.
6. Reassessment is a privilege and therefore takes priority over ASA, tutoring and other non-academic activities.
7. Any retakes that occur during the final week of the quarter will be included on the next quarter's report card.
8. The highest grade obtained will be recorded in the teacher's grade book.
9. If a student does not show up to take the test at the agreed upon time, they forfeit the right to retake that particular test, and will keep the last grade earned.
10. Retakes are not allowed for high school May exams or mock exams.

GPA

Beginning at the end of the first semester of the eleventh grade, students' cumulative grade point averages (GPA) are computed on a 7 point scale. This information is requested on many university applications. The GPA is computed using all semester grades earned at ISY, starting with grade 9. (Grades from other schools are not included).

Awards

Throughout the year, during advisory, students are recognized for their outstanding behavior or efforts. Middle School awards are given at the end of the school year for students who excel above and beyond in our ESLRs.

Departmental awards are given at the end of the school year for academic excellence and individual achievement in grades 9-11. Each department establishes its own set of criteria for evaluating student performance throughout the school year. Awards are presented at an assembly to which parents are invited.

Student Support Services at the Secondary Level

Student support is the responsibility of students, counselors, teachers, administrators, parents and community organizations. The secondary counselors team with school and community personnel to ensure the healthy development of every ISY student.

All students receive academic, social/emotional, behavioral and career support by teachers within the classroom. As issues arise, teachers attempt to manage or support individual students. Interventions might be put in place and accommodations might be provided. Further, counselors visit classrooms monthly to cover such topics as bullying, personal safety and college admissions. Health class at the middle school level also covers protective topics. Also at the middle school level, we offer an Intensive Studies class for any student needing EAL or other learning support. Both counselors are available for drop-ins. Finally, the counselors systematically check grades each quarter and have set times during the quarter to check in with teachers about how students are progressing. All of these services are considered primary supports that all students are given and are considered prevention or protective supports.

Supports for All Students

- Monthly guidance lessons Health class (middle school) Quarterly grade check Counselors available for drop-ins Intensive Studies Class
- Child Protection Policy (see handbook)
- Teachers work with students within the classroom setting on academic and social/emotional issues

Tier 1 Support

Teacher, parent or student referral to counselor for academic, social/emotional or college issue

- Middle School Student Support Team weekly meeting
- High School Support team bi-weekly meeting
- Quarterly staff meeting dedicated to student support
- Teacher contacts parent directly
- Counselor checks in with student
- Counselor consults with teachers
- Counselor adjusts guidance lesson when issues arise
- Data from report cards, surveys or other sources indicating student needs

Tier 2 Support

- Counselor sees student a few times Counselor consults with teachers Counselor consults with administration Counselor consults with other counselors Parents contacted
- Academic Probation (see handbook) Improvement Plan implemented Classroom accommodations implemented Child Protection Plan followed (see handbook) Outside supports sought – tutors, counseling

Tier 3 Support

- Meeting with teachers, parent, counselor, administration, student
- Plan of support or action revisited and adjusted
- Regular follow up and intensive monitoring of student and plan created
- Other accommodations tried Different outside support required

Tier one supports are more intense and focused than protective supports. A middle school Student Support Team (SST) consisting of the middle and high school counselors, the middle school director and middle/high school principal meets weekly to discuss academic, behavioral and social/emotional needs and issues. The high school student support team, consisting of the high school counselor, the IB coordinator and the high school/middle school principal also meets regularly. Further, quarterly meetings are held with the full staff to discuss student concerns. Referrals from teachers, parents or the student to the counselor about an issue a student is having is common at the secondary level. Counselors might then check in with the student or the student's teachers to understand the issue better and figure out how to help. If an issue arises within a particular grade or group of students, a counselor might adjust the monthly guidance lesson to address the issue or a small group meeting might take place. Teachers and counselors might also contact parents to seek information or for their support. Finally, data is used to identify an issue with individual students or groups and supports might be developed.

Tier two supports increase in intensity once again. A counselor might see a student multiple times for on-going support. Parents are consulted, as might the administration and all the student's teachers. Students might be on academic or behavioral probation and/or an improvement plan developed which usually includes classroom accommodations that haven't been tried, increased efforts on the part of the student or parent and school personnel increasingly checking in on the student and more closely monitoring behaviors and decisions. Supports outside the school, tutors or counselor, might be recommended. Child protection procedures might be followed.

Tier three supports occur when the first two tiers do not seem to be enough to help a student find success at ISY. The intensity of support is high and fewer students receive this level of service. The student is closely monitored, multiple supports both within and outside the school are implemented, interventions are attempted that haven't been tried before and multiple teacher/parent/administrator/counselor meetings will have occurred. A referral to an educational psychologist or therapist may be made and/or other outside supports may be utilized.

At some point, a student's needs for support may be beyond ISY's capacity or expertise. We will work with families to ensure the student finds a place where he or she can find the support needed to be successful.

Guidance and Counseling

The ISY Guidance Department provides academic, social/emotional, and college/career counseling for all students so they can achieve their academic goals and fulfill the Expected Schoolwide Learner Results (ESLRs). Counseling is provided on an individual basis, in small group sessions and in classroom presentations.

The Secondary Counselor works closely with teachers, parents and the administration to ensure continued support for students and their families. They also team with community resources and make referrals when needed. If parents have concerns or questions, they may contact the counselor at any time via personal contact, email or by phone.

College Counseling

The secondary counselor is responsible for working with students, parents and staff around college admissions. The process begins in grade nine with students being registered on Naviance, a web-based college admissions tool. Students take learning and career match surveys, search for college matches, research individual universities and, by their senior year, Naviance helps them with the college application process.

The counselor also facilitates college visits to ISY, presents university information to the ISY community twice a year, meets individually with students in grades eleven and twelve and ensures all application materials are submitted to universities.

Academic/Behavioral Monitoring - A Supportive Approach

The purpose of academic monitoring is to support students in achieving academic and behavioral success in a supportive, team approach. With input from the student, parents, teachers, and the Counselor a plan is developed and then monitored until success has been achieved. Students remain on monitoring until the end of the academic quarter, at which time their progress is reviewed. Monitoring status for more than two quarters, where improvements are not noted, is a concern. Support services that have been implemented, but have not resulted in the necessary academic or behavioral growth over two academic quarters may result in ISY not being a good match for the student.

Action Steps to Success

Step 1: After the quarter reports are published, students with grades of 1, 2 and 3 or with Behavior and Attitudes marked with an 'R' are identified. The middle school team (Coordinator, Middle School Counselor(s) and Principal) meet to determine who will be involved in the academic/behavioral support for the upcoming quarter.

Step 2: The team initially determines the level of support students on monitoring need. Consideration is given to a variety of factors such as: current support being received, historical performance, and the number of grades of 1, 2 and 3, taking into account how many classes the marks are distributed across.

Level 1 Support:

- *Possible Types of Situations:* Student has two or three grades of 3 in only one class, or grades of three in more than two classes and hasn't been on probation before. There is a specific reason that was identified early as to why a student earned a low score and the need is already being addressed.
- *Types of Support:*
 - Counselor works with the student's teachers to understand the concerns and the plan they have in place with the student.
 - The counselor completed the action plan.
 - The counselor meets with the student to review the action plan. The plan and letter describing what academic probation is then emailed to the parents.

