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History of International School 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 25 August, 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. Political unrest at that time led to many students leaving Burma. The school itself moved to the 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. The high school also was accredited at that time. ISY has subsequently continued the accreditation process at regular 6-year intervals.

Mission Statement

The International School of Yangon is a community that is committed to excellence. We inspire students with a challenging, international education, based on an American curriculum, in a nurturing learning environment that promotes responsibility and respect. We aim to develop socially engaged, self-motivated, creative, compassionate individuals who will be a force for positive change in their communities and the world.

Beliefs

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 School-wide Learning Results (ESLRs)

With this mission in mind ISY has adopted the following Expected School-wide Learning Results (ESLRs):

ISY Students will -

- Become Global Citizens who . . .
 - Are environmentally aware and active
 - Contribute to the welfare of the world community
 - Respect the dignity and worth of others
 - Manifest the virtues of honesty and integrity
- Be Successful Communicators who . . .
 - Demonstrate the skills of effective collaboration
 - Use appropriate technology as a tool to convey ideas
 - Write, speak, read and listen with purpose
 - Are multi-lingual
- Demonstrate Complex Thinking and Creativity by . . .
 - Gathering analyzing and processing information from a variety of sources
 - Being effective and creative problem-solvers
 - Being effective decision-makers
- Become Lifelong Learners who . . .
 - Take responsibility for their own learning
 - Value all types of learning; academic, social, athletic, aesthetic and emotional
 - Have the confidence to take on new challenges

Governance

The International School Yangon is governed by the parents and guardians of its students. The International School Yangon Association, which includes all parents and legal guardians of registered students, elects 8 members and up to three (3) appointed members of the Board of Management with the Chief of Mission of the US Embassy or his/her designee serving as one appointed member of the board. The board may appoint up to two (2) additional members who need not be members of the Association but shall be required to meet the requirements as set out in policy. The normal meeting time is on the second Tuesday of each month at 5:00 p.m. Parents are welcome to attend and observe the Board's conduct of its regular business. School Board agendas and meeting minutes are available in the school office for interested Association members.

The School Year

- The school year is 10 months in length with 180 student-contact days.
- The school year for 2011-2012 will begin on Thursday, August 11, 2011 and will end on Friday, June 1, 2012.
- The school year is divided into two semesters:
 - First semester - August 11 to December 16, 2011
 - Second semester - January 9 to June 1, 2012

The school has a mid-year vacation period from December 19, 2011 to January 6, 2012. Myanmar holidays and some American holidays are observed. Please refer to the 2011-2012 SCHOOL CALENDAR on the ISY website for further details.

School Fees Structure

Tuition Fees

The tuition is calculated on a semester basis. Fees are due within the first month of a student's enrollment. The school year is divided into two semesters, which in turn are divided into two quarters. A student who attends ISY for any part of a quarter owes the full amount for that quarter. First semester tuition fees for Middle and High School include Field Study Fee \$ 350.

2011 – 2012 Tuition Fees

	Per Year	1st Semester	2nd Semester
Kindergarten I	\$ 7,946	\$ 3,973	\$ 3,973
Kindergarten II	\$ 12,692	\$ 6,346	\$ 6,346
Grades 1-5	\$ 12,692	\$ 6,346	\$ 6,346
Grades 6-8	\$ 13,292	\$ 6,821	\$ 6,471
Grades 9-12	\$ 13,539	\$ 6,944	\$ 6,595
<i>ESL Fee:</i>	\$ 830	\$ 415	\$ 415

Capital Levy

The Capital Levy is a one-time fee of \$4,000 assessed on all incoming students in grades K II -12. The fee must be paid in full before (according to new rules adopted 10-11 by the business office) the student enrolls at ISY and is not refundable regardless of how brief a time a student attends ISY. However, if a child new to the school pays the Capital Levy, withdraws, and later returns to ISY, no additional Capital Levy fee will be assessed. ISY Kindergarten I students who move up to Kindergarten II must pay the Capital Levy, even though they have previously been enrolled in the school.

Application Fee

A fee of US \$100 is due upon submission of each student's application. This fee should be paid when an admissions test date is confirmed. This sum is applicable toward the tuition payment but is not refundable if the child does not attend ISY.

Registration Fee

A fee of US \$1,000.00 is levied upon each new student in Kindergarten II and above. This is a one-time payment for continuously enrolled students.

ESL Fees

Students who are placed in the ESL program will be assessed \$830 fee per year (\$ 415 per semester) for the time they receive ESL services.

Additional Fees

ISY school fees do not cover such costs as those incurred by use of the copy machine, student use of school printers, the SIRS technology in the library, the fees charged for external examinations such as TOEFL, SAT, ACT, and Advanced Placement and charges for such things as USB drives. In addition, families are responsible for the cost of materials needed for some co-curricular activities, after-school activities offered by non-school personnel, and some special items such as sports or band/choir uniforms, the yearbook, community service trips and night activities such as dances and activity events. In additions fees may be charged to students for missing books or materials that were loaned and not returned .

Outstanding Fees

Fees not paid within one month of the first day of attendance are overdue. Late payment fees are subject to a penalty of \$500 per calendar month. Board Policy states that any student whose school bill is in arrears more than one month will be suspended until payment is made. In the event of a student's withdrawal from ISY, school records are released only after all fees are settled.

Admission Requirements and Procedures

Prompt transfer of school records is a matter of extreme urgency, which should be given top priority. In order to accelerate the application process it is helpful to send materials to ISY in advance of arrival.

The following is a list that will help you organize required admission documents.

- Official copies of academic transcripts (3 years for 3rd grade and above) documents should be translated into English if in another language
- **Application Form, completed in full**
- **Parent Consent to release Records Form**
- **Drug Awareness Policy Letter** (grades 6-12 only)
- **Health Form** (2 pages)
- Copy of the student's passport showing passport number, picture, place and date of issue, date of birth
- Application fee of \$100 USD, paid upon confirmation of admissions test date.
- One passport-sized photograph of the student, with the student's name written on the back

Once all of the application forms and documents are received we will review the application materials. All students are required to take a math and language assessment as an admissions test. If it is determined that the student meets the general entry requirements, we will schedule an appointment time to interview with the principal. After a careful examination of all of the admissions information, the admissions committee will make a decision regarding the student's application to the school and the family will be informed of the admission decision. If the student is accepted, the family will be informed regarding the first day of attendance etc.

For high school applicants, completed application forms and photocopies of all school records/transcripts should be mailed to ISY well in advance of arrival so that efficient scheduling of classes is possible. A new student arriving to ISY for an admissions test with no advance notice can expect to sometimes wait between two and three weeks before an admissions decision. For this reason it is important to send materials as soon as possible.

In addition to age requirements, grade placement for a new high school student is determined by the credits allocated for work completed at prior schools. A student needs a minimum of six credits for grade 10, twelve credits for grade 11, and eighteen credits for grade 12. Credits must have been obtained from an accredited institution and the school administration reserves the right to approve or disapprove credits that are not as such.

On occasion, a student may be admitted to ISY in spite of records, which reflect poor academic standing. In this event, the student will be placed on academic probation and is expected to achieve and maintain ISY academic standards. A letter of admission that defines these criteria will be sent to parents and parents will have to sign that they agree with the terms of conditional enrollment. If the student does not meet the improvement criteria by the end of the student's first year at ISY, the student may be asked to withdraw from school.

The approval of the Director shall be based upon the evidence of the student's ability to profit from the school program. Among other factors, the Director shall consider the students' level of maturity and proficiency in the use of the English language.

Age Eligibility

- Entrance age of pre-kindergarten: Shall be four years of age on or before October 31 of the current academic school year.
- Entrance age kindergarten: Shall be five years of age on or before October 31 of the current academic school year.
- Entrance age first grade: Shall be six years of age on or before October 31 of the current academic school year.
- No applicants will be considered if their twentieth birthday occurs before October 31 of the graduating year.

Age Appropriate Chart

2011-2012 School Year

Year Born	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Age Oct 31st
1992	Cannot be 20 years by Oct 31 of senior year												19
1993													18
1994	12	12	12	12	17	12	12	12	12	12	11	11	17
1995	11	11	11	11	16	11	11	11	11	11	10	10	16
1996	10	10	10	10	10	10	10	10	10	10	9	9	15
1997	9	9	9	9	9	9	9	9	9	9	8	8	14
1998	8	8	8	8	8	8	8	8	8	8	7	7	13
1999	7	7	7	7	7	7	7	7	7	7	6	6	12
2000	6	6	6	6	6	6	6	6	6	6	5	5	11
2001	5	5	5	5	5	5	5	5	5	5	4	4	10
2002	4	4	4	4	4	4	4	4	4	4	3	3	9
2003	3	3	3	3	3	3	3	3	3	3	2	2	8
2004	2	2	2	2	2	2	2	2	2	2	1	1	7
2005	1	1	1	1	1	1	1	1	1	1	KG	KG	6
2006	KG	KG	KG	KG	KG	KG	KG	KG	KG	KG	PK	PK	5
2007	PK	PK	PK	PK	PK	PK	PK	PK	PK	PK	Too Young	Too Young	4
2008										Oct 31st = 4	Nov 1st = 3	3	3
2009												2	2
2010												1	1
2011												Born	Born

Age of the Youngest in the Class

PK	4	6th	11
KG	5	7th	12
1st	6	8th	13
2 nd	7	9th	14
3rd	8	10th	15
4th	9	11th	16
5th	10	12th	17

From Other Schools and Other National Systems

Children who have had prior schooling are required to bring records indicating grade placement and academic grades earned at the previous school(s). Any child entering the school during the school year, or who is new to the school when it opens in August, will be placed according to ISY age eligibility standards. Other criteria can include the prior three years of school records and, assessment interviews and/or tests.

The ISY calendar begins in August and ends in May or early June. **Students, who come to ISY from systems with a different school year calendar, usually will be placed in the grade the child has already completed in his/her prior school. This means that in some cases students will repeat part of an academic year. New students are not advanced nor given credits for parts of the school year they did not complete.**

ESL (English as Second Language) Admissions

The ability to acquire English skills is essential for academic and social success at ISY. Therefore, additional admissions criteria and procedures for acceptance into ISY are as follows:

- The number of places in the ESL program is limited.
- ESL applicants must have an overall academic and behavioral success in previous school.
- **ESL applicants for Grade Three and above** are required to have a basic knowledge of English, and to demonstrate acceptable English language proficiency in the skills of reading, writing, speaking, and listening.
- An ESL entrance test is required for all students who are non-native speakers of English.
- **Students in grades 6-12 must demonstrate that they meet or exceed the minimum levels of English set for that grade level to be accepted into ISY.**
- Results on the entrance test affects priority for admissions.

Determining Elementary Class Placement

When the school assembles a new class, we consider a number of factors that will create a heterogeneous classroom considering an even mix of genders, nationalities, languages, personality types, talents and ability levels. No placements will be made based on personal friendships. Class lists will be finalized before the start of school in early August.

Health Records

At the time of admissions, parents must fill out a health form and supply a record of immunizations. Within one month, a health certificate must be completed and missing immunizations taken care of. Also at the time of admission, parents/legal guardians must sign a statement giving the school the authority to send the student for appropriate medical assistance in the event of an emergency.

Health Requirements

All students accepted at ISY must present a current passport or certificate of birth and proper evidence of a recent physical examination. They must also provide proof that they have had, or are in the process of completing, all the following immunizations, from an accredited facility acceptable to ISY, before entering ISY:

- Diphtheria, Pertussis (Whooping Cough) and Tetanus (DPT) Triple Vaccine or DTAP or DT
- OPV (Polio) or Injectable Form
- Measles, Mumps, Rubella (MMR)
- BCG for prevention of Tuberculosis
- Typhoid (oral or injectable form) for oral form, four capsules on alternate days is recommended.
- Hepatitis A and B
- Yellow Fever for students enrolling from Sub-Saharan African and tropical South American countries.

Proof of immunization must also include evidence of booster doses.

Recommended but not required:

- Japanese B Encephalitis: especially for those who travel frequently to rural & border areas in Myanmar.
- Rabies: it is much safer to have pre-exposure vaccinations since Myanmar and Thailand have many stray dogs.
- Varicella Vaccine: for Chicken Pox.

Parents' Residence and Presence in Yangon

- Students may **NOT** enroll in ISY unless one parent or an officially appointed guardian is in full-time residence in Yangon.
- If during the school year both parents plan to leave Yangon while the student remains in attendance at ISY, they should appoint a guardian and notify the school as far in advance as possible by completing the form provided by the office each time they plan a trip away from Yangon.
- Because illness, accidents and unforeseen problems can occur at any time, the school asks that the duly appointed guardian live directly with the student to provide adequate care and supervision. A domestic servant does **NOT** qualify as an acceptable guardian, regardless of the age of the student.
- Parents who do not arrange for and inform the school of the student's supervision and guardianship as indicated above, may jeopardize the child's continued enrollment at ISY. Please be assured that the school's concern in this matter is not intended to interfere with the personal responsibilities of parents, but rather is designed to serve the best interests of the students. While a student is attending International School Yangon, the school must be able to contact the parents or guardian directly at any time.

Students with Special Needs

ISY can provide limited support to students with mild learning disabilities only. Mild learning-disabled students must be able to participate in the regular academic program and all classes in the grade level program. In certain instances mild learning-disabled students may benefit from slightly modified instructional or assessment approaches in the classroom, on a temporary basis. ISY does not have the resources to accommodate significant learning disabilities.

Each semester, recommendations will be made regarding the student's continuing attendance at ISY. Academic probation procedures will also be followed as outlined in the *Student/Parent Handbook*.

Parents must provide all documentation concerning previous assessment, or any past history of learning disabilities, with their admissions application. Failure to disclose such information may result in a student being asked to withdraw.

School Organization and Curriculum

Curriculum

ISY follows a university preparatory curriculum based on the principles of international education. The guiding curriculum is a standards-based document that sets common standards for all grades, with differentiated benchmarks that are developmentally appropriate for grade levels. The Elementary School follows the model of inquiry-based education covering a broad content base. 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 9-10. In grades 11 and 12 students enroll in a course of studies defined as the International Baccalaureate program, under which some students may elect to obtain the IB Diploma. This is a separate credential, awarded individually to the student by the IB organization that occurs after the student has graduated from ISY. In addition, students have the opportunity to prepare for a small selection, which may change from year to year, of Advanced Placement exams sponsored by the College Board. This program allows students to take college level courses in some areas. ISY has a distinguished record of its graduates gaining admission to the top universities in the United States and other countries.

ISY is divided into three sections: an elementary school (Kindergarten I-grade 5), a middle school (grades 6-8), and a high school (grades 9-12). Elementary grades are taught in self-contained classrooms. Middle and high school grades are taught in a departmentalized setting.

Each teacher is responsible for planning, preparation, instruction, enrichment, assessment and reporting achievement of students for the classes they are teaching. At times teachers may be collaborating with colleagues if they are both teaching the same course in the same grade. Teachers use the Atlas Rubicon curriculum-mapping program to share and maintain lessons, plans, scope and sequences, assessments, assignments and other parts of their curriculum for each class.

Parents can view a written copy of all curriculum materials which are available in each teacher's classroom. This written curriculum is approved by staff and administration and 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. This can be helpful for planning enrichment for your child or to help your child know what to expect in a particular teacher's class over the course of a quarter, semester or year.

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. French, Spanish (high school) and Mandarin are taught as foreign languages.

English as a Second Language (ESL)

The International School Yangon has a commitment to supporting students to acquire English as an effective communication medium for language in a school environment.

Students who come to ISY are assessed at admission to determine what level, if any, of support they will require from the ESL department.

Support is provided three ways in the elementary school, grades 1-5.

1. Language Support: ESL and mainstream teachers teach collaboratively in the mainstream classrooms to make sure the curriculum is accessible to English language learners.

2. Language Support: Intensive English for students new to the English language is offered.
3. Extra English support is given to students requiring it in place of studying an additional foreign language during the foreign language period.

Support is provided in three ways in the middle school, grades 6-8.

1. Language Support: The English for Academic Proficiency (EAP) and mainstream teachers teach collaboratively in the mainstream classrooms of English/Language Arts to make sure the curriculum is accessible to English language learners. The EAP teacher meets with mainstream teachers as needed to help make necessary modifications for the students.
2. Extra English classes: Students who need extra English classes to increase academic proficiency receive extra EAP class weekly during the foreign language block to develop and strengthen English language skills.
3. EAP students may receive additional help by attending English Language Workshop two days a week after school. These classes may be assigned as mandatory meetings. ESL students are also encouraged to meet with the mainstream teachers after school.

Students for whom English is a second language are only admitted at the high school level if they perform at a 8th grade reading level or above. There is no formal ESL support for students in high school.

Standardized Testing

ISA

ISY participates each February in the International Schools Assessment (ISA). The ISA is a standardized test given to grades 3-9. This test is designed to measure student skills in mathematical literacy, reading and writing. Student and school results are scored externally and returned for student, parent and teacher review. Test scores allow parents and teachers to see how their children perform compared to students at other schools worldwide. They also allow the ISY community to see how our school compares to other schools internationally and assist us in evaluating and improving our school wide programs. Test results are usually delivered back to ISY by the month of April. You will receive more information on this test from your child's school office during the school year.

PSAT, SAT I and II, AP Exams, TOEFL, IB Exams

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, in conjunction with the supporting agency, by the counselor.

During the 2011-2012 school year the high school will not require nor place students for the PSAT exam, which falls during the October Break holiday.

Measure of Academic Progress (MAP) Testing

ISY will begin to offer the MAP test during the 2011-2012 school year. This electronic, computer-taken test will be offered through NWEA in the United States. Selected classes in grades 3-8 will sit for the tests in English and Math as a part of a pilot program to bring the full test to all students on the ISY campus in grades 3-8.

Community Relations

Parent Communication

The school uses many ways to communicate with parents, on a variety of concerns and interests. These communication efforts include meetings and printed materials: parent-teacher conferences, student-led conferences, weekly newsletters, PTA meetings, curriculum guides and overviews, parent coffees, “back to school” nights, co-curricular schedules, permission forms, elementary newsletters and student journals, progress reports, report cards, and this handbook. Also, parents are welcome to attend the monthly Board of Management meetings. A calendar is provided in the weekly newsletter to let parents know about all school activities and meetings for the approaching two weeks. Newsletters are sent home via email or may be received in print. The ISY website is a very good source of information about the school and is used to send out important information to the community:

<http://www.internationalschoolyangon.org/>

Current Student Data

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 can be contacted immediately.

Reporting Student Progress to Parents

Report cards are sent home with students at the end of each quarter of the school year. Please check your current ISY school calendar for the specific dates.