Level 2 Support:

- *Possible Types of Situations:* Student earned a 2 or 1 in any class. Student earned multiple grades of 3 across multiple classes. Student is already receiving some support.
- *Types of Support:*
 - A meeting is set up between parents, student, teachers, counselor and coordinator to create an action plan.
 - Consideration is given to requiring after school support, setting up a regular behavior chart or planner, accommodations within the

classroom, regular meeting time with the counselor or consideration of middle school student entering the intensive studies class.

- o The plan and letter describing what academic monitoring is then emailed to the parents.

Level 3 Support:

- *Types of Situations:* Similar to level 2, but in addition, student has been on academic monitoring before, a student is currently receiving level 2 support, or it is discovered a student is in turmoil or crisis.
- *Types of Support:*
 - o A meeting is held with the same individuals as level 2, along with the principal.
 - o Consideration is given to some of the same supports as in level 2, but could also consider outside referrals to therapist, educational psychologist or other health professionals. Daily monitoring may be necessary

Step 3: Meetings are set up as appropriate.

Step 4: Plans are emailed to families and teachers.

Step 5: Plan is reviewed by counselor with student and/or teachers near the end of the quarter or sooner, if warranted.

Step 6: After repeated interventions are attempted, but are not sufficiently successful, a determination is made as to whether ISY can continue to meet the needs of the student. If it is determined that ISY cannot support a student, the ISY support team will work with the family in determining the best options available.

Schoolwide Assessment

The purpose of standardized testing at ISY is to provide achievement data for teachers, parents, students and the school to help monitor individual student progress and/or school instructional programs. At the school level, ISY tracks achievement data in order to make necessary changes and decisions about curriculum, instruction, professional development activities and resource allocation to improve learning. At the classroom level, teachers use student assessment data to help guide modifications and revisions to instruction, as well as to improve student learning.

AAPPL Language Testing

WrAP Writing Assessment

MAP

Students in Kindergarten-grade 8 participate in the *Measures of Academic Progress* (MAP) assessment in the fall and spring of each school year. It is a computerized adaptive test that measures individual student progress from the beginning of the school year to the end of the school year. It assesses students in the areas of math, reading, language, and science and is aligned to ISY adopted standards.

PSAT, SAT I and II, TOEFL

These standardized tests are offered to ISY high school students who wish to take them for their U.S. college entrance requirements. Test dates and times are listed on the school calendar, and announcement of these dates and times are made during the school year by the Secondary Counselor.

Student Services

Cafeteria

There are three food vendors available for food purchases. The main cafeteria, located in Building G, houses two food vendors while a snack bar is located on the Upper Court. The cafeteria serves a hot and cold menu at reasonable prices. Credit will not be given to students by the cafeteria management.

Personal deliveries of food to students are not allowed. However, lunches can be deposited on the front steps of the school (in the designated baskets) for student pick-up prior to lunch.

Medical Office

The ISY Medical Office is located in SAS Building and is staffed by a Registered Nurse and a Myanmar Doctor. The main purpose of the Medical Office is to deal with day-to-day student health problems and minor accidents that occur at school. Prescription medication are to be administered by the school doctor and registered nurse and cannot be carried and self-administered by the student. No drugs/medicine will be administered to a student without a written doctor's prescription (noting dosage and frequency, etc.) and a written parental permission. The doctor should be informed if a student is to take prescribed medication during school hours.

All relevant information relating to a child's physical condition or special medical needs are to be shared with the school doctor.

Parents will be informed of all health concerns involving their children. The office will keep records on all students and will monitor those with special health needs. Hygiene and sanitation issues on campus will also be a concern of the office as well as instruction of faculty and coaches on healthcare topics. During sporting events hosted by the school, extended day trips, and Week Without Walls, the doctor may accompany ISY students and a substitute doctor employed in the office during her absence.

Library/Media Center

The goal of the library program at The International School Yangon is to ensure that students and the learning community are effective, self-reliant, and critical users of ideas and information enabling them to be literate, life-long learners.

This goal is accomplished through the collaborative efforts of the librarian, the teachers and the school community through the following means:

- Providing instruction to foster competence in accessing and using information and ideas, and in evaluating information resources;
- Stimulating interest in reading and appreciation of literature through group instruction and individual guidance;

- Working with other educators to design and carry out learning experiences to support the curriculum and to meet the needs of individual students;
- Developing a collection of various formats that support the instructional program, the curriculum, and student reading interests; that provide different points of view; and that are appropriate to the developmental level of the various student bodies.

Library hours: Monday – Friday, 7:30 AM to 4:00 PM. On the Mondays when all teachers are in faculty meetings, the library will close at 3:00 PM.

Learning in the library occurs through the use of library resources, research, and quiet study. Secondary students may come to the library with an entire class, small groups, or independently.

All students and parents may borrow materials. The number of books allowed to be checked out and the length of circulation time varies.

Students with books overdue will receive notices. There are no fines, however, students with overdue books will not be allowed to check out additional books until the overdue items are returned. Books may be renewed as long as the books have not been reserved.

If a library book is lost, the student is billed for the book. School reports and transcripts are held until payment has been made.

A copier and printer are available in the library for educational use. Laptops and iPads are available to check out for the classroom or while in the library and are not to be taken home. Computer use will be suspended if return rules are not followed or equipment is damaged.

Computer Labs

The computer labs are often not available after school for student use as the labs must be opened by and under the supervision of a faculty member. Students who have the option of using a computer from home are encouraged to do so or to utilize the computers in the school library. ISY is a wireless campus, and secondary students who have access to their own laptop may bring them to ISY to be configured to use on the system, provided they follow all expectations of acceptable use at ISY.

School Supply Store

As a convenience, ISY runs a small supply store where students may buy notebooks, stationery supplies, physical education uniforms, and occasionally such items as t-shirts that may be for sale through sports teams or clubs.

Student General Information

Dress Code

In the absence of a school uniform, ISY students are expected to demonstrate pride in themselves and in their school by their manner of dress and appearance. Clothes, make-up, and hairstyles shall be neat, clean, and in good taste. In general, dress and appearance should not detract from the instructional setting. Immodest attire (abbreviated shorts or skirts, halter tops, sagging pants), clothes torn or ripped in any way, bare midriffs, extreme or distracting dress or appearance, and any obscene or suggestive words, slogans, or pictures are prohibited. Length of shorts and skirts are recommended to be between six and eight inches in length from the inseam. Shorts less than 3 inches are not appropriate for school

attire. Likewise, clothing and jewelry with drug, tobacco, alcohol, or other questionable, inflammatory or inappropriate slogans or pictures are unacceptable. Offending students will either be sent home to change, will wait in the office until such time as proper clothing is delivered (this will be an unexcused absence), or will be loaned alternative clothing for the remainder of the school day. Sunglasses, caps or hats in the classroom are considered inappropriate. Footwear must be worn on campus at all times for the student's own safety. The administration has the final say on what is appropriate attire for ISY students.