The report cards for Kindergarten I through Grade 5 include comments on each child's academic progress as well as his/her social behavioral and study habits. During parent-teacher conferences, parents can expect to see samples of their child's work, achievement records, both formal and informal, and hear about his/her strengths and weaknesses, general behavior and adjustment to school.

Report cards are sent home in an envelope. The parent keeps the report card, signs the envelope and returns it to the teacher. This allows the school to know that the report cards were given to parents. To earn a quarterly grade on the report card, arriving or departing elementary students must attend one-half of a quarter to get a grade in any area of the report card. One-half of a quarter is determined by dividing the number of days in a quarter by one-half. In the middle and high school students must make-up back work or complete all assignments from the standard classroom curriculum in order to receive full grades for each quarter.

In the Elementary and Middle School, Parent-Teacher Conferences will be scheduled at the end of the first quarter. At the end of the third quarter Student-led conferences are held where students discuss with their parents what they have learned during the year in relation to specific goals made.

In the High School, Parent-Teacher Conferences are held at the end of the 1st and 3rd quarters. In grades 6-12 parents could receive mid-quarter Progress Reports in the event that their children are in danger of receiving a grade of 'D' or lower in any subject area. Progress reports are typically sent home at any time for an indication of how well students are achieving in a class in the case of a sudden drop in grades or even in the event of successful progress. Parents or teachers may request conferences at any time of the year.

Visits to the School

ISY urges parents to contact the school whenever they have questions about the school program. Appointments to speak with members of staff can be made through the office at

any time during school hours. Generally, teachers prefer to see parents to make appointments after 2:45 p.m. so that classtime is not interrupted. All visitors must check in at the office before visiting a classroom, student, or teacher.

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 conflict resolutions in an open, forthright and beneficial manner. We urge parents and students to communicate problems or concerns by using the procedures outlined as follows:

- 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.
- If the conference with the teacher is not satisfactory, contact the appropriate principal. If there are still issues to discuss, you may meet with the Director. If the Director is unable to resolve the matter satisfactorily, the person making the complaint may refer the matter in writing to the school board.

Student Withdrawal Procedures

Parents are advised to visit the ISY 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
- the school will send home a "student withdrawal form" which the parent is to sign
- the withdrawal form is to be returned to school by the student for obtaining 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
- graduating seniors are excused from the withdrawal procedures.

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. Library fees must be paid as well. The packet of school records provide the student with current and past report cards, an overview of the grades attended by the student, transcript, any standardized test results, and a signed and stamped school leaving certificate.

ISY Parent Teacher Association

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

PTA meetings are held once a month at the school. In the past, the PTA has sponsored International Day, conversational language-classes, computer literacy workshops, faculty appreciation luncheons, treats for special events and a community picnic. They have also organized visiting authors, special presentations, and school improvement projects.

Student Support Services

Guidance and Counseling

ISY has two school counselors, one for the elementary grades and one for the secondary grades. The ISY Guidance Department provides academic, personal, career and college counseling. Counseling occurs in individual student sessions and in guidance presentations. Information sessions for parents and students are provided by the elementary counselor for 5th graders moving to middle school and by the secondary school counselor for 8th graders moving to high school, the secondary counselor provides for further information about the college process.

Parents wanting to see a Guidance Counselor are encouraged to make an appointment. Also, parents interested in being a career speaker or providing a tour of their business or organization are encouraged to contact the appropriate school office.

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:

- by providing instruction to foster competence in accessing and using information and ideas, and in evaluating information resources;
- by stimulating interest in reading and appreciation of literature through group instruction and individual guidance;
- by working with other educators to design and carry out learning experiences to support the curriculum and to meet the needs of individual students;
- by 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.

The library is open Monday through Friday from 7:30 until 4:00. On the Mondays when all teachers are in meetings, the library closes at 3:00.

Kindergarten I-5th grade classes visit the library regularly. Students may also visit the library before and after school and during break and lunch.

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

All students and parents may borrow materials. The number of books allowed to be checked out and the length of circulation time varies depending on whether or not a book is secondary or elementary and the age of the student.

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, including the airfreight cost. School reports and transcripts are held until payment has been made.

Students are requested to leave their book bags on the shelves at the library entrance.

Copier and Printer: The copier and printer in the library are for educational use only. Secondary students must use copy chits to have items copied or printed. These may be purchased at the library desk.

Student Health

The doctor should be informed if any student is to take prescribed medication during school hours. Any relevant information relating to a child's physical condition or special medical needs should be shared immediately with the school doctor. Students need to visit the doctor for clearance any time they are returning to school after an illness or absence in regards to a serious medical condition, illness, or contagion. At all times, prescription medication should be given to the school doctor to be dispensed during the day, as needed. No students should have medication with them during the day.

Health Care Office

The ISY health care office is located in the 'Elementary Building' staffed by a resident doctor. The main purpose will be to deal with day-to-day student health problems and minor accidents that occur at school. 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. Parents will naturally be informed of all health concerns involving their children. However, the office will also carry on the routine health screenings for vision, hearing and other conditions. The office will keep records on all students and will monitor those with special health needs. Hygienic and sanitation issues on campus will also be a concern of the office as well as instruction of faculty and coaches on health care issues. The Doctor will also accompany extended day field trips and be present at sports events hosted by the school.

Head Injury Notification to Parents

Coach/sponsor will assess injury and determine extent of care needed at time of injury. If the coach/sponsor or student feels that the injury should receive medical attention the coach/sponsor will have the student see the school doctor, if available. If school doctor is not available, the coach/sponsor will attempt to contact the student's parent/guardian for their assistance. If no parent is available the coach/sponsor will have the student taken to a medical facility either by a school driver, the student's driver, the coach or another staff member at location. This person will remain with the student until another adult arrives. Contact numbers for medical assistance that the school suggests using are: Asia Pacific, 81 Kaba Aye Pagoda Rd., #548022. If an injury occurs at the AERA, it is suggested that the student be taken to S.O.S clinic, Dusit Inya Lake Resort 37 Kaba Aye Pagoda Rd. #667877. If injury is such that the student cannot be moved the two facilities listed above have an ambulance that can come to the site of injury. It is recommended that the athletic director, school Principal or Director be contacted whenever a hospital visitation injury occurs.

School Bookstore

As a convenience, the school runs a small bookstore in Building B where pupils may buy notebooks, stationery supplies, physical education uniforms, and occasionally such items as t-shirts.

Field Trips

One-day field trips to various places in Myanmar 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. Written parental permission is required from 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

In the High School, grades 9-12, Week Without Walls (WWW) trips occur during the year, sometimes in different months. 2011-2012 trips are tentatively scheduled for the month of October or November with a possible alternative week during February. WWW trips are a part of the curriculum and the scheduled school program and all ISY high school students are expected to attend. The trips take students away from Yangon from Monday morning to Friday afternoon of the WWW week. All fees for flights, hotels, transportation and meals are included as a part of the high 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.

WWW and Activity trips are a part of the ISY curriculum and school philosophy of learning. Integration of classroom activities and curriculum for each grade level are a part of trips. For these reasons it is expected that all students will participate in trips. Only in extraordinary cases will students be excused. As a full week from the quarter, students who do not attend risk losing ten-percent of their grade from each class if they do not attend.

Expected destinations for February (School year 2011- 2012) include:

Grade 9- Mandalay

Grade 10- Inlay Lake

Grade 11- Kalaw

Grade 12- TBD (10-11 trip was to Rakine state- Mauk Oo)

MS Activity Trips

Middle School activity trips occur at different times during the year and each grade level attends an exploratory trip to examine Myanmar culture and history and to participate in a community service activity. All activity trip fees are included as a part of the middle school tuition, similar to the high school WWW trips. Tentative destinations for the middle school trips, which take place between October and February, include:

Grade 6- Pyay

Grade 7- Kyeik Htee Yo

Grade 8- Bagan

Computer Labs

The computer labs are often available after school for student use. In all events, the labs must be opened by and under the supervision of an ISY faculty member. Students who have the option of using a computer at home are encouraged to do so. ISY is a wireless campus, 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. Currently this only includes high school students. Middle School students have less access to labs unless a classroom teacher supervises them. Middle School students should access and use resources in the MS/HS library for printing and computer needs before school and during break and lunch.

Canteen & Lunch Food

The canteen serves a hot and cold menu at reasonable prices. Candy and soda will not be sold. No credit will be given to students by the canteen management. **The canteen will be closed on half days, parent conference days and early dismissal days.**

In addition, students could also have the option of ordering food from *Her's*, a small outlet of the restaurant of the similar name in Yangon. Also, students may purchase selections of Mexican style food from *Sai's Tacos* on campus. The cafeteria is catered by a division of Monsoon, a local Yangon eatery.

Co-Curricular Activities and Special Events

The school offers an extensive K-12 co-curricular program that may include the following activities: competitive sports, club sports, fine arts, Myanmar cultural arts, student government, scouting, and community service. The school welcomes parents to participate in the organization and implementation of co-curricular activities. Particular at the Elementary and Middle School level, the programs are enriched by active parent participation and support for programs as supervisors, specialists and chaperones. The school provides a schedule of activities on a semester basis. Elementary students are required to have parental permission. Since these activities are not a part of the set course of studies, participation is not mandatory. A nominal charge may be levied to cover the cost of materials and outside expertise.

Co-Curricular Guidelines

What follows are guidelines for the co-curricular program for the 2011-2012 school year. Some restrictions found in the guidelines are meant to decrease the stress involved in dealing with time management and making choices by both students and activity leaders. These guidelines focus on providing a higher quality co-curricular program.

Co-curricular activities are defined as activities that occur after school or on weekends and are sponsored by ISY staff members, parent volunteers, friends of the school, or parent-paid outside sponsors. Such activities include clubs of various types, homework/study periods, SEASAC sports, scouting, and open computer lab time.

Quarterly Co-Curricular Schedule

1. A quarterly/semester co-curricular schedule will be distributed at the beginning of each quarter/semester.
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 MPR, cafeteria, stage, or one of the courts is required for an activity, the proper form must be completed.
3. Parents and friends of the school that sponsor activities shall follow the same quarterly "activity types" schedule as staff members. That is, they must work with the Principals in scheduling their activity as to the proper day per the "activity types" schedule.

ISY Student Activity Guidelines

Guests

- On occasion, students may bring guests to a school activity.
- The names of the guests must be submitted to and approved by the appropriate principal 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.

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. In all cases, visitors must sign in at the main office in building B after receiving a visitor's pass from the guard house. All

guests in classrooms, whether students or adults, should be approved at least one day in advance through the specific school administration.

Activity Location

- Students are expected to remain in the area(s) requested for the activity. For the most part, this means that students will be in a classroom, in the multipurpose room (MPR), the Black Box Theater, or in one of the covered play areas. If there is a dance in the MPR, for instance, students should not be roaming the campus. If there is a party for younger students, children should not be playing in unsupervised areas.

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. Middle School students will not be allowed to walk off campus after activities and must be picked up by car and driver.

Disciplinary Infractions

- In the event of misbehavior by a student, chaperones may remove the child from the activity and either isolate him/her for the remainder of the function or contact parents for immediate pick-up.
- Chaperones should report disciplinary infractions to the Division Principal on the first school day following the function.

Fun Fair

In the second semester, the high school student council organizes a Fun Fair. Held to raise money for school charities, the highlight of the Fun Fair is a raffle of numerous items donated by businesses and individuals in the community. Donations are in the form of cash or goods.

International Day

International Day has been a tradition at ISY for over a decade. It is the premiere event of the year at ISY. It is a time when the school and its supporting communities display and share cultural similarities and diversities. It is an opportunity to appreciate the beauty and accomplishments of our world neighbors. Parents, students, and teachers work together to organize a parade of nations and flag ceremony. Students are in their national dress throughout the day. Country displays cover the upper and lower courts as well as the elementary terrace and include games, arts and crafts booths, and other activities. There is a world food court. A portion of the day focuses on world music and dance.

Myanmar Night

Every other year the PTA, in conjunction with parent groups, sponsors a Myanmar culture night at ISY. This activity is used to explain, encourage and inform all students and community members about the Myanmar culture and History that is such an integral part of life at ISY. This event will occur in 2011-2012.

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.

Student Guidelines

Student Behavior

We expect a high standard of behavior of all students at the International School of Yangon. Students, staff, and parents at ISY value our strong sense of community and place 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.

Basic Expectations for Students

We assume that all students will:

- Treat each other with courtesy, respect and understanding
- Treat the property and personal belongings of others and school property with consideration and respect.
- Not engage in disruptive behavior in the classroom or on school premises.
- Use appropriate language with fellow classmates
- Refrain from inappropriate public displays of affection
- Report to class on time with the appropriate materials
- Dress in proper attire and in accordance with the dress code.
- Leave at home all objects which are hazardous to others or which will interfere with school operations
- Use the internet and technology resources responsibly

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

Major Violations of Behavioral Code

ISY considers the following disciplinary issues to be of major concern. Violation of these standards will be reported immediately to administration and parents and will usually result in suspension or expulsion.

- Insubordination or disrespect towards a teacher or staff member
- Fighting
- Refusing to abide by requests from teachers or administration to follow school rules.
- Any forms of bullying or harassment
- Conduct seriously endangering the safety of oneself or others
- Theft and vandalism
- Truancy
- Sexual harassment
- Cheating on tests, examinations, assignments or homework and plagiarism
- Smoking on the school grounds or at a school sponsored event
- Using alcohol at school or coming to a school function under the influence of alcohol
- The use, possession or sale of drugs on school grounds or at school activities.

In the case of several of these issues, additional clarification is necessary. Violations not mentioned are not specifically permissible.

Drugs, Alcohol, and Tobacco

International School Yangon is designated as a Drug Free – Smoke Free School. Smoking is not allowed on school property by adults or students.

We believe that the use of alcohol and drugs has absolutely no place in a school environment. We feel that they represent a danger to student health, safety and well-being. In addition, in the cases of drug incidents, they are contrary to Myanmar law and carry heavy legal penalties. By our definition an illegal substance refers to any stimulant or depressant such as marijuana, hashish, heroin, cocaine, amphetamines or barbiturates.

No student, regardless of age, shall possess, give, receive, purchase or distribute any illegal substance or consume or be under the influence of such substances on school property or during the course of any school sponsored activity such as a dance, field trip, sports event or other social event. This includes the possession of any illegal substance including tobacco.

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.

Sexual 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, including sexual harassment.

Sexual harassment refers to unwelcome sexual conduct, which can be expressed in a variety of ways including e-mail messages, Facebook, Hi5, My Space or other electronic social media site postings or conduct and behavior on campus. Conduct that violates this policy includes the following:

- Unwanted sexual advances or propositions.
- Physical conduct such as leering, making sexual gestures or displaying sexually suggestive objects or pictures.
- Verbal or written conduct such as making or using sexual jokes, derogatory comments, epithets and slurs.
- Verbal or written abuse of a sexual nature such as commentaries about an individual's body, sexually degrading words to describe an individual or obscene notes.
- Unwanted and sexually suggestive physical conduct such as touching, assaulting, impeding movement.

In cases of reported sexual harassment, the administration will review the report and conduct an investigation if it is deemed necessary. ISY will seek to maintain confidentiality in the review of any reported incidents of sexual harassment until the veracity of the charges have been substantiated to the school's satisfaction. Students having questions about whether they have observed or experienced sexual harassment should speak with the Guidance Counselor and file a report.

Academic Integrity Policy

Cheating, Plagiarism and other forms of Academic Dishonesty

At the International School of Yangon, it is expected that all students will do their own work and not copy from a resource book, an Internet website, another student or any source without teacher approval or appropriate reference. This includes all homework, assignments in class and tests. We recognize that academic assessment requires students completing a variety of learning tasks with specific directions from the teacher, and learning is often a collaborative process as well as an individual effort. Academic integrity, therefore, requires that all students follow the teacher's instructions regarding resources, and unless specific instructions are given to the contrary, the work of all students must be entirely their own. ISY teachers subscribe to turnitin.com as a means to allow students to check their work prior to submitting it as an evaluation of learning.

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.
- Violating any teacher's policy on graded homework
- 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.

All cases of academic dishonesty will be reported to the administration, who will then take action on a case-by-case basis. For a first offense, the teacher will meet with the student and clearly explain the nature of the violation of the policy. Next, parents will be contacted by the teacher or administrator and apprised of the incident and no credit will be given for the assignment. The administration will be informed of the meeting and parent contact and then will take any additional steps based on level of offense or past behavior. The consequences could also include a period of suspension. The offending student may also not be allowed to participate in extra-curricular activities such as sports, cultural activities, or field trips for a specified period of time. The administration is responsible for making sure that documentation of the offense is placed in the student's file. **Any repeated offenses could result in asking the student to withdraw from ISY and will in each case involve a suspension from school and a zero grade for the assignment.**

All students, and their parents or guardians, will be expected to sign a statement that they have read, understood and fully support this policy.

Academic Integrity Policy Clarifications and Definitions:

I. Regarding Cheating, Plagiarism and Academic Dishonesty: The International School of Yangon (ISY) requires strict adherence to specific rules of conduct in academic affairs including the expectation that no student engages in any conduct that violates ISY's Academic Integrity Policy.

II. Jurisdiction: The Policy is in effect for all school activities, on and off campus.

III. Student Rights and Responsibilities:

- A. In all cases regarding a suspected violation, a student's right to confidentiality and all other rights as outlined in the current version of the ISY Student/Parent Handbook will be respected.
- B. Students attending ISY are expected to uphold the following responsibilities:
 - 1. To maintain and support the academic integrity of the school community by completing the assigned work, activities, and tests according to ISY's Academic Integrity Policy.
 - 2. To understand the school wide Policy and individual teacher assignments.
 - 3. To clarify with the instructor any ambiguities about violations of the Policy on any assignment.
 - 4. To ensure that students do not make inappropriate use of their work.

IV. Teacher and Faculty Responsibilities:

- A. Teachers and faculty are expected to support and promote academic integrity and honor within their classrooms and at all times at official school functions. This includes the following responsibilities:
 - 1. To maintain and support the academic integrity of the school community.
 - 2. To clearly outline and define unacceptable academic behaviors, as defined by the Academic Integrity Policy, within the teacher's course.
 - 3. To address the degree to which students may collaborate on the completion of assignments, making distinctions where necessary as to assignment types, and to clearly outline the responsibility each group member must bear for a collaborative project.
 - 4. To maintain the integrity of the testing process in their classroom.
 - 5. To explain the use of permissible study aids in coursework.
 - 6. To report any violation of the Policy to an administrator and school counselor.
 - 7. To check student papers for plagiarism through a variety of means including plagiarism detection software.
 - 8. To follow discipline procedures outlined in the Policy in the case of a student violating the Policy.
- B. Teachers and faculty are encouraged to refer to the Policy on all pertinent materials. Teachers and faculty are encouraged to both discuss the Academic Integrity Policy periodically in class as it applies to their courses, as well as to ask students to pledge their work.