P.E. Uniforms

All students in grades 6-12 are required to purchase a PE uniform to wear in physical education classes. The uniform consists of black shorts and an ISY T-Shirt. Uniforms are available for sale in the Secondary Office. All students must wear appropriate sports shoes during physical education class. Students are encouraged to bring a water bottle to all PE classes. After PE students are expected to change clothes and/or shower.

Bathing Suit

- *Girls:* A one piece bathing suit. Two piece suits are not allowed. Girls may choose to wear swim trunks and a swim shirt if preferred.
- *Boys:* Swim suit or swim trunks. PE shorts or non-swimming shorts are not allowed.

Optional

- Swimming shirts. Non-swim shirts are not allowed.
- Goggles

Second Set of Clothes

Students will find it more comfortable to have deodorant and a clean shirt with them on days that they spend break and lunchtimes playing on the field.

Driving to School

ISY students are not allowed to drive a vehicle or motorbike to school.

Field Trips

One-day field trips occur on a regular basis and augment the educational programs we offer. Such trips are organized by members of the staff and may include parental chaperones. Parental notification is required for all students scheduled to take a trip.

Extended field trips (more than one day) sometimes require that parents pay the cost of meals, lodging, and transportation. Every effort is made to keep the costs of such trips within the reach of all students. Such trips always require written parental permission. If the trips are curricular in nature, students are strongly urged to participate. School rules apply during all field trips.

Week Without Walls

Week Without Walls (WWW) trips for grades 6-12 occur during the year, sometimes in different months. WWW trips are a part of the curriculum and the scheduled school program, and all students are expected to attend. The trips take students away from Yangon typically from Monday morning to Friday afternoon. All fees for flights, hotels, transportation and meals are included as a part of the school tuition. Students only need discretionary funds for snacks, gifts, or as donations to the various villages or monasteries. All trips include sightseeing, integrated curriculum activities, culture and historical studies, and exploration of various areas of Myanmar. In addition, all students participate in a village study and community service activities.

Leaving School Grounds

ISY is a closed campus. This means students are not to leave school property during school hours without checking out at the office. The office will give permission for students to leave campus only with express permission by the student's parent/guardian or in the event of an emergency. IB students can off campus lunch privileges with parent permission. Misuse of this privileges due to lateness attendance or behavior may result in the privileges being revoked. After school, middle school students can remain on campus until 4:00 PM without being a part of an activity. High school students can remain on campus until 8:00 PM even if not involved in an activity.

Left, Lost and Found

When general items are found on campus, they are placed in the school cafeteria if they are types of lunch items or they are brought to the MS/HS office in F building. Periodically unclaimed items are donated to charity. Valuables (watches, rings, billfolds, purses, etc.) found on campus are brought to the Secondary School Office. The school secretary holds such items for identification and return.

Students should not bring valuables such as jewelry, phones, cameras, etc. to school. If, on occasion, watches, bracelets, earrings, etc. are removed for PE or other activities, they should be locked in student lockers. The school encourages neatness and responsibility at the same time that it cautions students to avoid being careless. School property which is found unattended is delivered to the office. All students should use their school locks and lockers to safeguard their belongings at all times.

Food, Drinks, Chewing Gum

Students may not consume food or drink in classrooms without the permission of the classroom teacher. Chewing gum is not allowed on the ISY campus. The use of betel nut on campus and at school activities is not allowed.

Skateboards, Skates, and Bicycles

Skateboards, skates, and bicycles are not allowed to be used by students on the ISY campus unless it is during a planned and supervised activity.

Office Telephone

The school has limited telephone service for students during the regular school day. The school office phone is to be used for official, school-related reasons. For students an "official" call is defined as a call home or elsewhere in the event of an illness or an emergency. Social phone calls are not permitted on the office phones. Teachers are required to send a note with any student leaving their class to make an official call on the office phone.

Textbooks

Textbooks are provided by the school. Textbooks are school property and the student must care for them as such. Any damage or loss will be charged to each student at the end of the school year and must be paid for before any grades or transcripts can be issued. Students are asked to protect their textbooks with covers and keep them inside of locked lockers for safekeeping. Students are encouraged to write their name in their text book in order to help keep track.

Student Government

The Middle School and High School Student Councils address school matters of interest to students, act as liaison between students and the school, and organize social and fund-raising activities. The Student Council Constitution is available upon request from the Student Council Advisors.

Fundraising

Fundraising is not the manner in which ISY students will most effectively improve or impact a community, as it is believed that more can be done and learned through human interaction and care. If under unusual circumstances fund raising is needed in order to carry out an activity such as for Habitat for Humanity, students must complete an activities form requesting permission for an activity and how the funds will be used, two weeks in advance. No less than 60% of any student's funds raised by students will be donated to an ISY community service group that has established ties with ISY.

Collecting Money

All money is collected by the Business Office. All fundraising or other monies collected for trips, community service, or student events are to be turned in to the Business Office or the Secondary Office no later than one day after it is collected. For accounting reasons, at no time should students retain possession of the money nor should the money be stored in classrooms. All monies should be accounted for in an informal ledger sheet and the money should be returned to the Business Office or the Secondary School Office.

Request for Academic Records

Office school transcripts are available for grades 9 to 12. Parents who would like a copy of their child's report card, can obtain this through our school database, ISIS Family. High school transcripts should be requested from the Secondary Office. Transcripts normally take two working days to obtain. On the spot transcripts are not available.

ISY will also provide student records to institutions (other elementary and secondary schools or universities) upon receiving parent and/or student permission to do so. ISY prefers to send student records directly to institutions in order to ensure authenticity and confidentiality.

Many educational institutions accept documents electronically, either through the web or email. When possible, ISY prefers this method of delivery. If institutions insist on receiving paper copies, ISY will provide paper copies of records for the first five (5) institutions. Each set of copies beyond that will cost \$10.00, which will be paid to the business office. Further, parents will be responsible for the full cost of shipping the documents.

ISY will not share student records with any individual or institution without parent permission.

Withdrawal Procedures

Parents are advised to email or visit the Secondary Office in order to initiate the withdrawal process. This is the only method for starting the process of withdrawing a student from school. Informing a teacher about leaving is not sufficient to set in motion the withdrawal process.

The withdrawal process steps for parents are provided below:

- Provide the school with written notice of departure, indicating the date of departure.

- Obtain a "student withdrawal form" which the parent is to sign
- Completed withdrawal form is to be returned to the Secondary Office. This is done by the student as they are required to obtain the signatures of teachers, librarian, business manager, administrators, and the counselor.
- Once the form has been signed by the appropriate authorities, a packet of school records is provided to the parent by the office within five working days.
- On-the-spot transcripts are normally not possible. The office will require a minimum of 24 hours to process and print high school transcripts or to prepare past records.

All school fees must be paid prior to receiving student records. Also textbooks, library books, and other ISY materials are to be returned to the school. The packet of school records provide the student with current and past report cards, transcript(s), and a signed and stamped school leaving certificate.