V. Principal and Director Responsibilities:

- A. The Principals and Director are expected to be at the forefront of academic integrity at ISY by continually providing leadership on Academic Integrity and Honor issues specific to the school and the community. In addition, the

Principals and Director will meet the following responsibilities:

1. To maintain and support the academic integrity of the school community.
2. To make available to all students, teachers, parents and others a copy of ISY's Academic Integrity Policy, to be signed by all students and their parents or guardians.
3. To quickly and fairly administer consequences for Policy violations.
4. To maintain records of Policy violations.

VI. Parent/Guardian Responsibilities:

1. To support the academic integrity of the school community.
2. To become knowledgeable of the school-wide Academic Integrity Policy and individual teacher guidelines.
3. To advise the student of the parent's or guardian's expectation that the student will comply with the Academic Integrity Policy.
4. To support the imposition of penalties if the Academic Integrity Policy is violated.

VII. Violations of the Academic Integrity Policy:

A. Any violation of the ISY Academic Integrity Policy is considered an act of academic dishonesty and includes but is not limited to:

1. **Cheating:** Cheating is the giving or receiving of information in academic, extracurricular, or other school work, so as to give or gain an advantage. Examples of cheating may include, but are not limited to:
 - a. Copying or allowing others to copy information from another's work, test, quiz, homework, computer disk, etc.
 - b. Unauthorized use of study aids, cheat sheets, notes, books, formulas or information, calculators or computers.
 - c. Unauthorized prior knowledge of an examination or test.
 - d. Allowing another person to do one's work/exam and turning in that work/exam as one's own.
 - e. Submitting the same or similar work in more than one course without permission from the course instructors.
2. **Fraud:** Fraud is a deception, deliberately practiced, in order to secure unauthorized or unlawful gain. Examples of fraud may include, but are not limited to:
 - a. Attempting to pass off someone else's work, imagery, technology as your own, or purchasing or selling an assignment from another person or technological representation.
 - b. Falsifying scientific or other data submitted for academic credit.
 - c. Forgery of signatures or tampering with official records.
3. **Plagiarism:** Plagiarism is the portrayal of another's ideas or works as one's own, or using another's production without crediting the source. Examples of plagiarism may include but are not limited to:
 - a. The copying of the language, structure, ideas, pattern of thought, sequence, programming or computer code, of another

person without proper acknowledgement.

4. **Other Acts of Academic Dishonesty:** In addition to the above acts, the following acts also constitute academic dishonesty:
- a. Fabrication: Falsification or creation of data, research or resources, or altering a graded work without the consent of the instructor.
 - b. Aid of Academic Dishonesty: Intentionally facilitating plagiarism, cheating, fabrication, or fraud.
 - c. Lying: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
 - d. Bribery: Providing, offering, or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
 - e. Threat: An attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent the reporting of an Academic Integrity Policy violation.
 - f. Unauthorized Access: Gaining unauthorized access to protected academic information, including but not limited to, ISY's central academic records, a faculty member's computer files and/or office, or secure information on an online server.

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 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 whatever disciplinary action it deems appropriate including suspension or expulsion.

Absence Policy

Under normal circumstances, when a student has been enrolled for the entire semester he/she will not be allowed to miss more than fifteen per cent 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 Director.

Any student who is absent from school must provide a parental note excusing him/her on the first day back in school. In the elementary level, this note is to be given directly to the regular teacher.

At the middle school and high school levels, students who have been absent must bring all excuses to the Guidance Office before proceeding to class. Students without these excuses are considered to have unexcused absences.

Excuse letters brought from the parents, guardians or doctors are to serve as an explanation for the student's absence. Providing a letter from the parents, guardians or doctors does not mean that the student is excused from being absent.

If the absence is not excused, classroom teachers will give 0's for the work missed and no make-up quizzes, tests, etc., for the time missed will be allowed.

If a student is tardy first period, but has been marked absent, the teacher must inform the office. If the teacher has excused the tardy, it will not be included on the report card or used for detention purposes.

If a student comes to school more than a period late, he/she must report to the Guidance Office before reporting to class.

If a student leaves during the school day, he/she must report to the office first and present an excused note to the teachers of missed classes on the next class day.

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

Three tardies will render a student on lunch detention with the teachers whose class was missed.

Five tardies in a semester will render a student an after school detention.

Seven tardies during a semester will render a student a second after school detention.

Nine tardies will result in a Saturday school of three hours and a possible parent meeting.

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.

Extended Absences and their Consequences

ISY 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 elementary and middle school the consequences of extended absences may be lower grades or an "NG" (no grade) on the report card. An NG designates that no grade was given because of the high number of days absent (see the 15% rule on attendance).

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 senior to graduate. In some situations, the high school 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

Advising teachers of forthcoming absences take the following "notice" forms: a telephone call or note followed, if appropriate, by a personal visit with teachers. 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 one-on-one instruction for making up work.

Forgotten Books/Homework

Forgotten books, homework, and other items can be delivered by drivers/nannies to the school. For middle and high school students such items are to be delivered to the guard station at the entrance to the school. Middle and high school students can pick up such items at the guard shack during break and lunch. For elementary students, deliveries can be made directly to the school office. Elementary students can collect such items from the office. Under no circumstances are parents, drivers and nannies to disturb classrooms with such deliveries.

Lunches

Students are encouraged to buy lunches or to bring their snacks, lunches, and drinks with them to school each morning. Middle school and high school students should put lunches in their lockers or designated shelves in the cafeteria. If students' drivers and/or nannies bring lunches, they are to deliver them to the guards at the front of the school. Drivers and nannies are not to wait or linger after making deliveries. Personal deliveries to students are not allowed.

Students choosing to eat outside MUST place all trash in the trash cans and leave the tables and surrounding area free of any papers, napkins, lunch containers, or cans. Students are to return their lunch boxes to the shelves in the cafeteria, classrooms or lockers. Students should not leave their lunch boxes on the picnic tables. Students that have their lunches on the upper court must sit at the picnic tables and can bring their lunch boxes from the cafeteria or from their classrooms. Students are to make a choice and not be going back and forth from the upper court to the cafeteria. Whether students are in the cafeteria or on the upper court, they are to remain seated for the first 10 minutes of the lunch period.

Textbooks

Textbooks are provided by the school. When textbooks are issued, the student is required to put his/her name in the front of the book in ink. This is used as a check by the teacher when books are returned. 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 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.

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. The school administration must approve any student use of the office phone. Teachers are required to send a note with any student leaving their class to make an official call on the office phone.

Left, Lost and Found

When general items are found on campus, they are placed in the school cafeteria if they are lunch type items or they are brought to the MS / HS office, clothing items are placed in the custodian's room on the ground floor of G building. Periodically unclaimed items are donated to charity. Valuables (watches, rings, billfolds, purses, etc.) found on campus are brought to the office. The school secretary holds such items for identification and return.

Students should not bring valuables such as jewelry, MP3 players, cameras, radios, and so forth 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 at the end of the school day is delivered to the office. All students should use their school locks and lockers to safeguard their belongings at all times.

Water Bottles

All students are required to bring plastic water bottles to school, which can be refilled at the water coolers. Paper cups will be available for visitors. Water bottles are to be used for PE in the Hot season for all levels and classes of PE, this will be carried out by the PE teacher.

A 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, upper or lower court.

Sun Screen and Caps

The school strongly suggests that students use sun screen and wear caps on the playground and field during breaks, lunch, physical education, and outside co-curricular activities. Parents are advised to send hats or caps with their children. We will routinely remind students to put on the caps when they are out in the sun.

Identification of Personal Property

Students are encouraged to label their personal belongings with their names. Items that should be labeled in some way include: lunch boxes, calculators, wallets, purses, bags, and caps. Often such items are turned in to the office. Without identifying labels it is difficult to locate the rightful owner.

Secondary school students are required to use their lockers during the school day. Students should refrain from leaving book bags, books, lunches and gym bags in various places around campus. In some circumstances areas outside classrooms are available for an excess of materials on certain days. Students should not place bags on the floor outside of classrooms or the library nor is it recommended that bags be brought into classrooms.

Collecting Money

All money must be collected by the business office. In the middle school and high school all fundraising or other monies collected for trips, community service, or student events should be turned in to the business office or high school office no later than one day after it is collected. At no time will students retain possession of the money nor should the money be stored in classrooms. Teachers should refrain from storing any monies in classrooms. All monies should be accounted for in an informal ledger sheet and the money should be turned in to the business office or the HS office.

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, tank tops, halter tops), 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. Shorts should reach to the middle of the upper leg or should be longer than the fingertips when arms are placed down at the sides. Boys must wear shirts at all times on campus. 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 building administration has the final say on what is appropriate attire for ISY students.

Food, Drinks, Chewing Gum and Ice Cream

Students may not consume food or drink in any classroom without the permission of the classroom teacher. No food or drink is ever allowed in the MPR, except for special events

and/or parties sponsored by the school and approved by the Director or division principal. No chewing gum is ever allowed on the ISY campus.

Leaving School Grounds

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.

Once students leave the campus after class is dismissed at 2:45, they are not to return to the school until the next day. This means that students who visit the teashop, Citymart area or engage in other social activities after school may not return to school to meet their drivers. Exceptions to this include school-sponsored evening meetings, late games, practices, etc.

P.E. Uniforms

All students in grades 6-12 are required to purchase a PE uniform to wear in physical education classes. Uniforms are available in the school office for a nominal fee. All students must wear appropriate sports shoes during physical education class. Students are encouraged to bring a water bottle to all PE classes. A hat is a mandatory part of the PE uniform.

Skateboards, Skates, and Bicycles

Skateboards, skates, and bicycles are not allowed to be used by students on the ISY campus. Bicycles should be left in the bike rack next to the guard house during school hours.

Cell Phones/ iPods/iPads and electronic devices.

Elementary students are discouraged from bringing cell phones to school and are not allowed to use them during the day. They may make phone calls home as needed from the Elementary Office.

Middle school and high school 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 or electronic devices on campus.

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

Weapons

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 includes Halloween festivities or cultural times such as native costumes for international day.

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.

As used in this handbook, the term "firearm" means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of

an explosive, the frame or receiver of any such weapon, or any firearm muffler or silencer, or any destructive device.

As used in this handbook, the term "destructive device" means any explosive, incendiary or poison gas, bomb, grenade, fireworks, rockets or other device similar to any of these devices.

Emergency and Safety Procedures

ID Cards

For security reasons, ISY identification cards must be carried by all Middle school and High School students at all times. When coming to the school outside of the regular arrival times, students will be asked by the security officers to present their ID cards in order to gain admission to the campus. Likewise, 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.

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. A telephone tree system is included in the plan in order to contact parents as soon as possible in the event of an emergency situation.

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 (12" x 2½") 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 identify students being dropped-off or picked up. If the school notifies parents of an early pick-up this placard identifies families and provides school authorities the means to move children off the campus in a timely manner. Drop-off and pick-up directions are printed on the back of placards. Violations of drop-off / pick-up protocol may result in confiscation of placard and loss of vehicle entry privileges.

Closed Campus

ISY is a closed campus. This means that all visitors to the campus must register (sign-in) at the guard station and wear a "visitors" badge. The guard station is accessed through a gate just off the frontage road.

Registration consists of signing-in, indicating the name, time entered, destination, and time of departure from the campus. 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.

Guests of students seeking entrance to the school must first complete a visitor's form, which must be approved by the Director. A visitor's form can be picked up at the school office. Such guests will then be registered and allowed to enter the campus.

All students who wish to visit or join ISY students in classes for a period or day must give at least two days notice to the building administration. Students must also wear an ID badges at all times while visiting. Discretion to visit may only be granted by the building principal.

Items delivered to the school, such as books, assignments, bags, etc. are to be left at the guard station. The guards will notify the office of such deliveries. If lunches are delivered to school they can be dropped off by drivers/nannies. Cars are to proceed onto the school drive (semi-circle) and lunches handed to the guards for placing on the seating area at the front of the school. Such deliveries are to be made without drivers/nannies stepping out of their car.

Group Lists

Any groups, ISY or otherwise, must be approved to use the campus and 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. This includes any use of the campus for weekend activities sponsored by any group at ISY.

Traffic Guidelines

The following traffic guidelines and map provide families (and drivers) with a clear understanding of what the school expects for the timely movement of traffic to and from school.

Drop-Off

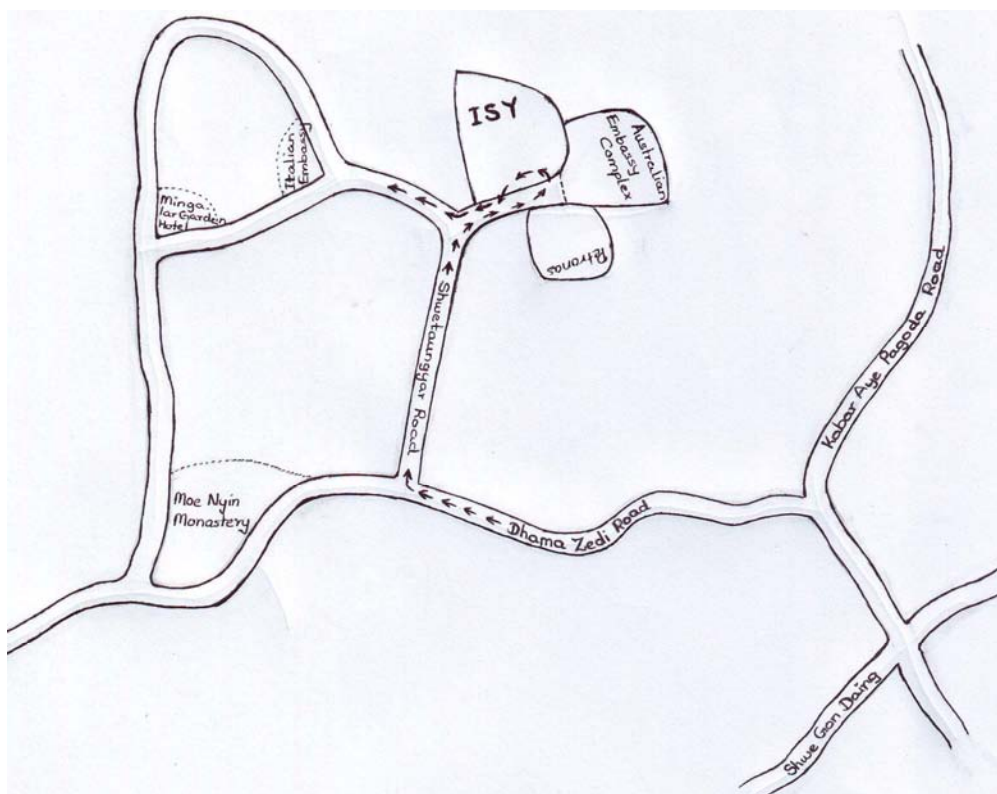
- The best time to deliver children to the ISY campus is prior to 7:35 a.m. The most congested time is between 7:35 and 7:55 a.m.
- Cars are to enter Golden Valley Road from Dhammazedi Road. Each morning at 7:30 a.m. a "no left turn" sign is placed at the entrance to the frontage road. This sign gives visual notice that no left turns are allowed off or on to Golden Valley Road. Cars should not drive south on Golden Valley and then make a "U" turn back up to the north on Golden Valley. This type of driving creates traffic jams and is discourteous to those who follow our traffic regulation.
- Middle and high school students are allowed to get out of their cars on Golden Valley Road to walk to the campus. Elementary students must be delivered to the school drive.
- Once on the school drive, drivers are to pull as far forward as possible. We prefer that children get out of their cars on the right side, which allows the driver to move on, rather than waiting for the student to move in front of the car. The school understands that some vehicles only have a left side door or that there are several students leaving the same car.
- Students in the same car should get out at the same time. They need to be ready to leave the car when it stops: shoes tied, papers in their folders, tops on drinks, and directions delivered for pick-up. Students should pack belongings in the passenger area of the cars, rather than the trunks (boots).
- We recommend that families make only one trip, rather than several trips to get all siblings to school. There are people who live in houses on the frontage road or work at businesses at the end of the frontage road. These people have primary right to move through traffic to their homes or places of business.

Pick-Up

- No cars are allowed to park directly in front of the school. Orange cones are placed in these areas to identify the no parking areas.

- There are two dismissal times: 2:45 and 3:45. Only drivers making the 2:45 pick-up may park along the frontage road, prior to 2:45. Parents and children must direct their drivers to make the pick-up at their correct dismissal time. Coming too early for pick-up causes traffic congestion. Drivers parking along Golden Valley Road are to park as far to the right as possible and remain in their cars.
- For pick-up, cars must enter Golden Valley Road from Dhammazedi Road. At 2:30 p.m. a "no left turn" sign is situated at the entrance to the frontage road. Cars should not drive south on Golden Valley Road and then make a "U" turn back up to the north on Golden Valley Road. This type of driving creates traffic jams and is discourteous to those who follow our traffic regulation.
- Middle and high school students are allowed to walk off campus to find their cars. Once students walk off campus they are not to return. Elementary students must be picked-up on the school drive.
- Once on the school drive, drivers are to pull as far forward as possible. This will allow other cars to move onto the drive.
- Students need to be ready to get into their car when it stops. There is to be no running, playing tag, or sliding down the railing while waiting for pick-up. Students are to be seated or stand at the top level of the seating area. Students are to pay close attention to cars pulling onto the pick-up area in order to recognize their cars and load accordingly.

The school appreciates parents' effort to support and practice these guidelines. The map below shows the drop-off and pick-up areas of the school. The school welcomes comments and suggestions that might improve the flow of traffic. The key element in regulating school traffic is to enforce the guidelines in a consistent manner.



The Elementary School Program

Kindergarten I

The school day for the pre-kindergarten students is from 8:00 a.m. to 1:30 p.m. with a snack time and a lunch time. Admission into the pre-kindergarten program does not guarantee placement in kindergarten.

Kindergarten II

Children in kindergarten attend school Monday through Friday from 8:00 until 2:45 p.m. ISY considers the kindergarten program integral to the overall elementary program in order to ensure student readiness for first grade and provide the necessary time for teachers to detect and determine early-on any learning problems, that otherwise might go unnoticed until the first grade.

Core Subjects

ISY uses a standards-based K-12 curriculum for the following core areas:

- Reading/Language Arts
- Mathematics
- Science
- Social Studies

Specialists

The following specialist classes enrich the elementary program and also follow a standards-based K-12 curriculum:

- Art
- Computer
- Library
- French, Mandarin or Extra English
- Music
- Physical Education
- Classroom Guidance

Homework

We believe that homework has value, even at the elementary level. Research supports increased academic performance in the secondary grades with regular homework. A moderate amount of homework in elementary grades allows students to develop good study habits and life-long skills in understanding responsibility that will be of value to them as they mature.

The homework assigned is designed to support and reinforce classroom learning. An additional benefit is gained through encouraging parent interaction with their children about what they are learning at school. Homework can be assigned either for the purpose of extending the student's learning beyond the academic day and/or to complete work not done in class, such as make-up work. Students at all grade levels are expected to either read by themselves or be read to between 15 and 30 minutes each night, including weekends.

Homework normally is not assigned at the Pre-Kindergarten and Kindergarten levels. In Grades 1-3, a general guideline for homework is that it should not take children longer than 30 minutes to complete. In Grades 4-5, that time period would be 40 minutes. This does not include reading time. If parents find that their child is applying themselves to the task at hand, but taking longer than this on a regular basis, they should contact the classroom teacher to discuss the problem.

Homework is not typically assigned on weekends. However, long-term projects or make-up work may require weekend time for completion.

Report Card Grades

In the Elementary School, the following letter grades are used:

E	=	Excellent
G	=	Good
S	=	Satisfactory
N	=	Needs Improvement
U	=	Unsatisfactory
NG	=	No Grade

The NG grade is given for one of the following reasons:

- High number of days absent
- New student who was not enrolled early enough in the quarter for rendering a grade
- Beginner ESL student.

Elementary teachers also write a short comment on each child relative to specific information about a child's strengths, weaknesses, and progress, as well as suggest strategies for improvement and enhancement. The comment section allows teachers to describe facets of an individual's intellectual and emotional development and compare children to themselves rather than to their peers.

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.

The Middle School Program

Middle School Philosophy Statement

The ISY Middle School provides challenge, support, and guidance to students in this time of significant change. Experiences are designed to enhance each student's self-esteem and compassion for others. We encourage academic excellence through maximum effort, while providing a wide variety of opportunities both within the academic program and through co-curricular activities, for individual student success.

Academic Program

A synopsis of course content is available for each subject taught in the Middle School. Briefly, all Middle School students enjoy a core curriculum consisting of English language, foreign language, social studies, mathematics, science, and music (Choir or Band). Additionally, all students have classes in other electives, which may vary from year to year but could include Art, Drama, computer, and physical education during their Middle School years, among others. In Grade 8 students all take one quarter of Health. The foreign language choices in Middle School are French, Mandarin or English for Academic Proficiency.

Advisory/House Program

In the advisory program, students meet in grade level advisory groups once every other week for thirty minutes. Each advisory, led by middle school teachers, addresses a wide range of topics of both an academic and social nature. The purpose of the advisory system is to build a sense of teamwork, cooperation and unifying focus for students in the middle years. There is also a 'house' system in which groups of students from the different middle school grades belong. Houses routinely compete against each other in a variety of activities.

Middle School Schedule

Middle School students follow the same schedule as high school students, meeting for 80 minute blocks on alternate days.

Grading

ISY Middle School students are provided academic as well as effort grades. The grading system reflected on the report cards is as follows:

Students receive report cards four times a year, at the end of each quarter. Grades reported on report cards are recorded as letter grades. No A+ grade can be earned in Middle School. In Middle School grades are reported as follows:

- 93%-100%	=	A
- 90%-92%	=	A-
- 87%-89%	=	B+
- 83%-86%	=	B
- 80%-82%	=	B-
- 77%-79%	=	C+
- 73%-76%	=	C
- 70%-72%	=	C-
- 67%-69%	=	D+
- 63%-66%	=	D
- 60%-62%	=	D-
- Below 60%	=	F

In addition to letter grades, middle school teachers assign an effort mark in every class. An explanation of the effort marks is given below:

5 - **Excellent:** The student always comes to class prepared, completes all assignments with care and on time, is very attentive and cooperative, and is very eager to learn. The student seeks assistance whenever there is a lack of understanding.

4 - **Good:** The student almost always comes to class prepared, completes nearly all assignments on time and with pride, is attentive and cooperative, and is generally quite eager to learn.

3 - **Average:** The student usually comes to class prepared, completes most assignments on time, is usually attentive and cooperative, and is fairly eager to learn. The student occasionally takes advantage of outside assistance.

2 - **Below average:** The student sometimes comes to class prepared, completes few, if any assignments on time, shows little effort in their work, is not particularly attentive or cooperative, and shows little eagerness to learn. The student may even be disruptive in class.

1 - **Poor:** The student is rarely prepared for class, completes very few or none of the assignments on time, shows little or no care in their work, is not particularly attentive and/or is often disruptive, and shows little or no eagerness to learn. The student never takes advantage of assistance outside of class.

Field Study

Each Middle School grade participates in a week-long Field Study during the year. The trip provides an opportunity to explore the language, cultures, and extraordinary environment of Myanmar. Examples of field study locations are Pyay, Bagan, Kyaik Htee Yo and Taungoo.

Progress Reports

Progress Reports are normally sent home at the middle of each quarter or at any time a student has not sufficiently met with expected progress. They are meant to alert parents to the possibility of a student receiving a grade lower than a C or to inform the parent that the student's performance is considerably different from the previous marking period. Progress Reports are also a means of keeping parents informed of a student's current status and special accomplishments during the first half of every quarter.

Activities

Clubs, fine arts activities, and athletic activities are available to Middle School students during the course of the year, either on a quarterly or semester basis. The Middle School Student Council, comprised of students elected by their classes, is very active, organizing social functions, and focusing on issues specific to Middle School students. Most co-curricular activities end at 3:45 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. **Middle school students can only stay after school if they are involved in an activity. Students who do not follow this expectation will have a parent meeting and will be requested to remain off campus during any non-school hours for a full quarter.**

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.

Disciplinary Sanctions

Students consistently in violation of school rules and regulations or involved in major rules infraction may be placed on Behavioral Probation. This means that the student will not be allowed to stay after-school, may be prohibited from participating in extracurricular 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.

Additional Information

Betel Nut

The use of betel nut on campus and at school activities is not allowed.

Middle School Probation

- **Academic Probation:** After two consecutive quarters of a middle school student having a D and/or F in the same class, or at any time a student receives 2 or more grades of D or below during the same quarter, he/she may be placed on academic probation. A contract is written with the knowledge of the MS Principal, the MS counselor, the student and his/her parents detailing how the student intends to improve his/her grades. Evidence of some improvement (e.g. attitude, effort, performance) is necessary within the subsequent term. Consideration of withdrawal from ISY occurs only when it becomes clear that the student is unable or clearly unwilling to succeed within the program we provide.

Middle school students on probation may be involved in co-curricular activities during the quarter they are on probation; however they may not be allowed to travel with a sports team if it involves missing classes.

- **Behavioral Probation:** A student who consistently chooses to violate school rules and regulations may be placed on behavioral probation. A contract is written with the knowledge of the MS Principal, the MS counselor, the student and his/her parents detailing how the student intends to improve his/her behavior. Evidence of some improvement (e.g. attitude, effort, performance) is necessary for the probation to be lifted.
- Middle school students in leadership roles are expected to model appropriate student behavior. For this reason, Middle School Student Council members who are placed on behavioral probation will be removed from Student Council.

Middle School Course Offerings

Language Arts

Language Arts 6

Sixth grade Language Arts program includes all aspects of literacy. The writing process is emphasized throughout the year. The students use the 6+1 Writing Traits as the tool for assessing their work and defining the characteristics of good writing. It covers Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions and Presentation. Grammar, vocabulary and spelling are integral parts of this learning process. Reading includes various novels of the students' choice, as well as class novels and text selections. The students are introduced to the early stages of analysis of novels through oral discussions and written reflections.

Language Arts 7

Seventh grade Language Arts concentrates on developing skills introduced in the sixth grade; reading and analysis of literature, grammar, spelling, vocabulary building, public speaking and process writing. Reading and writing workshops are conducted in which students concentrate on improving editing skills, finding their own voice and style and appreciating the craft of writing. The 6+1 Writing Traits model of writing assessment is also used as a means for improving their writing.

Language Arts 8

Eighth grade Language Arts emphasizes writing through a literature based program. The novels, all carefully selected, are set in Asia. The 6+1 Writing Traits assessment is used throughout the year. The writing process begun in earlier grades is continued with an emphasis on descriptive writing, poetry, thematic essays, persuasive writing, as well as reflective writing. During the second semester a research paper is produced. Correct grammar usage, vocabulary enrichment, as well as oral language and effective listening skills are highlighted and stressed throughout the year.

English for Academic Purposes

EAP is a yearlong course for ESL students. Vocabulary comprehension, listening, speaking, reading, and writing skills are developed in EAP. The content of Language Arts and Social Studies classes are supported through the language skills development activities in EAP. The purpose of the EAP class is to help the ESL student understand the content of these classes and improve English language proficiency.

Mathematics

Math 6

The 6th grade mathematics curriculum is designed around the essential math concepts and skills that are the foundations of all mathematics. Students in grade 6 study many of the same topic areas introduced in earlier grades. These core areas include numeration, computation, geometry, measurement, fractions, decimals, percent, statistics and probability. Grade 6 also introduces students to integers and exponents to help prepare students for the abstract thinking required for Pre-Algebra in the 7th grade.

Pre-Algebra 7

The seventh grade Pre-Algebra course emphasizes the language of algebra and solving problems using various approaches including algebra, number theory, fractions, ratios, proportions, equations, inequalities, statistics, exponents, graphing functions and statistical graphing. The student will also explore, analyze, and apply the principles of geometry in mathematical and life situations.

Algebra 8

The eighth grade Algebra course builds on the concepts and skills learned in seventh grade pre-algebra to lead students to a deeper and broader understanding of the more abstract aspects of those concepts and skills necessary to succeed in higher level mathematics. The course of study emphasizes algebraic structure and the mechanics of the operations of algebra, including linear equations and their solutions, using factoring of quadratic equations to solve polynomials, graphing of functions, and problem solving.

Science

The Science program at ISY Middle School reflects a spiraling of skills in the three different Science content areas of Life Science, Earth Science and Physical Science. For each of the three classes listed (below), the skills and knowledge will increase as student's progress from grade six to grade eight. The objective is to have students applying knowledge and skills in the three science content areas in the eighth grade, shortly before they are needed for students to be successful in high school Science.

Life Science

In this life science course, the main topics covered include exploring life, classification and biodiversity, the structure of cells, cell reproduction, heredity, ecology, immunity and diseases. Students will be engaged in a variety of activities focusing on laboratory and project-based materials. Inquiry skills will include the use of scientific method, organization and analysis of data and manipulating variables in experimentation. The course aims to increase the awareness of the diversity of living organisms and to understand that organisms within an environment depend on nonliving components and are interdependent.

Earth Science

This course emphasizes Earth Science and is a natural follow-up to grade 6 Life Science. Students begin the year studying meteorology and oceanography, then progress to study geology, ending the year with the study of astronomy. The goal of this course is for students to understand the intricate systems involved in Earth's processes and the impact humans have on these processes. Students will also explore other celestial bodies, comparing and contrasting these to Earth.

Physical Science

This course emphasizes concepts in chemistry and physics. Students begin the year studying the different states of matter, then continue on to study atomic structure and chemical reactions. During the second semester, students study electricity and energy production, ending the year with a unit on force and motion. The goal of this course is for students to hone observational and data collecting skills, while gaining a cursory understanding of the major concepts in chemistry and physics without the challenge of higher mathematics.

Social Studies

Regional Studies 6

This course is designed to acquaint the students with the regions of the Middle East, Near East, North Africa and Europe. The students will analyze and compare each in the areas of geography, politics and culture. They will look into the history of the region as well as the contemporary issues, and how former has influenced the latter. Within the course the students will also explore units on Globalization, Gender Equity and Child Labor.

Regional Studies 7

Seventh grade Social Studies is designed to familiarize the students with the regions of Africa and Latin America. We will look at the history of the various regions and then focus

on contemporary issues. Students will study the physical and political geography of the nations in these areas and analyze how culture, economics and demographics influence the people in the various regions. In the area of conflict special attention will be paid to health issues, deforestation, racism and human rights issues. Currents Events will also be done throughout the school year. Its purpose and focus is to ensure that the students are aware of news events that are transforming the world in which we live.

Social Studies 8

Eighth grade Social Studies is designed to educate students to the physical and political geography of Asia. Students explore the cultures and histories of the Asian countries as well as their modern socio-economic relationships to each other and the global community. An emphasis on current events in Asia requires students to read from a wide variety of sources as well as report orally to the class with Current Events issues. Students must develop strong speaking skills as well as writing and research skills that support their view and arguments.

Myanmar Culture and History

Myanmar culture and history classes are taught in conjunction with Social Studies, and in some cases, Language Arts classes, in the Middle School. As a part of the MS Curriculum for culture studies in LA and Social Studies, and as a preparation for the MS activity trips, a Myanmar specialist will push-in to SS and LA classes to deliver curriculum, in conjunction with the participation of the classroom teachers, that focuses on the history and culture of Myanmar. (See Myanmar Studies- Below). The Myanmar Culture and History grade might be combined for one grade in either language arts or social studies, depending on the time used to deliver the Myanmar Studies curriculum.

Information Technology

Curriculum in Technology will follow the NETS guidelines. In all grade levels teachers will seek to integrate classroom content and activities into a technology platform. During the year students will not only attend technology classes but will also push-into the tech labs to work on class activities in the core content areas which show learning through the use of technology.

Computer 6

This course is designed to develop an appreciation for information technology and its application. Students use technology tools to enhance learning, increase productivity, and promote creativity. The usage of network systems will be introduced and Microsoft Office including MS Word, MS Excel, MS Access, MS PowerPoint and MS Publisher will be taught. Students will also learn the ISY policy for appropriate Internet use.

Computer 7

This course is designed to develop an appreciation for information technology and its application. Students will learn effective network system usage. Microsoft Office including MS Word, MS Excel, MS Access, MS PowerPoint and MS Publisher will be reinforced. Using these programs, students present projects, create databases and spreadsheets, publish newsletters.

Computer 8

This course is designed to develop an appreciation for information technology and its application. Students will continue to learn effective network system usage. The effective use of storage space on the network will be modeled and implemented. Microsoft Office including MS Word, MS Excel, MS Access, MS PowerPoint and MS Publisher will continue to be reinforced. Students will be presenting research-based projects using these tools. They will also design web pages, create database programs and publish newsletters.

Foreign Languages

French/Mandarin 6

This course is a true beginner level focusing on acquiring listening skills and practiced speaking skills. The essential concepts of grammar are introduced to reinforce recognition of differences in written and spoken language. Reading and writing are introduced as reinforcement skills. Several activity units coordinate with 6th grade core courses to provide an integrated learning base.

French/Mandarin 7

This course expands listening skills and develops a larger repertoire of spoken phrases while moving reading and writing skills from reinforcement to a larger communicative role. Grammar concepts are introduced as needed to support communication. Several unit themes coordinate with 7th grade core and arts courses to provide an integrated learning base.

French/Mandarin 8

This course develops a larger repertoire of spoken phrases while moving towards a more formal study of grammar. Students will move from using learned phrases to generating their own sentences in the present tense for more personalized and creative conversations and both written and oral description. The past and future tenses may be introduced.

Chinese Mandarin 6-7-8

This course is for intermediate beginners who are above a learning foundation level. The course focuses primarily on strengthening listening/speaking skills. Character recognition through reading and writing (in simplified/pinyin) will be included to give a comprehensive approach to learning Chinese. Chinese calligraphy writing will also be included to enhance students' writing ability.

Fine Arts

Grade Six Art

Grade Six Art is a general studio art class that continues from the skills developed in the Elementary Art classes. Studio class projects are design to start with basic drawing, painting, and sculptural techniques that include application of design and composition. The class is intended to give a foundation for the two art electives offered in the seventh and eighth grade: Two-Dimensional Art and Three-Dimensional Art. A variety of media will be used, again, starting with basic drawing and painting materials plus clay. Assessment will be on studio projects, homework, skills, and portfolio.

3-D Art

Three-Dimensional Art is one semester in length and is an in-depth study of "art-in-the-round". The class is based on the exploration of the Elements of Art and the Principles of Design as it applies to sculptural art. Media techniques in wire, clay (including the potter's wheel), paper, papier-mâché, wood, etc. will be used to develop skills that allow for self-expression. The class is intended to be preparation for the high school Studio Art class.

2-D Art

Two-Dimensional Art is one semester in length which explores two-dimensional art. The class is designed to develop artistic skills that will lead to the creation of successful art and the development of artistic communication skills. The curriculum will be based upon exploration and application of design, drawing, and painting. Media used will include pencil, colored pencil, charcoal, pastel, watercolor, acrylic, etc. 2-D Art is intended to be preparation for the high school Studio Art class.

Design

The Design class will involve creatively using the elements and principles of art to solve design problems. Both traditional art materials and technology will be utilized. Students will keep a sketchbook, which will be especially useful for homework assignments as well as preparatory work for class projects.

Middle School Concert Band

Concert Band offering in grades 6, 7, & 8 are all full-year courses. The course curricula continue from the grade 5 Beginning Band offered here at ISY. The goal of the Middle School Band is to prepare students for the High School Symphonic Band which begins in grade 9. This wind and percussion instrumental course aims to encourage students to develop further as instrumentalists. Instruction is offered in a large ensemble setting. Students are also encouraged to study privately as well. Students with advanced skills coming from the previous year's band program will be given priority entrance into the course as well as the use of school owned instruments, however at this level students are expected to own their own instrument. The class follows a band methods course of instruction as well as concert band literature and solo and ensemble material. Students enrolled in the Middle School Concert Band will perform at various concerts throughout the school year as a requirement of the course. Performance attire of the director's choice may also be required.

Physical Education

The Physical Education program is designed to provide students with the opportunity to participate in activities that promote physical fitness, enhance growth and development, provide enjoyable play experiences, develop physical skills, provide opportunities for positive social interactions, and develop a positive self-image. The middle school P.E. program is developmentally based while recognizing that during the middle school years individual differences become more pronounced. Students are encouraged to improve their personal fitness level and to view physical activity as a way of life. Cooperation and fair team play are also stressed in this program. Additionally, good personal hygiene practices are reinforced.

The middle school program includes sports units, recreational activities, health, and fitness and conditioning.

Myanmar Studies

Myanmar Studies 6

In 6th Grade, students learn about the basic geography of Myanmar, basic understanding about the Burmese language, the early history of Pyu Civilization, trade and economy of Ayeyarwady River Valley Region, and the festivals of Myanmar. They are taken on a field trip to Pyay in January for four days.