Communication

Frequent, professional, and meaningful communication is an important part of any successful school. ISY believes its parents, teachers, students, and external stakeholders are integral pieces to the progress and success of ISY.

A Principal blog will be send at the beginning of each week and will contain the important highlights relevant to Secondary families.

Appointments

The International School Yangon urges parents to contact the school whenever they have questions about the school program.

Faculty: Appointments to speak with members of staff can be made through the office at any time during school hours. Parents can also contact a teacher directly via email to schedule an appointment. Please keep in mind, emails may not always be responded to until the end of the day. Generally, teachers prefer to see parents by appointment after 2:45 p.m. so that class time is not interrupted.

Counselor: To request an appointment with the Counselor, the counselor can be contacted directly via email or can be called at 512 793 ext. 159/339.

Secondary Principal: To request an appointment with the Principal, call the Secondary School Office at 512 794 ext. 159/339.

Technology Support Office- to request an appointment with a technology specialist or to obtain technology information call 512 793 ext. 407.

Director: To request an appointment with the School Director, call the Main Office at 512 794 ext. 158/117.

Back to School Night

Organized at the start of the academic year, the Back to School Night provides parents with an opportunity to meet your child's teachers.

Parent/ Teacher Conferences

Parent/teacher conferences are scheduled twice a year. The purpose of parent/teacher conferences is to discuss the academic, behavioral, and social well-being of the child. The purpose of the first conference, which occurs early in the school year, should be to discuss the teacher's initial impressions of the child, to set goals together for the year, and to allow parents to share insights about their child with the teacher. The purpose of the second conference should be to evaluate the student's progress through the year, examine how well the earlier goals were met, and to discuss needs for the following year.

Progress Reports

In grades 6-12, parents could receive Progress Reports as needed, throughout the school year, to highlight any current issues with their children, or in the event that their children are not meeting class expectations. Progress reports *via* email may be sent home at any time for an indication of how well students are achieving in a class. Parents or teachers may request conferences at any time of the year.

Report Cards

In the secondary school, report cards are sent home quarterly. The report cards provide direct feedback on a student's academic and behavioral status.

Student-Led Conferences

In the latter part of the school year (typically May), student-led conferences (SLC) are held in grades 6-8, where students discuss with their parents what they have learned during the year in relation to specific goals. The purpose of the SLC is to provide students with the opportunity to reflect on and demonstrate their learning. SLC's allow students to reflect on learning, extend learning, deepen understanding of self as a learner, demonstrate independence in learning, be empowered, and foster pride and develop ownership of personal goals and achievements.

Principal Meetings

Twice each year, the Secondary Principal will hold "coffee morning/evening" meetings. Usually, topic-specific, this is an opportunity for parents to meet other parents and spend time discussing relevant educational and school topics. The administration will highlight areas of focus within the secondary school, communicate any significant shifts and may gather parent input on specific matters

Information Sessions

Throughout the year, parents and students will be invited to evening or morning Information Sessions. These sessions provide detailed explanations of various educational processes. Events in the past have included topics such as Understanding External Assessments, and Reporting. Review the school's Events Calendar (on the website), to track these Learning Sessions.

Newsletter

The International School Yangon publishes a quarterly newsletter, which arrives *via* email from the Main Office. Generally, the ISY administration contributes articles and information about a variety of items pertaining to upcoming events or educational theory and practices. The Newsletter provides the community with updated information and events occurring both on and off campus. The newsletters may also be viewed on the ISY website.

ISY Website

The ISY website is the best source of information about the school and is used to send out important information to the community: <https://www.isyedu.org>

Current Contact Information

In order to receive information and be contacted in the event of an emergency, parents must notify the school of a change of mailing address, email address, or telephone number. This is vital so that in cases of emergency parents or guardians can be contacted immediately. Please make sure to email the school office with the new contact information.

Resolution of Concerns

Because schools are human institutions, conflicts and differences of opinion arise from time to time. It is the aim of the school to create an environment allowing for conflict resolutions in an open, forthright and beneficial manner. We urge parents and students to communicate problems or concerns by using the procedures outlined below:

- Begin at the level of concern. If a problem emerges with a teacher or in a particular classroom, arrange for an appointment with the teacher concerned. The majority of problems can be easily resolved at this level. This should always be the first step to address any concerns in the classroom or with student concerns or academic issues. Occasionally parents might want to consult with the school counselor if an issue is of a private nature.
- If the conference with the teacher is not satisfactory, you may contact the Principal. If there are still issues to discuss, you may meet with the Director.

Special Schoolwide Events

Fun Fair

Each year, the High School Student Council hosts the annual ISY Family Fun Fair for the community. It is the student leadership's way of giving back to the community as half the proceeds go to a designated charity.

International Day

International Day is a tradition at ISY and is coordinated in conjunction with the parent support group. Its aim is to showcase countries in order to gain a better understanding of their cultural inner-workings, such as history, language, and food. Teachers and students present a parade of nations and flag ceremony, representing the school's diversity.

Water Festival

The school celebrates the annual water festival in mid-April. This celebration includes the throwing of water. While this is done in good fun, parents who choose not to have their children participate should inform their children to proceed to the pick-up area as soon as the water-tossing portion of the celebration begins.

For the water-tossing portion of the water festival, students may bring: plastic bowls or small pails. Students may not bring water balloons, ice cubes, metal containers (such as aluminum cans with no lids), or water guns of any sort. The throwing of water occurs only on the school field. Only water provided by the school on the field can be used for the celebration.

Parent Association (ISY)

The ISY Parent Association (ISYPA) was established to enhance educational programs, extra-curricular activities and sponsor community building events. The ISYPA also serves as a non-profit fundraising group for the acquisition of educational tools and equipment benefiting the ISY community. Finally, the ISYPA is the focal point for welcoming and orienting parents who are newcomers to the ISY community. The ISYPA is not a policy-making body.

Parent code of Conduct

ISY is fortunate enough to have a friendly and supportive body of parents and guardians. To protect our students and to maintain this environment, ISY expect parents and/or guardians to show respect and concern for others by:

- supporting the respectful and positive ethos of our school by setting a good example in their own speech and behavior towards all members of the school community;
- working together with teachers, administrators, and the board for the benefit of children. This includes approaching the school to resolve any issues of concern and to discuss and clarify specific events in order to bring about a positive solution;
- correcting their own child's behavior, especially in public where it could otherwise lead to conflict, aggressive or unsafe behavior;
- respecting the school environment, including keeping the school tidy by not littering.
- observing and adhering to campus security measures in order to support a peaceful and safe school environment, the school cannot tolerate disruptive behavior, which interferes with the operation of a classroom, an office area or any other part of the school grounds; using loud and/or offensive language or displaying temper;
- threatening harm or the use of physical aggression towards another adult or child. This includes approaching someone else's child in order to discuss or chastise them and physical punishment against your own child on school premises. (Some actions may constitute an assault with legal consequences.);
- damaging or destroying school property;
- abusive or threatening emails, phone or social network messages;

Violations of the Parent Code of Conduct will be reported to the appropriate administration and may result in a parent and/or guardian being restricted from entering the school grounds or may result in expulsion to safeguard our school community.