Myanmar Studies 7

In 7th Grade, students learn basic Burmese language, geography, history and economy of the lower Myanmar, history and culture of Mon and Karen ethnic people, and the study on the life of a Myanmar. They take a four-day field trip in November to Kyaik Hto township to study its geography, culture, society and economy.

Myanmar Studies 8

In 8th Grade, students expand their studies on Myanmar language and literature, history and cultural developments of Bagan and Konebaung periods, modern history of Myanmar and traits and traditions of a Myanmar family. Eight grade field study trip is carried out in October. Students travel to Bagan for six days to study the history, culture, and art of the Bagan period, and the culture of the people in the Bagan area.

The High School Program

Beliefs and Values

The high school of the International School of Yangon is based on an American curricular model and is designed to create a challenging preparation for students bound for universities, both in the U.S. and in other countries. 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, outside activities) should exist for members of the community.
- 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.

Graduation Requirements

The normal student load is seven courses per semester. Each academic course meets for 90 minute blocks on alternate days, with the exception of B Block which meets for 45 minutes every day. Credits are awarded on a semester basis (.5 credits per course, per semester). Twenty-four academic credits earned in grades 9-12 are required for graduation. They are distributed as follows:

TECHNOLOGY	1 credit
ENGLISH	4 credits
FOREIGN LANGUAGE	2 credits
MATHEMATICS	3 credits
SCIENCE	3 credits
SOCIAL STUDIES	3 credits
MUSIC/ART	1 credit
PHYSICAL EDUCATION/WELLNESS	1 credit
ELECTIVES	At least 6 credits

In grades 11 & 12 the IB Diploma course offerings are a main part of the HS program. All students in these grades will partake in a selection of classes that are a part of the IBO program. Some students will meet all requirements for the IB Diploma and sit for the diploma tests while other students will choose to take 'certificate' classes for which they will receive IB credit. Grade 11 & 12 students who do not participate in the full IB program for a diploma will be eligible for IB certificates in the classes where they do chose to test.

Students in grade 11 & 12 will still participate in the full TOK program, the Extended Essay and the CAS requirements but will be graded in each, for each quarter or semester of each year, according to the specific classes. EE grades will be recorded in their 11 & 12 English classes. The TOK grade will be reflected as an ISY grade for the TOK paper and the CAS requirements must be met by the end of each year.

Class Standing

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

Sophomore	6-11 credits
Junior	12-17 credits
Senior	above 18 credits

Early Graduation

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. In extraordinary cases ISY may grant a student the option of being able to graduate early, pending the approval of the Director. It should be understood that this option is not in a reward for high academic achievement nor is it influenced by the fact that many of our students are returning to countries in which the university academic year may begin in the middle of our school year. Any student whose parent decides that it is important to return to his home country in mid-year can always get a certificate of high school attendance.

High School Grades

The scale below indicates the corresponding letter grade, percentage and grade points:

Percentage	Grade	Gr. Point
97-100	A+	4.0
93-96	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
59 or below	F	0.0

The following grading system is used in grades 9-12 for all subjects:

Report Cards

Report cards are sent home at the end of every quarter. Parent conferences are held after the first and third grading. Report cards are issued only to parents after the second quarter and also given to students on the last day of school.

Progress Reports

Progress Reports can be sent home at any time during each quarter. They are meant to alert parents to the possibility of a student receiving a grade lower than a 'C' or to inform the parent that the student's performance is considerably different from the previous marking

term. Progress Reports are also a means of keeping parents informed of a student's current status and special accomplishments during the first half of the quarter.

Honor Roll

The Honor Roll is determined quarterly. The requirement for the High School Honor Roll is a grade point average of 3.5 or above.

Advanced Placement Program

The Advanced Placement Program (AP) is an American-based program designed to offer the challenge of college level courses for talented high school students in a variety of subjects. Students prepare for a rigorous external examination in May and routinely receive university credit in the U.S. for high scores. For the 2011-2012 school year, ISY offers AP courses only in Environmental Science. Students, at their own choosing and discretion, may choose to arrange for a sit for AP exams during the spring. These extra exams can be arranged through the HS counseling office.

GPA

Beginning at the end of the first semester of the eleventh grade, students' cumulative grade point averages (GPA) are computed. 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).

Academic Probation

Each high school student is expected to maintain at least a 'C' average in all courses. In the event a student receives two or more D's or one or more F's at the end of a quarter, the student will be placed on academic probation. A contract will be written with the knowledge of the HS Principal, the HS counselor, the student and his/her parents detailing how the student intends to improve his/her grades. Evidence of some improvement (e.g. attitude, effort, performance) is necessary within the subsequent term. Consideration of withdrawal from ISY occurs only when it becomes clear that the student is unable or clearly unwilling to succeed within the program we provide. High school students on probation may be involved in co-curricular activities during the quarter they are on probation; however they may not be allowed to travel with a sports team if it involves missing classes.

Behavioral Probation

A student who consistently chooses to violate school rules and regulations may be placed on behavioral probation. Students on behavior probation will not be allowed to attend after-school or extra curricular activities, including night-time campus events, without the approval of the principal. A contract is written with the knowledge of the HS Principal, the HS counselor, the student and his/her parents detailing how the student intends to improve his/her behavior. Evidence of some improvement (e.g. attitude, effort, performance) is necessary for the probation to be lifted.

Students who violate school rules repeatedly could be asked to stay off campus during non-class hours (7:30-2:45) for a period of up to one quarter.

High school students in leadership roles are expected to model appropriate student behavior. For this reason, High School Student Council members who are placed on behavioral probation will be removed from Student Council.

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 should 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 continued offenses will result in parental notification and detention or suspension. Continued offenses will also result in students being asked to leave the campus at 2:45 each day and be suspended from any non-academic activities.

Disciplinary Sanctions

Students consistently in violation of school rules and regulations or involved in major rules infraction may be placed on Behavioral Probation. This means that the student may be prohibited from participating in extracurricular activities, including school trips. Students will not be allowed to stay after school for any reason beyond approved tutoring classes. 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.

Additional Information

Betel Nut

The use of betel nut on campus and at school activities is not allowed.

Awards

Departmental awards are given at the end of the school year for academic excellence and individual achievement in grades 9 & 10. Each department establishes its own set of criteria for evaluating the student's performance throughout the school year. Awards are presented at an assembly to which parents are invited. In grades 11 & 12, where the IB program is the main focus of curriculum, Learner Profile awards are the basis of the recognition ceremony. In addition the ISY Mission award is given in grades 11 & 12, the Chinthe Award is given by the Principal in grades 9-12 and the EARCOS Global Citizen award is given annually to an eleventh grade student.

Student Activities

While these vary from year to year, examples include high school drama productions, Computer Club, a school newspaper/magazine, Chess Club, aerobics, and forensics, Model United Nations, Global Issues Network (GIN), Save the Children, SEEDS, Community Service, Habitat for Humanity, yearbook, and SEASAC sports and activities. School-wide events which involve high school students include International Day, United Nations Forum, the Olympiad, Earth Day, World Languages Week, Fun Fair. Every student should be actively engaged or involved in at least one of these activities.

SEASAC and Athletics

ISY is a member of SEASAC, the South East Asia Student Activities Conference, which consists of eleven international schools in Hong Kong, Thailand, Singapore, Malaysia, Myanmar and Indonesia. Through this association, ISY is provided opportunities to participate in international interscholastic sports tournaments and fine arts conventions. SEASAC Soccer and Volleyball Tournaments take place in November, the SEASAC Basketball Tournament is held in February, SEASAC Softball and Badminton Tournaments take place in April, and the SEASAC Fine Arts Festival usually takes place in either October or March. ISY strives to send boys and girls teams to each of these SEASAC events. For the school year 2011-2012 ISY hopes to continue to participate in the newly formed golf and swim teams and also hopes to add a girl's golf and swim team, a gymnastics team and a touch rugby squad to the sports offerings.

SEASAC teams practice on Tuesdays and Thursdays from 3:00-5:00, and occasionally 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/Sport 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 (see ISY MISSED CLASSWORK POLICY). For trips out of Myanmar, ISY will make all travel arrangements. Parents are obligated to pay 100% of the airfare, and all incidental travel costs, including visa costs, taxes, hotels, transportation and meals. ISY hosts the SEASAC Softball Tournament every other year, and we have a reputation for hosting an excellent tournament.

Other athletics for ISY students include AERA club Community Softball, Monsoon Community Volleyball, ISY Community Basketball, ISY Community Court Soccer, and the ISY Soccer Mini League.

Missed Assignments Due to School Trips

Students are required to have their teachers sign the "Assignment Sheet for School-Sponsored Trips" form prior to any school trip (SEASAC, Model United Nations, Choral festivals, etc.) to determine what school work will be missed and the means for completing assignments/tests/projects missed during the trip. Students have three days to turn in work or make-up tests after the return from any school-sanctioned trip.

Student Council

A High School Student Council, consisting of President, Vice-President, Secretary, Treasurer, and Class Representatives is elected each year by the student body. It addresses school matters of interest to students, acts as liaison between students and the school, and organizes social and fund-raising activities.

The Student Council Constitution is available upon request from the Student Council Advisors.

Course Changes

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

Summer School

Courses completed by ISY students during the summer in an accredited summer school program are recognized by the high school in only two cases:

- To make up a failing grade earned at ISY in any subject or,
- To permit a student to fulfill the prerequisites for a higher level course offered at ISY.

In no case will a student be able to satisfy requirements for core subjects at the next grade level using summer school courses. In general, credit will be awarded if the summer school program is accredited, follows the same general course outline as the ISY course and meets for the equivalent amount of time as the ISY course. Summer school plans should be discussed with the Counselor prior to enrollment.

Student Drivers

No ISY student will be allowed to drive to school or to any school function.

High School Courses

Course availability is determined by student demand and faculty scheduling. 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. The grade level next to the course title indicates the year the course is usually taken.

Suggested course of studies

English Courses (4 credits required)

- English 9 Grade 9
- English 10 Grade 10
- IB Language A1 Grade 11
- IB Language A2 Grade 12

Social Studies Courses (3 credits required)

- World History 9 Grade 9
- History 10 Grade 10
- IB Economics Grade 11 & 12
- IB Psychology Grade 11 & 12
- Theory of Knowledge Grade 11 & 12

Mathematics Courses (3 credits required)

- Geometry Grade 9
- Algebra II Grade 10
- IB Math Studies I, II Grade 11 & 12
- IB Math SL/ HL I, II Grade 11 & 12

Science Courses (3 credits required)

- Physics Grade 9
- Biology Grade 9
- Chemistry Grade 10
- Environmental Science Grade 10
- IB Biology I, II Grade 11 & 12
- IB Chemistry I, II Grade 11 & 12
- IB Physics I, II Grade 11 & 12
- AP Environmental Science Grade 10

Foreign Language Courses (2 credits required)

- French I/ Spanish I
- French II/ Spanish II
- Mandarin I (Grade 9 -10)
- French III/ Spanish III
- French IV/ Spanish IV
- IB French/ IB Spanish/ IB Mandarin
- Self-study IB languages (can include Mandarin, Burmese or Korean)

Art Courses (1 credit required)

- Band 9-12 Grade 9 to 12
- Studio Art 9-12 Grade 9 to 12
- IB Visual Arts - HL/SL Grade 9 to 12
- Theater Grade 9 to 12
- IB Theater Grade 9 to 12
- Choir Grade 9 to 12
- IB Film Grade 9 to 12

Technology Courses (1 credit required)

- Information and Communication Technology Grade 9 to 12
- Publications (Yearbook) Grade 9 to 12

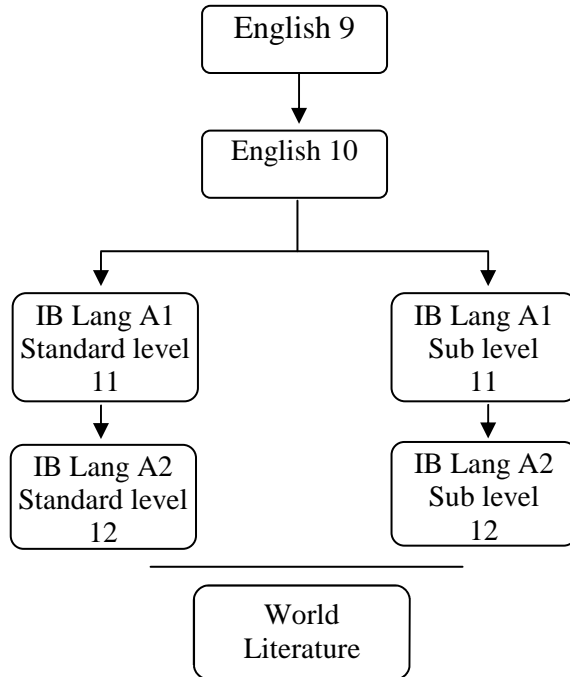
Physical Education Course (1 credit required)

- Physical Education 9-12 Grade 9 to 12

Electives (6 credits required)

High School Course Offerings (2011-2012)

English



English Department Courses	9	10	11	12
English 9	X			
English 10		X		
IB Language A1			X	
IB Language A2				X
World Literature				X

Introduction to Literature

Required in Grade 9

Duration: 2 semesters

Credit: 0.5 PER Semester

This yearlong course is designed for all 9th grade students. Students study six literature-based units, which introduce them to the critical analysis of short stories, poetry, novels, a play by Shakespeare and an epic poem. In addition they develop their ability to respond to, write and deliver powerful speeches. As well as extending their understanding of how to construct a sound thesis statement and argue their point in critical essays, they learn how to

write critical commentaries on literary texts, using literary terms as tools to communicate their understanding and personal response. Students also have the opportunity to extend their creative writing through collections of poetry, short stories and writing in role. Planning, drafting and peer editing are used to extend the writing skills of all students. Vocabulary is taught as an integrated part of the units studied. In class, students have the opportunity to work in pairs and groups, developing their speaking and listening skills through discussion, presentations, dramatizations and role plays. Homework consists of reading, journal writing, researching, planning and drafting of essays. Assessment is through participation in oral work, journal writing, essays and commentaries, end of unit tests and final examinations.

English 10

Required in Grade 10

Duration: 2 semesters topics

Credit: 0.5 PER Semester

To possibly include, but not be limited to, some of the following

Fundamentals of Writing

Literature as an agent of social changes

Poetry and the Creative Process

Imagining the future: writing about change

Disclosures: The art of the autobiography

Writing in Burma

IB English A1

Grade: 11-12

Duration: 1 semester

Credit: 0.5 per semester

IB English A1 is a literature course for 11th and 12th graders. Literature is concerned with your conception, interpretations and experiences of the world. The study of literature, therefore can be seen as a study of all the complex pursuits, anxieties, joys and fears that human beings are exposed to in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity and artistic ingenuity, and provides immense opportunities for encouraging independent, original, critical and clear thinking. It also promotes a healthy respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. The discussion of literature is itself an art which requires the clear expression of ideas both orally and in writing.

The English A1 course encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied.

World Literature

Grade: 12 (only offered as needed or requested if staffing is available).

Duration: 2 Semesters

Credit: 0.5 per semester

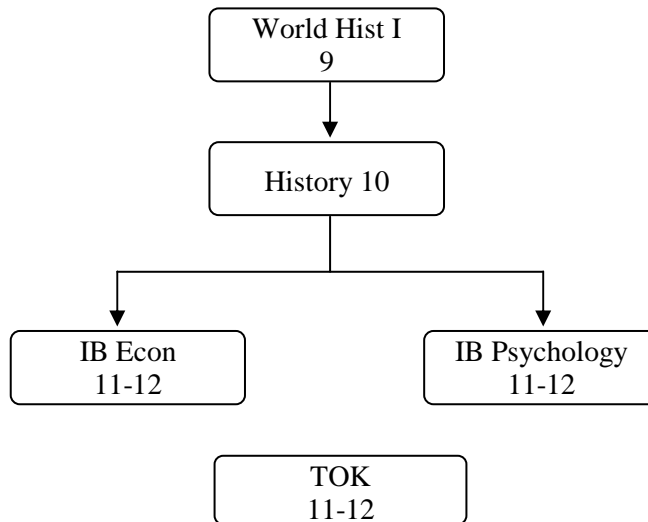
This course, which will prepare students for entry level and/or advance college English courses, is open to seniors. It examines various literatures from around the world in terms of major literary themes.

Readings include the ancient and modern world from the Middle East, Africa, Europe and Asia. Students will also analyze articles from periodicals and newspapers. They will examine

word choice, sentence structure and organization (definition, comparison and contrast, description, classification) used by authors to affect and persuade the reader.

Skills required to critically analyze poetry, novel, essays, drama and non fiction prose will be developed throughout the course, and emphasis will be upon reading and listening actively, writing and speaking articulately, and conducting research thoroughly and accurately.

Social Studies



Social Studies Department Courses	9	10	11	12
World History	X			
History 10		X		
IB Economics			X	X
IB Psychology			X	X
Theory of Knowledge			X	X

World History I

Required for Grade 9 Students

Duration: 2 Semester

Credit: 0.5 Per Semester

This course investigates the patterns of widening connections between civilizations and nations through detailed study of **themes** such as trade, technology, economics, religion, systems of government, discoveries and inventions, conflict and social change.

The course covers the **period** from the early civilizations to the present day, and our canvas is global. Since it is impossible to cover all of human history in this course, the **content** (i.e. the actual **topics** we study) will be selected – after discussion between the students and course teacher students will create their own syllabus by choosing from a range of major

topics (e.g. the foundation of early civilizations, the Renaissance, the Islamic empire, the industrial revolution, independence movements, comparison of different revolutions, civil rights movements, civil wars, international organizations, China's role in the world, etc.).

Through studying this course, students should begin to appreciate that many historical “events” and “movements” did not happen in isolation and that there are many connections which can be observed – an appreciation which should enhance students’ overall understanding of the history of our world. Moreover, throughout the course, reference will be made to related contemporary events or movements (**current affairs**) – a process through which students should develop a realization that the study of history is not only about the past. That is to say, through a deeper understanding of where we came from we can understand much more clearly where we are now, and even perhaps where we are going.

The lessons of history are more powerful if they are learned rather than taught. Therefore, a wide range of **activities** are employed to promote student learning – e.g. discussions and debates, individual and group research projects, role plays, presentations and "teach the class" sessions, fun quizzes (jeopardy), guest speakers, and historical movies.

Although content is important, history is a lot more than memorizing names and dates. Perhaps the most important aspect of this course is the **skills** it gives students: e.g. research, critical analysis, awareness of opposing points of view, presentation of information (orally or written), evaluation of sources (primary and secondary), justifying an opinion, sustaining an argument (e.g. in an essay). Development of such skills is essential for students wishing to study social studies at a higher level.