Student Behavior Guidelines

The International School of Yangon expects a high standard of behavior of all its students. ISY values the strong sense of community, and places great importance on the bonds of

trust, honesty and mutual respect, which unite us. In addition, we feel that clear behavioral standards create a structured and supportive learning environment.

The behavior guidelines below are intended to help develop socially engaged, self-motivated, creative compassionate individuals who will be forces for a positive change in their community and world. ISY values our culture of taking care of each other, yourself and this place. The guidelines below help encourage and support this culture.

Basic Expectations for Students

Students will:

- Treat each community member with respect and understanding
- Treat the property and personal belongings of others and school property with consideration.
- Behave in the classroom or on school premises in a manner which facilitates learning and builds community.
- Use appropriate language
- Respect differences by refraining from inappropriate public displays of affection
- Report to school and class on time with the appropriate materials
- Follow instructions and directions of teachers, staff, policies and at any school event.
- Dress in proper attire and in accordance with the dress code expectations.
- Use the internet and technology resources responsibly
- Take proper care of themselves, others and property.

Violations of these standards may lead to warnings from teachers and any incidents could result in detention, parent conferences and, in aggravated cases, to suspension.

Levels of Behavior in Secondary School

Level One: These are behaviors that are dealt with by the teacher. This stage is about focusing on the primary behavior and an immediate solution.

Examples of Level One Behaviors:

1. Poor sportsmanship
2. Disruption in class
3. Dress code violations
4. Disrespect
5. Homework infractions
6. Littering
7. Pushing or tripping
8. Low level teasing
9. Failure to meet academic deadlines
10. Off task behaviors
11. Minor misuse of technology

Examples of Level One Consequences:

- The student will be spoken with directly and reminded of the behavior agreement and will be encouraged to modify his/her behavior accordingly.

- Continued disruptive behavior in class, playground or extracurricular activities may result in parent conferences and/ or loss of free time.

Level Two: These behaviors are moderately serious behavior concerns or repeated Level 1 behaviors. Logical consequences for Level 2 behaviors will be decided by the administration in consultation with the classroom teacher. A record of the incident will be recorded in the school's database. Parents will be notified.

Examples of Level Two Breaches:

- Repeated Level 1 behaviors
- Academic dishonesty
- Disrespect of property
- Offensive emails
- Dishonesty
- Bullying
- Misuse of technology
- Looking at offensive material

Examples of Level Two Consequences:

- Restriction of privileges and activities
- Making up for missed work at lunch times, after school or at home
- In-school time out
- School Counseling
- Parental involvement
- Individual positive behavior chart
- Home-school reporting system (via email, behavior chart or journal)

Level Three Behaviors: These are viewed as serious breaches of ISY Behavior expectations or repeated behaviors that have required a Level 2 response. A record of the incident will be recorded in the school's database. The administration in consultation with teachers will initiate a follow up with the student involved. A parents' conference will be required.

Examples of Level Three behaviors:

- Repeated Level 2 behaviors
- Endangering self or others
- Defiance of a teacher
- Theft of property
- Vandalism
- Under the influence of or in possession of cigarettes, drugs or alcohol
- Physical or verbal abuse
- Purposeful cyber-bullying with malicious intent
- Identity theft- Hacking
- Possession of a weapon

Examples of Level Three Consequences

- Outside of campus individual counseling, with on-going instruction in personal and

- social development
- Conference between teacher, student and parent
- Individual positive behavior chart in consultation with Counselor
- Home-school reporting system (via email, behavior chart or journal)
- School-based service
- Replacement/ repair of damaged property
- Restriction of privileges and activities
- Internal or external suspension
- Referral for expulsion

Academic Honesty

All ISY students are expected to uphold the highest levels of academic honesty. Academic dishonesty includes, but is not limited to:

- Plagiarism – Using another person’s idea or expressions in one’s work without acknowledging the source, whether in print or electronic version.
- Copying the work of others in any form or acquiring answers on a test from someone else.
- Allowing or assisting others to copy work.
- Altering grades or attempting to alter grades.
- Falsifying a parent or teacher’s signature.
- Using disallowed notes.
- Acquiring or using unauthorized copies of tests or exams.
- Sharing questions with other students before, during or after taking a test.
- Using any electronic device, such as calculators, translators, computers and cell phones for unfair advantage.
- Submitting work that has been written, edited and/or modified by another person without the approval of the teacher.

Plagiarism is defined as presenting someone else’s work as your own. If you use other people’s work then you need to give them credit by citing what you use whether it is text, pictures, sound or any other format. Students must cite references in proper style and format.

In case of plagiarism or cheating a “o” will be assigned to that piece of work. Teachers will clearly explain and document all cases of violations of the Academic honesty with the student as soon as the case occurs and reported it to the administration. Students who allow other students to use or copy their work will also be assigned a “o” for that piece of work. In both cases, parents will be notified and the student will be required to complete another piece of work on another topic within a designated time.

In the case of repeated plagiarism or cheating, student may also not be allowed to participate in extracurricular activities such as sports, cultural activities, or field trips for a specified period of time. Repeated offenses could result in suspension/expulsion or asking the student to withdraw from ISY.

Co-Curricular Sanctions

Students consistently in violation of school rules and regulations or involved in rule infraction may be placed on Behavioral Probation. This means that the student may be prohibited from participating in co-curricular activities, including school trips. Students and parents will be informed in writing and through conferences of the terms and reasons for behavioral probation. A plan must then be made with the administrator, the counselor, the student's teacher/advisor, the student and his/her parents as to what steps must be taken to improve the student's behavior within a specified time frame in order to be released from Behavioral Probation. Students failing to show the necessary improvements may be expelled from ISY.

Harassment

ISY is committed to maintaining an educational environment in which all individuals treat each other with dignity and respect and which is free from all forms of intimidation, exploitation and harassment. Harassment is defined as behavior that creates an intimidating or hostile environment or has the purpose or effect of substantially interfering with a student's educational performance or a staff member's ability to perform his/her duties.

Harassment based on race, religion, national origin, gender, sexual orientation or disability is not consistent with the ISY philosophy and will not be tolerated.

Members of the ISY community are expected to treat each other with respect and dignity. The school will implement programs that encourage tolerance, respect and positive social behavior. The school will act to investigate all complaints of harassment, formal or informal, verbal or written, and to take appropriate action. In cases of reported harassment, the school will review the report and will investigate if it is deemed necessary. ISY will seek to maintain confidentiality in the review of any reported incidents. Students having questions about whether they have observed or experienced harassment should speak with the Guidance Counselor and file a report.

Bullying

Bullying is defined as unwanted, intentional, active or passive aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated over time. Bullying is any behavior that is intended to hurt, threaten or frighten a person or group of people. The bullying can be physical, emotional, social, cyber, or verbal.

ISY encourages tolerance, respect and positive social behaviors. Bullying of any form is not acceptable. The school will intervene directly in situations where bullying is suspected.

ISY implements and maintains a whole school approach to address bullying by fostering a supportive school environment where bullying behavior is clearly understood and deemed to be unacceptable by developing consistent, effective, procedures for reviewing and addressing behaviors.

Off Campus Behavior

The behavior of students off campus is fundamentally the responsibility of the individual student and parents. Students must continually be aware, however, that they are always the representatives of ISY while in the wider community and should conduct themselves in such a manner. If it can be verified that students in an off-campus setting have engaged in illegal behavior or behavior in the eyes of the administration which is unbecoming to an ISY

student, the school reserves the right to take the disciplinary action it deems appropriate including suspension or expulsion.

Cell Phones

Students may use cell phones on campus as long as it is done in an appropriate manner. Students are expected to have their phones turned off in class, at any time in the library and for any fine arts, music assembly or other school events. Cell phones being used during the instructional class or any function/assembly will be confiscated at the first offense. In the case of a repeated infraction, a parent will be asked to pick up the phone or electronic device. The school is not responsible for the security of cell phones on campus.

Parents and visitors are requested to turn off phones during conferences, assemblies, and performances and whenever they are in the library.

Harmful Objects

A student shall not knowingly possess, handle, or transmit any object that can reasonably be considered a weapon onto the school grounds or off the school grounds at a school activity, function, or event, nor are they to be in possession of a facsimile of a weapon without prior specific approval of its use for an educational class or purpose. Permission can only be granted, in advance, by administration.

This policy shall include any weapon, any item being used as a weapon or destructive device, or any facsimile of a weapon including any kind of knife or sharp object. Possession of a weapon or firearm shall result in immediate expulsion from school pending a request for permanent expulsion.

Public Displays of Affection

Because so many cultures and age groups co-exist at ISY, it is important that students demonstrate attitudes and behavior regarding interpersonal relationships that are acceptable to people of various cultural and ethnic backgrounds. The school recognizes that genuine feelings of affection may exist between students; however, public displays of such affection on campus are not acceptable. Students must refrain from inappropriate behavior such as intimate and prolonged embraces, kissing, and similar actions offensive to the general public on campus, on school transportation, and at school events. Especially inappropriate behavior, or repeated infractions, will result in parent notification, detention or suspension.

Smoking, Alcohol and Drugs

International School Yangon is designated as a Drug Free – Smoke Free School. Smoking is not allowed on school property. Smoking on campus or near the school gates or school activities is not permitted. Students are required to be substance free, or be involved in any way with the use of alcohol, tobacco, or drugs at any school-sponsored activity on or off campus. The use, possession, or distribution of drugs for non-medicinal purposes is prohibited. If a student is found to be distributing such substances, a recommendation will be made for expulsion.

Prescription medication cannot be carried and self-administered. All medication needs to be administered by the school doctor or designated personnel. Please bring all medications with instructions to the Health Office.

The school has the right, in cases where the administration has reasonable suspicion for regarding violation of the substance abuse policy, to search the student and his/her property

and to require a urine analysis at a time or place determined by the school as a condition of the said student's continued attendance at the school. In such a case, the school will make every effort to inform the student's parents in advance of the test and/or search required.

In the event of a first positive urine test, the student will be suspended from school for up to ten (10) days and the student must participate in a drug-counseling program that is acceptable to the school. A student who returns to school after this period of time will be required to undergo periodic and unannounced urine tests. A second positive urine test any time during a student's enrollment at ISY will result in immediate and permanent removal from the school.

In the case of the possession, distribution or sales of illegal substances, violators will be subject to expulsion on the first offense.

Statement on Disciplinary Disclosure

Consistent with the School's beliefs that students are at the center of all our efforts, we view discipline as a part of the educational process and normally an internal matter. Rule violations by students at the school may, however, also have consequences beyond the confines of ISY. When asked, students and counselors are expected to respond honestly regarding serious disciplinary infractions occurring at any time in a student's school career. We define serious disciplinary infractions as those resulting in probation, suspension or expulsion or if any other significant absence from school has occurred. We do not report disciplinary actions that occurred at previous schools attended. Nor do we report academic probation as these are viewed as internal measures students use to improve their performance.

Reporting will occur at the time an application to a new school is submitted or when a college application is submitted, while the application is being reviewed, after the admission decision has been made, or at the end of the school year, depending upon when the rule violation takes place. If a student is separated from the School, transferring school or colleges at which the student has active applications for admission will be so notified. Although ISY generally only reports disciplinary actions to outside schools when asked, certain unusual circumstances may compel the ISY to contact the institutions to which a student has applied. In these cases, ISY reserves the right to exercise judgment. Only the most basic of pertinent information is communicated and school personnel are requested to contact the student directly should additional information be required. This policy is in compliance with the National Association for College Admission Counseling's Statement of Principles of Good Practice.

Technology

Technology is a tool for learning and inquiring that empowers students to think critically, collaborate and communicate. Technologies such as computers, networks, and wide area communications offer tremendous opportunities for students and educators as a way to improve life within our community and as a link to the outside world.

With the ongoing implementation of "bring-your-own-device to school", information is no longer a privilege, but a necessity. In order to work and thrive within a supportive school community, it is vital that all members of the ISY community understand what it means to be a responsible digital citizen. It is also important that all members of the community understand that this responsibility extends beyond the walls of the school.

The use of technology by students and teachers at ISY is for more than increasing productivity. Technology is integrated into the curriculum and into classroom practices to allow students to be creative and innovative, to encourage communication and collaboration, to develop research and information fluency, and to encourage critical thinking, problem solving and decision-making.

Acceptable Student Use of Technology (abbreviated version)

The purpose of the Acceptable Use Policy is to ensure student safety and that ICT resources are used for purposes appropriate to the school and student learning. A complete version of the policy is found on the school website. All users of technology must be aware that inappropriate use of ICT may be a violation of Myanmar law and against the best interests of the school community. The policy is continually subject to review as the availability of systems improves and becomes more plentiful across the school. All students are required to agree with ISY's Acceptable Use Policy prior to being awarded their ISY username and password.

1. Students shall only access the school network using their own username. It is the student's responsibility to make every attempt to keep their password private and to change it at least every three months.
2. ISY Google Apps for Education accounts may be used for: Teacher-directed activities; Transferring work between school and home; collaborating on school work.
3. Students are to act responsibly when using the Internet just as they are in a classroom or a school corridor. General school rules apply. Take care of yourself, others, and this place.
4. Online chat facilities on any device should not be used at school unless as part of a teacher-guided activity.
5. File storage devices used in school are not private. Staff may review files and communications to ensure that users are using the system responsibly and in an organized manner.
6. The school username and password are not to be used for registration on other sites or services.
7. Students must follow the conditions when using isyedu.org email accounts or other personal email accounts detailed in the procedures.

Students are not permitted to:

- Send or display offensive messages or pictures
- Use obscene language
- Harass, insult or attack others when using social networking sites or email
- Damage computers, computer systems or computer networks
- Violate copyright laws
- Use others' passwords
- Download movies, music or non-school related files
- Trespass (or attempting to trespass) in others' folders, work or files
- Intentionally waste resources

- Intentionally access offensive sites

Laptop choices:

Secondary students are required to have a laptop for their school work which can be configured by the school for the school network. While this laptop can also be used at home for leisure activities it should primarily be thought of as a device for completing schoolwork.