World History II/ History 10

Required for Grade 10 Students

Duration: 2 Semester

Credit: 0.5 Per Semester

To include an extension of time and chronology from Grade 9 History and to possibly include, but not be limited to the following topics:

- Global Issues
- System of Government
- Technology and Change
- Thematic Study
- World Religions
- International Problems
- Modern Asian History

IB Economics

Grade: 11:12

Duration: 2 Semesters

Credit: 0.5 per semester

The IB Economics course is the study of human exchange and the implications thereof. The objectives of the course are to have students understand the concepts of the economic paradigm, demonstrate an ability to apply those concepts in explaining real world situations, and to evaluate different theories and perspectives and their applications.

The course begins with the study of exchange at the basic individual level and seeks to understand motivation, cost, and benefit of exchange. The course considers the tendency toward specialization and the evolution of collaborative economies. In the introduction,

students will use real world examples from their lives to understand how to use ideas like utility, opportunity cost, *ceteris paribus*, and scarcity.

The next section of the course moves from the study of the individuals (and corporations) involvement in exchange of goods and services to the study of whole societies. The course moves from the attempt to understand motivation and apply human rationality toward an understanding of how government actions can impact the larger economy. In this section, students will understand how to use much broader metrics like inflation, unemployment, and economic growth. In the HL course, the students also engage a deeper investigation of how different market structures influence the decision making of individual firms and industries.

The second half of the course has a dual focus—both an excellent match for international school students. To begin, students seek to understand exchange between different countries. With the complications of currency valuations and legal restrictions, the economics of international trade involve another dimension of understanding that leads students to one understanding of why countries differ from each other. Following this investigation of international difference, students begin an in depth study of how LDC's can improve their economic conditions. Students will work through a range of real situations to understand why this change is so difficult and so rare.

IB Psychology

Grade: 11:12

Duration: 2 Semesters

Credit: 0.5 per semester

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology.

Theory of Knowledge

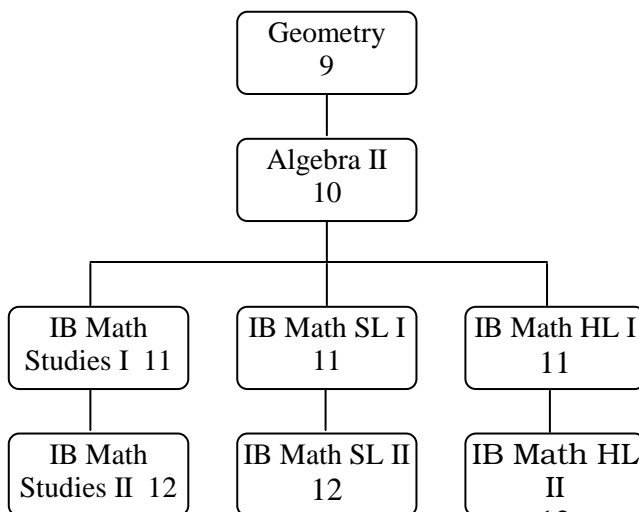
Grade: 11-12

Duration: Minimum of one hundred hours

Credit: 0.5 per semester

The Theory of Knowledge (TOK) course examines the origins and validity of various forms of knowledge, or ways of knowing. Its content includes all the various subject areas of a student's education as well as his or her personal beliefs and experiences. The process of the course is to focus critical reflection on what the student claims to know and what is professed as knowledge by others. The goal of the course is to gain an understanding of the knowledge claims posed by scientists, mathematicians, artists, poets, historians, and others, and of how these various forms of knowledge relate to one another. In so doing, students will also examine what it means to think critically. The spirit of inquiry that guides the course is meant to engender appreciation of the different ways of knowing and of the complexities of knowledge in today's world.

Mathematics



Mathematics Department Courses	9	10	11	12
Geometry	X			
Algebra II		X		
IB Math Studies I, II			X	X
IB Math SL/ HL I, II			X	X

Geometry

Required for grade 9

Duration: 2 semesters

Credit: 0.5 per Semester

Pre-Requisite: Algebra I

Geometry is a complete and balanced course focusing on concepts of point, line and plane; formal and informal geometric proofs; ideas of congruency and similarity; and the study of plane and solid figures.

The aim is to develop reasoning and math skills that students will need in more advanced mathematics classes.

Algebra II

Required for grade 10

Duration: 2 semesters

Credit: 0.5 per Semester

Pre-Requisite: Algebra I / Geometry

This course provides a comprehensive study in advanced algebra skills and concepts and introduces fundamental concepts of trigonometry. The first semester encompasses equation solving, graphing, inequalities, Statistics course is an excellent option for any student who has successfully completed Pre-Calculus regardless of the student's intended college major. At least one statistics course is typically required for majors such as education, psychology, sociology, health science, environmental science, and business. The Statistics course is an excellent option for any student.

IB Math Studies I/II

Grade: 11-12

Duration: 2 Semesters

Credit: 0.5 Per Semester

Pre-Requisite: Geometry, Algebra II

Math Studies caters for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes. The course concentrates on mathematics that can be applied to contexts related as far as possible to other subjects being studied, to common real-world occurrences and to topics that relate to home, work and leisure situations. The course includes project work, a feature unique within this group of courses: students must produce a project, a piece of written work based on personal research, guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical investigation in the context of another course being studied, a hobby or interest of their choice using skills learned before and during the course. This process allows students to ask their own questions about mathematics and to take responsibility for a part of their own course of studies in mathematics. The students most likely to select this course are those whose main interests lie outside the field of mathematics, and for many students this course will be their final experience of being taught formal mathematics. All parts of the syllabus have therefore been carefully selected to ensure that an approach starting with first principles can be used. As a consequence, students can use their own inherent, logical thinking skills and do not need to rely on standard algorithms and remembered formulae.

IB Math SL I/II

Grade: 11-12

Duration: 2 Semesters

Credit: 0.5 per semester

This course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on mathematical rigor. Students should wherever possible apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. The internally assessed component, the portfolio, offers students a framework for developing independence in their mathematical learning by engaging in mathematical investigation and mathematical modeling. Students are provided with opportunities to take a considered approach to these activities and to explore different ways of approaching a problem. The portfolio also allows students to work without the time constraints of a written examination and to develop the skills they need for

communicating mathematical ideas. This course does not have the depth found in the mathematics HL course. Students wishing to study

Subjects with a high degree of mathematical content should therefore opt for the mathematics HL course rather than a mathematics SL course. Topics covered in this course are Algebra, Functions and equations, Circular functions and trigonometry, Matrices, Vectors, Statistics and probability, and Calculus.

IB Higher Level Mathematics

Grade: 11

Duration: Two Semester

Credit: 0.5 Per Semester

Pre Requisites: Algebra II

Mathematics Higher Level caters for students with a strong and broad background in mathematics that are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies. The class requires a portfolio in which students undertake work of an independent nature in the areas of mathematical modeling, research and investigation as well as in closed-problem solving. Students will be provided with the means to ask their own questions about math and be given the chance to explore different ways of arriving at a solution using a variety of techniques. The demanding syllabus includes a core of seven topics and one optional topic to be covered over the two year period, We will cover the following topics the first year:

CORE

1. Algebra
2. Functions and Equations
3. Circular Functions and Trigonometry
4. Matrices
5. Vectors

Students who complete Mathematics Higher Level II will be prepared to take the IB HL Mathematics Exam.

HS MATH CALCULATOR USAGE POLICY

Understanding that a comprehensive mathematics curriculum should help students learn to use calculators, computers and other tools of technology as a part of learning mathematics, the HS Mathematics Department promotes the use of technology as an integral part of our mathematics program. This position is supported by the National Council of Teachers of Mathematics (NCTM) which states: “instructional programs should use technology to help all students understand mathematics and should prepare them to use mathematics in an increasingly technological world.”

In line with this philosophy, we offer the following policy on the use of technology.

We require the appropriate use of technology in the classroom. **Games are not to be played during class.** Students need to consider when use of mental mathematics, paper & pencil or a calculator is appropriate. Calculator dependency as evidenced by use of multiplying single or double digit numbers often should be avoided. (Keep in mind that one-half of the AP Calculus exams do not allow calculator use.)

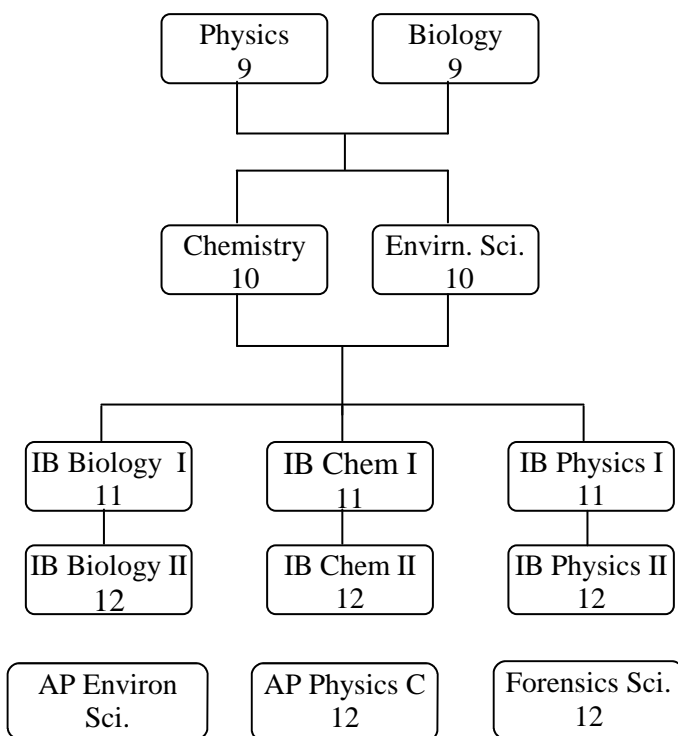
We require that students purchase their own calculator. Since demonstrations will be done using the Texas Instruments (TI) calculator, this is the brand we require students to have.

The TI 83+ and TI 84+ are acceptable models for all classes. The TI 89 is acceptable for AP Calculus. Please do not purchase other TI models (or other brands) as they are not appropriate for our classes and may not have similar capabilities as the models we use. (The SAT will allow use of TI 83+, TI 84+ and TI 89 on its exams at the present time.) Calculators are available in the student store if you do not purchase them elsewhere.

Students will be required to show all workings in their solutions and may have to explain how they arrived at their solution as a demonstration of their understanding. This applies to homework, quizzes and tests, whether a calculator is used or not. The calculator should not replace the understanding of fundamental concepts of mathematics. Therefore a reasonable emphasis will be placed on teaching with mental computation and paper & pencil calculation, as is consistent with expectations of NCTM as well as AP examinations.

Graphing calculators are required in all high school mathematics courses.

Science



Science Department Courses	9	10	11	12
Physics	X			
Biology	X			
Chemistry		X		
Environmental Science		X		
IB Biology I, II			X	X
IB Chemistry I,II			X	X
IB Physics I, II			X	X
AP Environmental Science		X	X	X

Biology

Grade: 9

Duration: 2 semesters

Credit: 0.5 Per Semester

This general biology course consists of the following units: cell theory and cell processes, study of cell growth and reproduction, generic and organic variations, the study of microbiology, study of multi-cellular plants, invertebrates and vertebrates, human biology, and ecological relationships.

Primary instructional methods are lecture, discussion and laboratory. Maximum hands-on activities in a laboratory setting are provided.

Physics

Grade: 9

Duration: 2 semesters

Credit: 0.5 Per Semester

This course follows the classical format of a general physics course of mechanics, light and sound, electricity and magnetism and modern physics. The study of mechanics includes distance, acceleration, vectors, gravity, forces, Newton's Law, work, energy and power. Light and sound includes wave behavior, properties of sound waves, interference, light rays and reflection, refraction, mirrors, lenses, color and the nature of light. Electricity and magnetism includes electrostatics, current, circuits, magnetism, electromagnetism and electromagnetic induction. The final unit in modern physics consists of investigation of new rays, the atom, the nucleus and nuclear energy.

Methods of instruction are primarily discussion, problem solving and laboratory. Maximum hands-on experiences are provided for the student. The aim is to introduce students to the basic physical laws operating in their universe and the methods by which such laws are discovered and used.

Chemistry

Grade: 10

Duration: 2 semesters

Credit: 0.5 Per Semester

This is a course in general chemistry. Materials covered include Matter and Energy, Atomic Structure and Bonding, Periodic Table, Solids, Liquids and Gases, Chemical Formulas, Equations and Calculations, Kinetics, Enthalpy and Equilibrium, Acids and Bases, Redox and Electrochemistry, Organic Chemistry and, if time allows, Nuclear Chemistry.

The objective is to give students the basic information and skills necessary to pursue further courses in this area, as well as to give them a basic understanding of the chemical make-up of their environment.

Environment Science

Grade: 10

Duration: 2 semesters

Credit: 0.5 per semester

Environmental Science is the study of the natural sciences in an interdisciplinary context that always includes consideration of people and how they have influenced the systems under examination. It includes many aspects of biology, earth and atmospheric sciences, fundamental principles of chemistry and physics, human population dynamics and an appreciation for biological and natural resources.

IB Biology SL

Grade: 11-12

Duration: 4 semesters

Credit: 0.5 per semester

Pre-requisite: at least one science course

A common curriculum model applies to all the IB science subjects. Students at the Standard Level (SL) biology course study a core syllabus consisting of statistical analysis, cells, the chemistry of life, genetics, ecology and evolution, and human health and physiology. These topics are supplemented by two options out of the following: human nutrition and health, physiology of exercise, cells and energy, evolution, neurobiology and behavior, microbes and biotechnology, ecology and conservation.

Practical work is an important component in the IB science subjects. Students develop practical skills while carrying out investigations, that allow them to reinforce theoretical concepts, develop an appreciation of the essential hands-on nature of scientific work and develop an appreciation of the benefits and limitations of scientific methodology. Students begin with guided investigations as they begin to develop practical skills and will later design their own investigations and carry them out with minimal guidance from the teacher.

Students will also get together with other students to work on the group 4 project, in order to encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method, and to give them an opportunity to work collaboratively with other students.

IB Biology HL

Grade: 11-12

Duration: 4 semesters

Credit: 0.5 per semester

Pre-requisite: at least one science course

A common curriculum model applies to all the IB science subjects. Students at the Higher Level (HL) biology course study a core syllabus consisting of statistical analysis, cells, the chemistry of life, genetics, ecology and evolution, and human health and physiology. Students at HL also study additional higher level (AHL) material consisting of nucleic acids and proteins, cell respiration and photosynthesis, plant science, genetics and human health and physiology. These topics are supplemented by two options out of the following: evolution, neurobiology and behavior, microbes and biotechnology, ecology and conservation, and further human physiology.

Practical work is an important component in the IB science subjects. Students develop practical skills while carrying out investigations that allow them to reinforce theoretical concepts, develop an appreciation of the essential hands-on nature of scientific work and develop an appreciation of the benefits and limitations of scientific methodology. Students begin with guided investigations as they begin to develop practical skills and will later design their own investigations and carry them out with minimal guidance from the teacher.

Students will also get together with other students to work on the group 4 project, in order to encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method, and to give them an opportunity to work collaboratively with other students.

IB Chemistry

Grade: 11-12

Duration: 2 semesters

Credit: 0.5 per semester

The IBDP chemistry is a pre-university course of studies which meets the needs of highly motivated secondary school students. It is designed as a comprehensive two – year curriculum that allows its graduates to fulfill national as well as global requirements. Aim of experimental science courses is to provide opportunities to acquire knowledge and skills needed to be an active problem solver.

Chemistry being an experimental science, student are required to come up with a scientific problem, develop hypothesis, devise an experiment on their own , collect data , interpret the data, draw effective conclusions and do evaluation. A hands-on approach to experimenting develops personal skills of cooperation, perseverance and responsibility. Scientific investigation and reporting provides exposure to Scientific methods, techniques and presentation. It develops manipulative skills necessary to carry out investigations with precision and safety.

Students are required to exchange views with other IB Diploma students around the world through the Internet and use of technology. This overcomes the physical barrier between cultures and enhances their knowledge as an international student. Students could involve in sharing ideas and seeks opinion of their counterparts in other parts of the world regarding similar projects or practical. The students are assessed both externally through a written examination and internally practical investigations

A common curriculum model applies to all the Diploma Programme group 4 subjects :biology, chemistry , physics, and design technology. Students at both SL and HL study a core syllabus, and this supplemented by the study of options. Students at HL also study additional Higher level (AHL) material. Students at both SL and HL study two options.

There are three kinds of options those specific to SL students, those specific to HL students, and those that can be taken by both SL and HL students.

Students at SL are required to spend 40 hours and students at HL 60 hours ,on practical /investigative work. This includes 10 hours fro the group 4 project.

IB Physics

Grade:11-12

Duration: 2 Semesters

Credit: 0.5 Per Semester

IB Physics Course aims to:

provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students;

engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities;

develop experimental and investigative scientific skills;

develop and apply the students' information and communication technology skills in the study of science;

raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology;

develop an appreciation of the possibilities and limitations associated with science and scientists;

encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method;

The students will study physics and physical measurement, mechanics, thermal physics, oscillations and waves, electric currents, fields and forces, atomic and nuclear physics, energy, power and climate change.

AP Environment Science

Grades: 10 - 12

Duration: 2 semesters

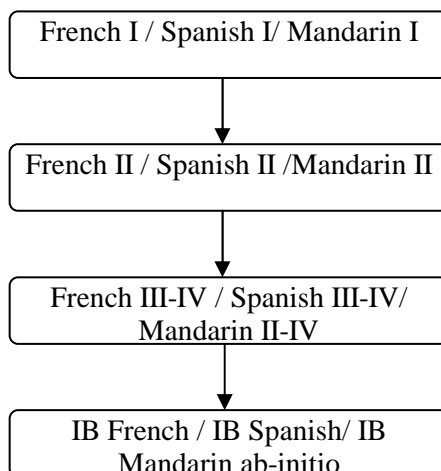
Credit: 0.5 per semester

Pre-requisite: at least one science course

The AP environmental science course introduces students to the foundations of environmental science. They learn about ethics and economics, values and choices, decision making and problem solving. The course also covers the science needed to look at the impact of humans on the environment. The issues that will be explored include: human populations, soil and agriculture, biotechnology and the future of food, resource management, urbanization, fresh water resources, marine and coastal systems, the atmosphere and air pollution, global climate change, renewable and non-renewable energy resources, and waste management.

Students will carry out laboratory as well as field investigations, interpret graphs and data, take part in discussions and debates, and seek sustainable solutions for the issues.

Foreign Language



French/Mandarin I

Duration: 2 semesters

Credit: 0.5 Per Semester

Pre-requisite : None

From the beginning of the course, emphasis is placed on the four communicative skills of listening, speaking, reading and writing. Students become language aware and learn to interact in the target language. Awareness of cultural similarities and differences is an integral part of the course.