Older students will have probably formed a good idea about 'what works best for them'. Some will prefer a high powered Tablet PC running Windows 7 or above while others will prefer an Apple Mac. We have learnt that students are not able to complete their school work unless their laptop is of a certain standard so we have agreed on the following minimum specifications for laptops the students are required to provide. Those students who do not have their own device can check out a laptop from the library on a daily basis. The Laptop is to be used only at school and not taken home.

Minimum Specifications

- Windows 7 or above, (Mac users see below)
- 4th generation Intel Core i5 (equivalent) or above
- Internal storage of 250 GB or above
- DDR3 RAM of 4GB or above and
- USB 3.0 port; but preferable to have DDR3 RAM of 8GB
- 11 inches or above screen size
- 802.11n wireless capability

Optional Specifications

- Headphones (or ear-pieces) for their laptop
- DVD drive
- Built in camera
- Built in microphone

Additional Mac Specifications for any OSX

- MS Office
- Anti-Virus
- iMovie

Photographing Students at ISY

Annually, parents are asked to sign a statement they have read and accept the parent handbook. This handbook will include a section giving ISY permission to photograph and publish photographs of students in authorized publications, including both digital and print media, unless a parent has specifically submitted in writing a request to the Communications Office their child not be photographed. This permission will extend only to publications authorized by the Communications Office. Teachers should avoid the publication of photographs of students unless there is prior authorization from the Communications Office. At no time should any member of the faculty or staff publish photographs of the faces of students participating in school sponsored events in personal publications. Similarly, student names should never be published outside the school community with student photographs.

Student Attendance

Attendance

Under normal circumstances, when a student has been enrolled for the entire semester he/she may not be allowed to miss more than fifteen percent of the semester class (8 standard 80 minute blocks) in order to gain credit and/or be promoted. Exceptions for extenuating circumstances may be granted upon appeal to the Secondary Principal.

Any student who is absent from school must have the parent call or email the office excusing him/her from school. If a call or email is not received the office will contact the home to inform the parent that the child is not in school.

Students who are ill in the morning should remain at home for all of that day and not simply miss some morning classes.

If a student leaves during the school day, he/she must report to the office first to obtain a pass. The student must have permission from parents in order to receive an off campus pass allowing them to leave campus in the middle of the school day. If the student is sick the school doctor will contact the parent and inform them that the student is being sent home due to illness.

Students who have been absent from school for any reason (excused or unexcused) are not allowed to return to participate in school activities on the day of the absence.

Arriving Late to School

It is important for students to come to school on time. At the beginning of the period, instruction begins and students are missing important information. It is the sole responsibility of the student to get to school and class on time. Families can help with transportation and encouragement.

When arriving late, students must sign-in to the school. Failure to sign-in will result in a student being marked absent for the full school day.

In the event tardiness becomes a chronic concern with a student, the Assistant Principal will discuss the issue, along with classroom teachers, and the following consequences will remain in place:

- a) After a third or fourth 'tardy to school' a letter goes home to the parent informing them of the number of days their child has been late to school.
- b) After the seventh tardy to school and each subsequent tardy in a quarter the student's parents will be invited to meet with the principal. If lateness persists, the student will receive detention. Students more than thirty (30) minutes late for a class will be considered absent. (See first policy point above on maximum of eight (8) missed blocks is consideration for non-granting of credit for a semester)

Absence for Health Reasons

Parents are strongly encouraged to keep their children home when sick. Not only are childhood illnesses contagious, but a child that does not feel well is rightfully disinterested in learning. If a child has a communicable disease, a physician's statement regarding his recovery and condition is required on his return to classes.

All children must participate in Physical Education unless a written request from the parent is sent to the PE teacher. Students who do not participate in physical education due to health problems should also avoid vigorous activity at break, lunch, and after school.

If a child feels unwell or appears unwell, he will be sent home at the discretion of the appropriate principal. Student who miss more than ½ day of school cannot attend activities on the afternoon or evening.

Extended Absences and their Consequences

The school has generous holiday breaks, which are publicized at least six months in advance of each new school year. Parents are urged to arrange family holiday and leave plans in keeping with the school calendar.

In the middle school, the consequences of extended absences may result in an “U/A” indicates there is not enough evidence to make a judgment whether the students has met the standard(s).

In high school, decisions about denying course credit because of excessive absence will be decided on a semester rather than a quarter basis. Loss of credit could effect the ability of a student to meet graduation requirements. In some situations, the Secondary Principal can make a decision based on serious illness or other serious extenuating circumstance. In the high school, end of semester exams can **only** be rescheduled on the basis of a verifiable illness with a note from a physician or by specific direction of the Principal.

Informing Teachers of Absences

In the unlikely event of sustained absence, parents should inform the school office as soon as possible and teachers will then be informed. Such notice shall occur at least one week prior to the absences. The completion of missed schoolwork and the time allowed for completing such work shall be at the discretion of the teacher, working with the parent and student.

The parents' role in the make-up process is very important. Their time and possible employment of a tutor may be required to get the student back on track. Teachers may require that the parent meet with them to discuss what work was missed and what content objectives can reasonably be made up to the teacher's satisfaction. Teachers are not expected to provide missing work or one-on-one instruction for making up work.

Emergency and Safety Procedures

ID Cards

Visitors, including parents, must secure visitor IDs from the front security desk upon arrival at school and display these ID cards during the duration of their visit. Updates on security procedures will be communicated by the Vice Principal - Health, Safety & Security.

Security Action Plan

ISY has developed a comprehensive security action plan to guide the school in responding to unforeseen events that might place students at risk. A copy of the security action plan is available to parents upon request.

Fire and Emergency Evacuation

Emergency evacuation procedures are posted in every classroom and fire/evacuation drills are held periodically. Students are expected to be quiet and orderly and to go quickly to their

assigned positions accompanied by their class teachers and remain there quietly until the signal to return is given. The alarm is the continuous ringing of the hand-bell and / or 30-second blasts of the distress tower.

Placards and Traffic Guidelines

All parent automobiles coming on to the school arrival/departure drive are required to have a visible identifying placard under the front windshield. The school distributes such placards at the beginning of the school year or to new parents upon the enrollment of their children. This placard identifies automobiles as having a legitimate reason for being on the school drive. The placard also helps the duty teacher to identify students being dropped-off or picked up. Updated traffic guidelines will be communicated by the Vice Principal-Health, Safety & Security.

Students/ passengers must wear seat belts to enter the campus. The ISY security team will enforce this seat belt rule. Drivers must always follow the security team's directions. Failure to follow directions and/or unsafe driving will result in revocation of privileges.

Closed Campus

ISY is a closed campus. This means that all visitors to the campus must register (sign-in) at the Security Office and wear a "Visitor" badge. The Security Office is located at the entrance to the Main Campus on 20 Shwe Taungyar Street.

Access to the campus must be of a legitimate nature. Belongings will be scrutinized. Those registering will also be asked for identification, which will be exchanged for a visitor's badge, which must be worn during a stay on campus.