At Level 1, the students use simple words, expressions and structures to communicate in common everyday situations. Upon completion of Level 1, most students will be able to: communicate at a basic level of French/Mandarin in various situations; identify and describe objects in the home, at school and elsewhere; use proper pronunciation, intonation and rhythm; use expressions about time, date, weather and temperature; formulate sentences using proper vocabulary and grammatical structures of the language used in everyday life situations revolving around the self, the family, the environment, hobbies, shopping and food; read and comprehend short selections written in a variety of grammatical structures, using present and past tenses of common verbs, pronouns, prepositions and adverbs; and demonstrate knowledge about some of the cultural, social and geographical features of France and French speaking countries/China and Chinese-speaking countries.

French/ Spanish II/ Mandarin II

Duration: 2 semesters

Credit: 0.5 Per Semester

Pre-Requisite: French/Spanish I/ Mandarin I or Entrance test

At this level the student becomes more proficient in the use of the written and oral language and embarks upon reading as an individual activity with no help from the teacher. More complex expressions and grammatical structures are introduced including additional verb tenses. From the beginning of the course, emphasis is placed on the four communicative skills of listening, speaking, reading and writing. The student becomes familiar with some common and practical aspects of contemporary civilization. They also learn about the various regions of France or Spain, Asia and are exposed to more “realia.”

Upon completion of this course, most students will be able to: understand all material studied in Level 1 including dialogues, conversations and texts relating to practical situations such as leisure, travel, and the exchange of information; be able to communicate with confidence in everyday situations and converse with acceptable rhythm, intonation and pronunciation; read independently and comprehend selections at his/her level; write short compositions on

material read, and demonstrate knowledge of the cultural and geographical aspects which have been covered.

French/Spanish/Mandarin III

Duration: 2 semesters

Credit: 0.5 per Semester

Pre-Requisite: French/Spanish II, Mandarin Entrance test

At this level, the student has further opportunity to develop and demonstrate the following: listening and speaking skills through use of oral discussion and summaries of selections presented on tape (interviews, videos, songs, dictations, etc.); reading skills with newspaper and magazine articles, short stories, plays, poetry, classroom texts, etc; and writing skills through guided compositions, summarizing stories and articles, letter writing and note-taking.

Due to the increased proficiency of the students at this level, there is a much more flexible approach to the format of the course and the choice of texts. Many sources of information are used. These include grammar texts, cultural readers, literature texts, mini-dramas, plays, poetry, letter writing manuals, and a sign language manual (for street signs and public notices).

Upon completion of this course, most students will be able to understand and speak intelligently with native French/Spanish speakers, read independently and comprehend all Level 3 materials, and write short compositions, summaries and letters using correct spelling, syntax and grammar.

French/Spanish IV

Duration: 2 semesters

Credit: 0.5 Per Semester

Pre-Requisite: French III, Entrance test

At this level, oral and written work continues to be developed through discussion, interpretation and analysis of reading. Vocabulary expansion and advanced grammar are the foundations upon which this development is based. The literary selections are chosen to reflect the cultural and social background of the various countries being studied.

Upon completion of this course most students will be able to understand and participate in discussions relating to the culture and literature being studied, interpret and analyze literary selections at this level, converse with reasonable fluency about a variety of subjects including cultural topics, social issues, and themes of everyday interest, and write summaries and essays using increasingly complex grammatical structures.

Students enrolled in this course are IB Diploma and Certificate candidates. This course is the first of the two year IBO program, where students may participate in the course at the Standard Level (SL) or at the Higher Level (HL).

IB French & Spanish & Mandarin

Offered over two years.

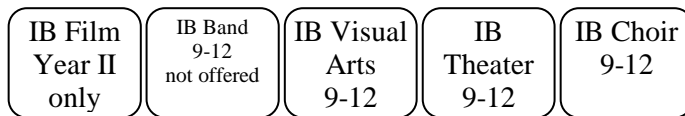
Abinitio Spanish & Mandarin

Beginning level, offered over a two year period.

Arts



Does not require pre-requisite



Band

Grade: 9-12

Duration: 2 Semesters

Credit: 0.5 per semester

Symphonic Band offering in grades 9, 10, 11, & 12 is a full year course. The course instruction continues from the Middle School Concert Band offered here at ISY. The goal of the High School Symphonic Band is to prepare students for higher level instrumental performance. This wind and percussion instrumental course aims to encourage students to develop further as instrumentalists. Instruction is offered in a large ensemble setting. Students are also encouraged to study privately as well. Students with advanced skills coming from the previous year's band program will be given priority entrance into the course as well as the use of school owned instruments, however at this level students are expected to own their own instrument. The class follows a band methods course of instruction as well as concert band literature and solo and ensemble material. Students enrolled in the High School Symphonic Band will perform at various concerts throughout the school year as a requirement of the course. Performance attire of the director's choice may also be required.

Studio Art

Grade: 9-12

Duration: 2 Semesters

Credit: 0.5 per semester

Studio Art is a general studio class, one year in length, which incorporates both two-dimensional and three-dimensional art. The class is designed to develop artistic skills that will lead to the creation of successful art, an appreciation for historical / cultural art, and the development of communication through art. The curriculum will be based upon exploration and application of design / composition and drawing / painting. Media will include pencil, colored pencil, charcoal, pastel, watercolor, acrylic, oil, wire, paper, papier-mâché, clay, etc. The units will build and advance sequentially, but also over-lap and blend. This class is intended to be preparation for IB Visual Arts class. Assessment will be based upon projects, skills, portfolio, and homework. Display of artwork is required.

IB Visual Arts - HL/SL

Grade: 9-12

Duration: 2 semesters

Credit: 0.5 per semester

Studio Art is a general studio class, one year in length, which incorporates both two-dimensional and three-dimensional art. The class is designed to develop artistic skills that will lead to the creation of successful art, an appreciation for historical / cultural art, and the

development of communication through art. The curriculum will be based upon exploration and application of design / composition and drawing / painting. Media will include pencil, colored pencil, charcoal, pastel, watercolor, acrylic, oil, wire, paper, papier-mâché, clay, etc. The units will build and advance sequentially, but also over-lap and blend. This class is intended to be preparation for IB Visual Arts class. Assessment will be based upon projects, skills, portfolio, and homework. Display of artwork is required.

Theater

Grade: 9-12

Duration: 2 semesters

Credit: 0.5 per semester

In the first semester students will be introduced to different drama techniques and use these to harness and shape their ideas through individual, group and whole class improvisation. They will also learn how drama has changed through human history and use their knowledge of stagecraft to develop performances from scripted material. Assessment will be through practical work, participation in productions and journal writing.

In the second semester, students will develop their understanding of the power of drama to explore the human condition. They will be involved in longer and more detailed improvisations using a variety of stimulus materials and learn how to create performances for different audiences from a variety of texts and ideas. Assessment will remain the same.

IB Theater

Grade: 9-12

Duration: 2 Semesters

Credit: 0.5 per semester

In the two-year IB Theatre course there is an emphasis on learning through experience. Part of this process involves a continual reflection on that experience. From the very beginning, and at regular intervals, students are required to record significant experiences and their responses to them in a journal. All areas of the HL and SL syllabus are complementary and can be delivered in ways to support and advance the learning outcomes of each. Cultural interpretations for creativity aesthetically set in accordance to local circumstances will be expected from all students. All experiences that students go through will cover several different aspects of the course. Therefore, to make the best use of the time and resources available, careful planning of class activities and productions, and also, where feasible, of visits to see external productions and workshops with theatre practitioners, is an essential part of the course. The course reflects the dynamic and transformative nature of theatre. The differential between HL and SL and allows for greater breadth and depth in the teaching and learning at HL.

Choir

Grade: 9-12

Duration: 2 semesters

Credit: 0.5 per semester

Choir is a choral music performance class, which is open to students from grades 7-12. Vocal techniques, music literacy, and sight-singing are taught along with the rehearsal of a wide range of choral literature. The choir performs several times throughout the year and participates in both the Bangkok International Choir Festival and The Yangon Choir Festival.

Technology

ICT
9-12

Publication
9-12

Technology	9	10	11	12
Information and Communication Technologies (ICT)	X	X	X	X
Publication	X	X	X	X

Information and Communication Technologies (ICT)

Grade: 9-12

Duration: 2 Semesters

Credit: 0.5 per semester

This class primarily a course in digital literacy, designed to examine the fundamentals of using communication media and digital tools in safe and effective ways. Students will examine the important issues surrounding online identity, privacy, intellectual property, and social networking. They will learn how to handle hypertext, critically read and examine online information, and communicate to various audiences in multiple modes. This class will be valuable to any student who wants to be prepared for the growing convergence of print, web, and broadcast media. Instruction includes using digital cameras, creating quality presentations, and editing digital sound, images and video.

Publication

Grade: 9-12

Duration: 2 Semesters

Credit: 0.5 per semester

Students will look at various aspects of the world of publishing and then concentrate on the process, design and distribution of the ISY yearbook. As part of the process, students will learn about photography and the impact that visuals can have on any publication. Students will become proficient in Adobe PageMaker and Adobe PhotoShop.

Physical Education

Physical
Education
9-12

Physical Education Courses	9	10	11	12
Physical Education 9-12	X	X	X	X

Physical Education

Grade: 9-12

Duration: 2 Semesters

Credit: 0.5 per semester

The Physical Education program seeks to develop a positive attitude among students regarding fitness, HEALTH, cooperation and the understanding of the importance of physical well being. The instruction level also includes emphasis on the teaching of rules, skills and officiating techniques.

In order to achieve these general objectives, a diversified instructional program is offered. First Semester Physical Education classes focus on court team sports such as volleyball and basketball, as well as conditioning and fitness. Second Semester classes focus on field activities such as softball and soccer, and court racquet sports.

ELEMENTARY SCHOOL
Acceptable Use Policy and Agreement
For the ISY Computer Network

ISY values honesty and integrity in all areas of the school program.
As a technology user, I agree to uphold these school computer use rules.

- I am a responsible user of technology.
- I use appropriate language when using technology.
- I will not use Internet sites without my teacher's permission.
- **I will use the computer and Internet for schoolwork only.**
- **I will use the programs and websites that my teacher has approved.**
- **I will not view, send or display inappropriate messages or pictures.**
- **I will tell an adult if I read or see something on the computer that is inappropriate.**
- **I will not use my personal email account or any personal electronic device at school except with the permission of a staff member.**
- I will keep my password to myself and understand why that is important.
- I understand and respect copyright laws.
- I make respectful choices when I use technology.
- I respect other people's privacy and work.
- I keep my work station clean and tidy for the next student.
- I will keep myself safe while using technology.
- I think environmentally and do not waste resources.
- **I understand that if I break any of the rules, I might not be able to use the computers.**

I agree to accept the ISY Technology Values and abide by the rules above.

Student Name: _____ **Grade:** _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

MIDDLE SCHOOL/HIGH SCHOOL

Acceptable Use Policy and Agreement for the ISY Computer Network

1. Purpose

The purpose of this policy is to set forth guidelines for acceptable use of the International School Yangon computer system to access the Internet.

2. General Statement of Policy

In making decisions regarding student use of the computer system and access to the Internet, ISY has considered its own stated educational mission, goals, and objectives. Computer skills in general and electronic information research skills are now fundamental to the preparation of lifetime learners. Access to the Internet will enable both the exploration of thousands of libraries, databases, bulletin boards and other resources all over the world, and the communication and collaboration with other individuals and groups around the world. Educators at ISY are encouraged to blend the thoughtful use of the Internet with their lessons.

3. Limited Purpose Network

ISY's computer system consists of hardware and software owned by the school and linked to the Internet via an independent Internet Service Provider (ISP) i.e. Bagan.net. ISY's computer system and the link to the Internet are not intended to provide general access. ISY's computer system and/or the Internet access are to be used only for educational purposes, which includes use of the system for classroom activities and subject-related research.

Users are expected to use the computer system and/or the Internet access to further educational goals that are consistent with the mission of the school and school policies. Uses that might be acceptable on a user's private personal Internet account on another system are not necessarily acceptable on ISY's limited purpose network. Internet games and "live chat" groups are a few examples. **Email is allowed only for students in grades eight through twelve.**

4. Access is a Privilege

Student use of the Internet is a privilege, not a right. Access entails responsibility. Failure to act responsibly will bring consequences and possible loss of privilege. Further, training to re-instruct the student on acceptable use of the computer system and the Internet and may be required prior to renewal of access permission. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the Internet may result in one or more of the consequences listed below:

- ☐ suspension or cancellation of use of access privileges;
- ☐ retraining for renewal of access permission;
- ☐ payment for damages and repairs;
- ☐ discipline under other appropriate school discipline policies, including suspension, expulsion, or civil or criminal liability.

The decision of the School Director regarding the acceptability of any specific use of the system will be final.

5. The following uses of ISY’s computer system and/or the Internet are unacceptable :(Detailed explanations listed under the table according to assigned numbers.)

Users will not use the system or Internet to access images or language which:	
• are pornographic, obscene or sexually explicit	5.01, 5.02
• are inappropriate or disruptive to the educational setting	5.03
• advocate violence or discrimination towards other people	5.04
Users will not use the system or Internet to:	
• post false or offensive information about a person or organization	5.05
• vandalize, damage or disable the property of another person or organization	5.06
• gain unauthorized access to another user	5.07
• post private information about another person	5.08
• gain unauthorized access to restricted areas of ISY system	5.09
• violate copyright laws	5.10
• conduct business	5.11
• respond to any unsolicited online contact	5.13
Users:	
• will contact a supervisor or educator if they accidentally access an unacceptable site	5.12
• shall not waste or take computer supplies	5.14
• should not expect their files to be private	6.1- 6.5

- 5.01 Users will not use the system and/or the Internet to communicate, access, review, upload, download, store, print, post or distribute pornographic, obscene or sexually explicit material.
- 5.02 Users will not use the system and/or the Internet to transmit or receive obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language.
- 5.03 Users will not use the system and/or the Internet to communicate, access, review, upload, download, store, print, post or distribute materials that use language or images that are inappropriate to the educational setting or disruptive to the educational process and will not post information or materials that could cause damage or danger of disruption.
- 5.04 Users will not use the system and/or the Internet to communicate, access, review, upload, download, store, print, post or distribute materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination. Rare exceptions to access some inappropriate sites may be made by high school students for research purposes if a student receives the express

written permission of his or her teacher, his or her parent or guardian and the principal.

- 5.05 Users will not use the system and/or the Internet to knowingly or recklessly post false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
- 5.06 Users will not use the system and/or the Internet to vandalize, damage or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by creating and/or spreading computer viruses or by any other means, will not tamper with, modify or change ISY's system hardware, software, or wiring or take any action to violate ISY's system security, and will not use the system in such a way as to disrupt the use of the system by other users.
- 5.07 Users will not use the system and/or the Internet to gain unauthorized access to information resources or to access another ISY user's materials, information or files without the direct, express, written permission of that person.
- 5.08 Users will not use the system and/or the Internet to post private information or photos about another person or to post personal contact information about themselves or other persons including but not limited to, address, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, and will not re-post a message that was sent to the user privately without permission of the person who sent the message.
- 5.09 Users will not attempt to gain unauthorized access to restricted areas of ISY's system or any other system through ISY's system, attempt to log on through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user. I will keep my password and login name private.
- 5.10 Users will not use the system and/or the Internet to violate copyright laws, or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
- 5.11 Users will not use the system and/or the Internet for the conduct of a business, for unauthorized commercial purposes or for financial gain. Users will not use the system and/or the Internet to offer or provide goods or services or for product advertisement. Users will not use the system and/or the Internet to purchase goods or services for personal use.
- 5.12 If a user inadvertently accesses what she/he believes are unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to the supervisor/educator on duty. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy.
- 5.13 Users will not respond to any unsolicited online contact (i.e. email). Should the user encounter any unsolicited attempts for online contact, the user shall immediately disclose the attempt to the supervisor/educator on duty. Parents will be informed, both by phone and in writing with a follow-up letter, of all incidences. A copy of the follow-up letter sent to parents will be kept in the student's file.

- 5.14 Users shall not waste or take/remove supplies that are provided by ISY. Where appropriate, users shall make use of the recycling bins for used paper.

6. Limited Expectation of Privacy

- 6.1 By authorizing use of the system and/or the Internet, ISY does not relinquish control over materials on the system or contained in files on the system. Users should not expect privacy in the contents of personal files on the system, i.e. files are subject to random inspection at any time.
- 6.2 Routine maintenance and monitoring of the system may lead to a discovery that a user has violated this policy. Appropriate action, as specified in section 4, shall follow such discoveries.
- 6.3 An individual investigation or search will be conducted if school administration has a reasonable suspicion that the search will uncover a violation of policy or law.
- 6.4 Parents have the right, by prior arrangement to review the contents of their child's files.
- 6.5 ISY will cooperate fully with ISP and local authorities in any investigation concerning or related to any illegal activities and activities not in compliance with ISY policies conducted through the school system.

7. Limitation on ISY Liability

Use of ISY computer system is at the user's own risk. The system is provided on an "as is, as available" basis. ISY will not be responsible for any damage or personal injury users may suffer, on or off campus, including, but not limited to loss, damage or unavailability of data stored on any disks, hard drives or servers, or for delays or changes in or interruptions of service or non-deliveries of information or materials, regardless of the cause.

ISY is not responsible for the accuracy or quality of any advice or information obtained through the school system or online resources and then stored on the system. All users need to consider the source of any information they obtain, and consider how valid that information may be.



ISY will not be responsible for financial obligations arising through unauthorized use of the school system or the Internet.





ISY will do its best to protect the user from unwanted material and information but cannot guarantee total protection.

8. Parent Responsibility

Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies and other possibly offensive media.

9. Procedures for Use

-  Users must follow the guidelines for acceptable use of the system and/or Internet at all times.
-  In the classroom users must always get permission from a teacher/supervisor before using the system or accessing the Internet.

-  Users must follow the specified log on procedures to access the system and the specified log off procedures to leave the terminal ready for the next user.
-  Users must follow the oral or written instructions given by the teacher requiring the use of the system and/or the Internet to fulfill an educational goal.
-  Since all users have the same right to use the system and/or the Internet, users shall respect the need for others to use the resources and shall work in an effective and efficient manner.
-  Users are expected to remain within allocated disk space on the system and to regularly delete e-mail or other files which is no longer in use and which may take up excessive storage space.

Parent Technology Information

On ISY Network and Internet

Students have access to ISY's Computer Network in their classrooms, the library and in the Elementary, Middle School, and High School computer labs. The computers are to be used for educational purposes--during class time and in their free time during before school, recess, lunch, and after school.