ISY Student Guest Guidelines

Guests during the school day are discouraged as it is often difficult to accommodate additional children in a classroom. For this reason, visiting children who wish to come to school are encouraged to join for the lunch period. When exceptions are made, the visitor is limited to visiting for only one school day. In all cases, visitors must be approved and must sign in at the main office. All guests in classrooms, whether students or adults, should be approved at least one day in advance through the specific school administration.

- The names of the guests must be submitted to and approved by the appropriate activity coordinator and the key chaperone at least two days prior to the event. If there is any reason to question the good faith of either the student who wishes to bring guests or the guests themselves, permission will not be granted.
- All guests must abide by all school rules. If any misbehavior occurs during the function, the guests will be asked to leave and shall be prohibited from attending future functions.
- In most cases, activities are offered at the divisional level. That is, elementary students do not attend middle school functions, and middle school students do not attend high school functions. Exceptions must be established in advance of the activity.

Group Lists

Groups approved to use the campus' facilities must develop a list of participants and provide these to the school for bringing visitors to the campus at least one full day in advance.

Co-curricular Activities and Events

Clubs, fine arts activities, and athletic activities are available to Secondary School students during the course of the year, either on a quarterly or semester basis. Most co-curricular activities end at 3:45 or 5:00 depending on the event and parents are asked to arrange for transportation at that time. In addition to school activities, parents sponsor some weekend programs, which are promoted through the school. The list of activities can be found on our school website. Please note that due to circumstances some activities may not run due to sign ups or teacher availability.

Co-Curricular Guidelines

Co-curricular activities are defined as activities that occur after school or on weekends and are sponsored by ISY staff members, an ISY approved sponsor, or parent-paid outside sponsors.

Co-Curricular Schedule

1. A co-curricular schedule will be distributed at the beginning of each session. An overview of the year's potential activities will be provided at the beginning of the year in order to help students plan their schedule.
2. Co-curricular activities may be scheduled on Saturdays. However, upper-school sports usage of fields and courts will take first priority over any other co-curricular activity. If the cafeteria, field, or one of the courts is required for an activity, the proper form must be completed.
3. For scheduling, parents and friends of the school that sponsor activities must work with the Activities Coordinator.

After School Activity Location Expectations

Students are expected to remain in the area(s) designated for the activity. Students are not be roaming the campus during activities such as dances or game nights.

Arrival/Departure from the Activity

- Once students arrive at an activity, they are expected to stay until the activity is over or until a parent/guardian comes to collect them, or with a signed note specifying the exact time of departure.
- Once a student leaves the campus (or club, etc.), he/she may not rejoin the activity.
- Students are expected to arrange for rides immediately after the activity has been completed.

Disciplinary Infractions

- In the event of misbehavior by a student, chaperones may remove the child from the activity and/or contact parents for immediate pick-up.
- Chaperones will report disciplinary infractions to the Principal on the first school day following the event and follow will be done by the administration

School Travel Arrangements

When making travel arrangements for ISY student trips, consideration is given to not only the cost, but also the safety, reliability, and practicality of the itinerary. Safety is a top priority when deciding upon the group's itinerary. Itineraries must ensure that students maximize their class time, surrounding their travel dates, so students and teachers miss the least amount of instructional time possible. When determining the cost of student travel outside of WWW, the cost of the trip will include transportation, accommodations and the flight for the team and the chaperones divided by the number of students.

Middle School student clubs are encouraged to obtain their experiences locally. This means that teachers of middle school groups will arrange venues for students to develop their expertise and demonstrate dedication to the sport/group within Myanmar. Qualified middle school students can be considered as a member of the high school team and thereby travel with the team, such as SEASAC competitions, and Arts workshops. A non-SEASAC club/team can only consider middle school students for travel in high school events when 80% of the club/team are comprised of high school students. Middle school students are allowed to participate in high school events only when there are no other high school students who can take their place or who are near their level of skill. Non-ISY students will not be taken on ISY school trips.

Middle School Travel

Approved Middle School international trips will be self-funded. This means that the amount charged to parents will include, flights, hotels for student participants and chaperones.

- Events with four or more students will be chaperoned by ISY faculty.
- Events with more than four students will require supervision by two chaperones
- Events with three or less students: ISY will register the students for these events on the parent's behalf. However, parents will be responsible for supervising and making all travel arrangements

High School Activities Scholarship

The High School Activities Scholarship is intended to support students whose families are not able to financially support a student's activity which represents ISY and requires travel. This scholarship is not intended to further individual interests or talents of a personal nature. Typically the scholarship is a maximum of \$500 per school year. When a student or parent wishes to apply for the scholarship or if the coach or Athletic Director is aware of a need, the Athletic Director will verbally discuss the situation with the student. The Athletic Director will then bring the need to the Principal for review. If need is determined, then a meeting is held with the family to discuss/ award the scholarship. Scholarship students are not identified or made public to the greater community.

SEASAC Events

ISY is a member of SEASAC, the South East Asia Student Activities Conference, which consists of thirteen international schools from Hong Kong, Thailand, Singapore, Malaysia, Myanmar and Indonesia. Through this association, ISY is provided opportunities to participate in international interscholastic sports tournaments along with the fine arts and MUN conventions. SEASAC is split into three main seasons with Soccer and Volleyball tournaments take place in November, the SEASAC Basketball, girls touch rugby and Tennis tournaments are held in February, SEASAC Softball and Badminton tournaments take place in March. SEASAC has many sports outside of the main three seasons that ISY has participated in. Those are Cross Country running and golf. The SEASAC Fine Arts Festival and MUN usually takes place in either January or February. ISY strives to send boys and girls teams to each of these SEASAC events.

SEASAC teams practice on Tuesdays and Thursdays from 3:00-5:00, and on Saturdays. There is a ten-week training session prior to each SEASAC Tournament, and students who want to participate in the SEASAC Tournament are expected to attend all practices. SEASAC activities provide varsity level high school experiences; middle school students are allowed to join at the coach's request.

SEASAC activities are regulated by a SEASAC Code of Conduct, the ISY Activity/Sports Trip Guidelines, as well as the ISY Student/Parent Handbook. These guidelines and statements must be agreed to and signed by both students and parents.

Most SEASAC tournaments are held outside of Myanmar, requiring that students miss classes on Thursday and Friday. For trips out of Myanmar, ISY will make all travel arrangements. ISY will help organize Myanmar nationals so that they can apply for their Visa's. ISY has hosted in the past SEASAC Softball, Golf and Touch Rugby Tournaments and we have a reputation for hosting an excellent tournament. Other local opportunities for ISY students include YISL Community Softball, Monsoon Community Volleyball, ISY Community Basketball, ISY Community Court Soccer, and the ISY Soccer Mini League and Volleyball Mini League.

Missed Assignments Due to School Trips

Students are required to follow their class syllabus that is posted on the teacher or class site while they are away on their school-sponsored trip. Students who have traveled will be required to turn in work and take make-up tests upon returning to class. Students who missed school after traveling could receive consequences for work missed due to the absence.