Students use the ISY computers for class work, including exercises and tools provided by their teachers. They can also use computers to look on the World Wide Web by using the Internet under the guidance of their teachers. Through the Internet, children can benefit from access to a rich variety of educational material and information from all over the world, which would otherwise not be available to them.

However, there are some risks in using the Internet: **{NOTE: This text was lifted with a few changes from *The Parents' Guide to the Information Superhighway, Rules and Tools for Families Online, 2nd edition, National PTA and the Urban League, 1998*}**

- Information available on the Internet is not necessarily screened or reviewed by anyone, such as a reputable book publisher, and it can be inaccurate, misleading and untrue. Children are not likely to know the difference between sound and unsound information.
- There are no restrictions on marketing products to children, including alcohol, tobacco and products appropriate only for adults. Advertisements may "pop up" on the screen while children are using the Internet.
- There are many easy-to-find pictures and words that are not appropriate for children and may be upsetting to them and their parents. These can appear on the computer screen even if the child does not look for them.
- There is easy access to games with excessive violence or which show offensive behavior.
- There are easy-to-find sites promoting hatred, bigotry, violence, drugs, cults, and other things not appropriate for children.
- There can be requests for personal information, for contests or surveys, for example, that are used in unauthorized ways.
- Some marketing deceptively collects personal information from kids in order to sell products to them or their parents.



International School Yangan

2011 - 2012 School Year

July							August							September							October											
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S					
					1	2			1	2	3	4	5	6																		
3	4	5	6	7	8	9	7	8	9	10	11	12	13	14	4	5	6	7	8	9	10	2	3	4	5	6	7	8				
10	11	12	13	14	15	16	14	15	16	17	18	19	20	21	11	12	13	14	15	16	17	9	10	11	12	13	14	15				
17	18	19	20	21	22	23	21	22	23	24	25	26	27	28	18	19	20	21	22	23	24	16	17	18	19	20	21	22				
24	25	26	27	28	29	30	28	29	30	31					25	26	27	28	29	30	23	24	25	26	27	28	29					
31																						30	31									

November							December							January							February						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30				25	26	27	28	29	30	31	29	30	31				26	27	28	29				

March							April							May							June						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
4	5	6	7	8	9	10	1	2	3	4	5	6	7	6	7	8	9	10	11	12	3	4	5	6	7	8	9
11	12	13	14	15	16	17	8	9	10	11	12	13	14	13	14	15	16	17	18	19	10	11	12	13	14	15	16
18	19	20	21	22	23	24	15	16	17	18	19	20	21	20	21	22	23	24	25	26	17	18	19	20	21	22	23
25	26	27	28	29	30	31	22	23	24	25	26	27	28	27	28	29	30	31		24	25	26	27	28	29	30	

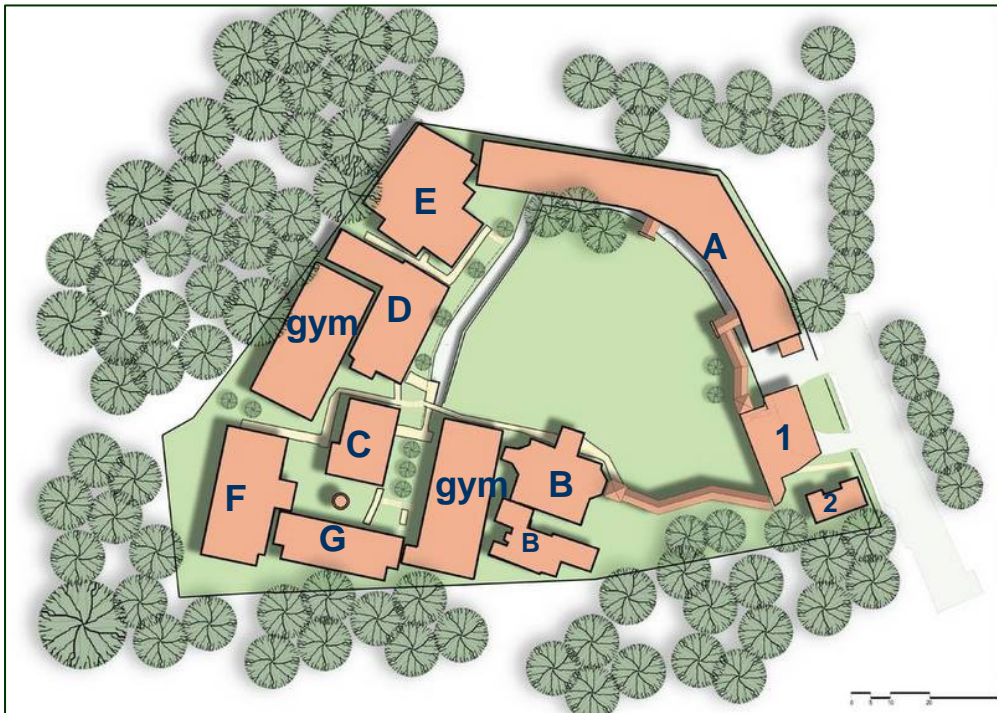
- = Vacation or no school for designated students
- = Early Dismissal - Teacher Inservice
- = Parent/Teacher Conferences-Early Dismissal
- = Teacher Conference or Teacher Workday
- = Term BEGIN and END
- = Special Occasions

August 4 New Staff Report to School
 August 8 Staff Orientation
 August 11 School Opens
 August 16 Board Meeting
 August 19 PTA Welcome Back Tea
 August 24 Elementary Open House
 August 25 Secondary Open House
 August 31 (or) September 7 PTA Meeting
 September 9 *Early Dismissal* - Teachers' PD
September 16 **No School - ISY Holiday**
 September 13 Board Meeting
 October 5 PTA Meeting
 October 7 End of 1st Quarter - 41 days
October 10 - 14 **No School - October Holiday Break**
 October 18 Board Meeting
 October 20 & 21 *Early Dismissal* - Parent/Teacher Conferences
 November 2 PTA Meeting
 November 4 *Early Dismissal* - Teachers' PD
 November 8 Board Meeting
 November 19 International Day
November 24 & 25 **No School - ISY Holiday**
 December 13 Board Meeting
 December 16 End of 2nd Quarter - 44 days
December 19 - Jan 6 **No School - December Holiday Break**
 January 9 School Resumes
 January 10 Board Meeting
 January 11 PTA Meeting
 January 20 *Early Dismissal* - Teachers' PD
 February 1 PTA Meeting
 February 14 Board Meeting

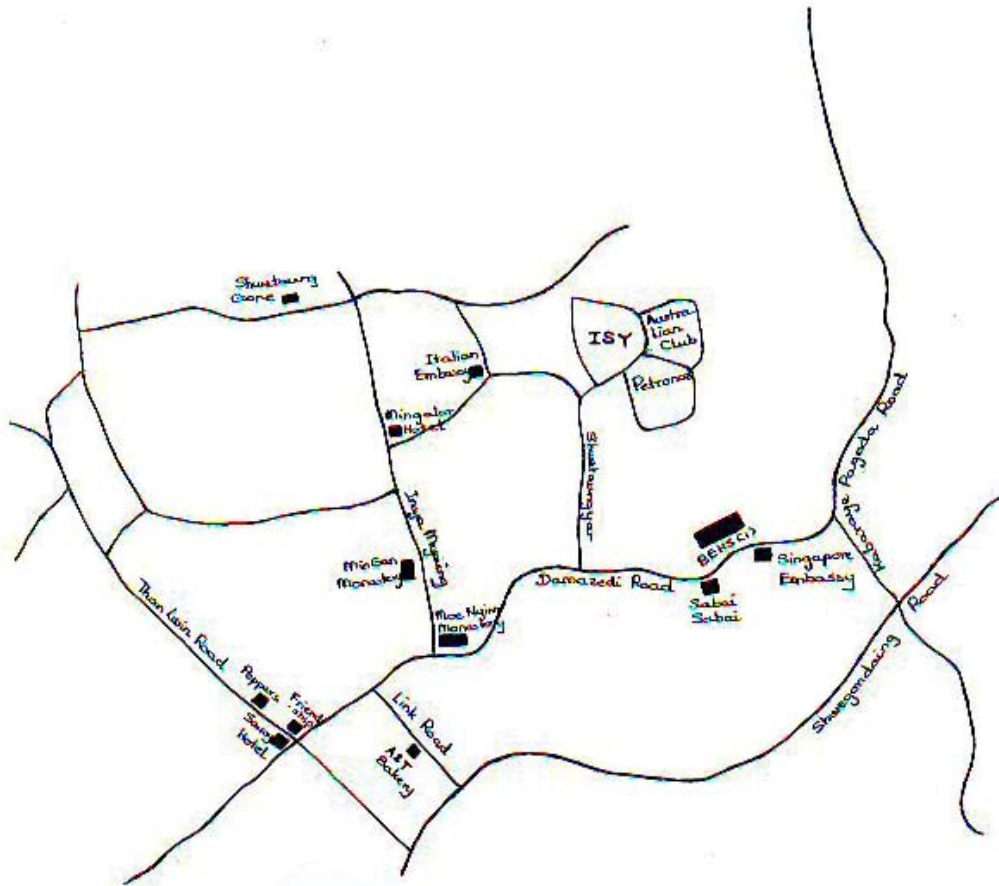
February 20 **No School - ISY Holiday**
 February 24 *Early Dismissal*—Teachers' PD
 March 3 ISY Funfair
 March 13 Board Meeting
 March 15 - 16 *Early Dismissal* - Parent/Teacher Conferences
 March 9 End of 3rd Quarter - 45 days
March 29 & 30 **No School - EARCOS**
 April 4 PTA Meeting
 April 10 Board Meeting
April 13 - 20 **No School - Thingyan**
 May 2 PTA Meeting
 May 4 *Early Dismissal*—Teachers' PD
 May 8 Board Meeting
 May ?? AGM
 May ?? High School Graduation
 June 1 End of Last Quarter- Last Day of School - 52 days
 June 4 Summer School Begins

International School Yangon Campus

- ISY Campus**
- B – Original Building**
 - C – Multi-purpose (1991)**
 - D – Library/Languages (1993)**
 - E- High School (1996)**
 - F- Middle School (1999)**
 - G- Technology/Cafeteria (2001)**
 - A- Elementary School (2006)**
 - 1- Covered Waiting Area**
 - 2- Generator House**



Location Map of ISY



Appendix A

Health Notes

Dengue Fever is a viral disease transmitted principally by the mosquito. Symptoms, which last for a few days, include severe pains in the joints and muscles, headache, sore throat, fatigue, fever, running of the eyes, vomiting, and an irritating rash. These symptoms recur in a usually milder form after an interval of two or three days. Death can occur, but the patient is usually left debilitated and requires considerable convalescence. Dengue occurs throughout the tropics and subtropics. It definitely occurs in Myanmar.

Children between five and fourteen years of age are its usual victims. Normal symptoms include a high fever of two to seven days, but without a runny nose or cough like a cold. Dengue fever is not uncommon during the rainy season, where there are many more stagnant pools of water for mosquitoes, which carry the fever, to congregate.

Patients are given Panadol/Paracetamol to relieve the pain. Aspirin and Brufen should be avoided in Dengue Fever as they are known to increase the bleeding tendency and may lead to serious complications. Tips for preventing dengue fever include using netting, coils, and repellents to prevent mosquito bites; keeping the home clean; never store water in a bowl or tub without a cover; checking clear water containers regularly for larvae; and taking the diseased person to a doctor or hospital as soon as possible.

Measles is an acute, highly communicable viral disease with prodromal fever, conjunctivitis, runny nose, hacking cough, and white spots appearing inside the mouth. A characteristic red blotchy rash appears on the third to the seventh day. This rash which begins on the face, may become generalized on the body. The rash lasts from four to seven days. Measles is spread from droplets or direct contact with nasal or throat secretions from the infected person. It is less commonly spread in the air or by articles freshly soiled with secretions. The contagious period usually starts before the appearance of the rash and up to four days after the appearance of the rash. It takes about ten days from exposure to measles before the onset of fever and about fourteen days until a rash appears. For the next two weeks parents should be on guard to see if their child(ren) come down with measles. Children are usually immunized for measles-mumps-rubella (MMR) at twelve to fifteen months. A booster is given between four and six years. Another booster, if the first one is missed, can be given between the ages of eleven and eighteen years according to Immunization schedule of US regulation 2003, MMR booster dose can be given between ages 11-18 years instead of 11-12 years if first booster dose is missed.

Mumps is a common childhood illness caused by a contagious virus that makes the salivary glands near the back of the jaw swell up. This swelling can be painful, however, almost half the cases of mumps are so mild that the victims are unaware they have the disease. Once a person becomes infected, no matter how severe, they acquire immunity for life. Consequently, many adults are immune to mumps but do not know it. Mumps is far more severe if it is contracted in adulthood. The disease usually begins with fever, muscle pain in the neck, headaches, and malaise. There is pain and swelling in the salivary glands in front of and below the ear. Swelling proceeds rapidly, and is usually visible, reaching a maximum in 1 to 3 days and then subsiding within 1 week. The swelling may be accompanied by a moderate fever no higher than 103F or 104F. In adults, the disease can inflame the ovaries or testes. Mumps is spread by direct contact, through infectious saliva, and also through the air. Epidemics can occur any time, although slightly more often in the winter and spring.

Chicken pox is a disease that commonly affects children under age ten. It is caused by a virus and is very contagious. The virus is spread through the air. This happens when an infected person breathes or scratches his/her skin. Scratching releases the virus, which is found in the blisters of the chicken pox rash. Most children who become infected with the virus develop an itchy rash within ten to twenty-one days after being exposed to it. A low fever (around 101F) is common. The more severe the rash, the higher the fever. In addition, a child may have a sore throat, swollen lymph nodes (glands in the neck), and a poor appetite. The illness lasts for five to seven days. The rash at first resembles insect bites on the scalp or torso. Over the next 24 hours these bumps turn into clear blisters all over the body. Most children develop between 250 and 500 blisters, but there can be as few as 20 or as many as 1,000. The blisters gradually turn cloudy, break and then dry up and form scabs. Sometimes scabs form while new blisters develop elsewhere. After the scabs fall off, light or dark spots may remain on the skin. These spots usually fade over several months to a year. Chicken pox is contagious

for two days before the rash appears and until all the blisters dry up. Children should not return to school until the blisters form scabs. This usually happens about six days after the rash appears. Unfortunately, antibiotics aren't effective against chicken pox since they can only fight bacterial infections. A child's itching can be relieved with calamine lotion or lukewarm baths mixed with one-half cup of colloidal oatmeal or baking soda. A child's fingernails may be clipped to lessen any damage from scratching. Normally, once a child has had chicken pox, a reoccurrence a second time is unlikely. However, some children who have had chicken pox before their first birthday may get a mild second case. Even after your child recovers from chicken pox, the virus remains in the nerve cells, possibly reappearing years later as shingles, and a painful blistering rash that forms a narrow band on one side of the body. Presently there is no chicken pox vaccination program in Myanmar. It is available elsewhere in the world and should become part of a child's routine preventive care.

Lice or lice eggs are often carried by school children in their hair. This is certainly not uncommon. Given the fact that there is a lot of close contact among young school children, it's not surprising that wide-spread outbreaks occur often. Anyone can get head lice, it has nothing to do with cleanliness. It is a common misconception that head lice infest only those who don't practice good hygiene. In fact, the opposite is true: head lice can only thrive on the blood of a healthy, well-nourished host. Furthermore, lice can attach their eggs, called nits, more easily to clean hair than to dirty hair. Also, research has shown that head lice only rarely carry diseases, so they are usually just a nuisance. But this nuisance must be managed nonetheless. First you must kill the lice. This is done by treating the hair with a lice shampoo, following all the directions. Any of the non-prescription head lice treatments (shampoos, lotions, or rinses) will do this. Head lice can be hard to spot on a human head. They can be dark tan, brown, or black and they can be very small, tending to move quickly away from light. The usual method of detecting is to look for the white, yellow, silver, or light brown nits that the lice lay in the host's hair. However, killing the lice is only the first part of the treatment. Preventing re-infestation is the second part of an effective treatment. All objects that come into contact with the head need to be disinfected (soaking in boiling water or drying in the sun light). Such items as combs, brushes, sheets, pillows, mosquito nets, etc. After this treatment, children should be rechecked periodically. Also, all members of the household need to be checked. Lice can be easily passed or re-passed if all heads are not clean.

Conjunctivitis, better known as pinkeye, is the inflammation of the conjunctiva (the mucous membrane that lines the inside of the eyelid and covers the surface of the eyeball). The infection causes painful or red, itchy eyes. It is a highly contagious infection, in which the secretion is transported to objects handled, which serves as a transmission vehicle. It can go through a classroom in two days. Conjunctivitis is treated with eye drops or eye ointments containing antibiotics. Early treatment and personal cleanliness will help disrupt transmission. Students with conjunctivitis should stay home until the redness goes away.

Ten Symptoms That Should Keep Students Home from School

The following edited article, written by Beth Levine for [Redbook](#) magazine, provides parents with tips for keeping their children home from school.

1. **Colds:** There are three reasons to keep a child with a cold home:
 - he feels tired and needs to rest
 - he has other symptoms (such as a fever)
 - he's contagious to others

Children are most contagious at the onset of a cold, that's when they're sneezing and their noses are running. However, if we kept our kids out of school every time they were getting a cold, had a cold, or were getting over a cold, we might as well home-school them. A reality-based rule of thumb: if a child were perfectly healthy and sitting next to a child who had these symptoms, would I be upset? A doctor should be called if after a week the cold gets worse, if the child is having trouble breathing, and if the child develops other symptoms (like a fever).

2. **Coughs:** If a cough keeps your child up at night, appears to get worse when her activity level increases, or if she has other symptoms, such as fever, keep her home. If the cough is just the remains of an old cold and the child feels otherwise okay, you can send her to school. Call a doctor if your child starts feeling worse (she has trouble breathing, for example), or her fever increases.

3. **Ear Infections:** The colds and flus that cause ear infections are contagious, but ear infections themselves are not. Once children have seen a doctor and started medication (and rested a day), they can return to school.

4. **Sore Throat:** If children wake up with a sore throat but have no other symptoms, they may just be feeling irritated from sleeping in a room with dry air. Give them some juice or water to see if that clears up the discomfort. But if the pain persists, kids should be kept home until they've been checked by a doctor to make sure they don't have strep throat or another infection. Typical symptoms of strep are a bright red throat and sometimes pus. The only way to know for sure is by a culture; if it is positive, a child can return to school after being on antibiotics and without a fever for 24 hours.

5. **Fever:** Following an illness, children should be without a fever (100.4 degrees or less taken rectally or 98.6 degrees taken orally) for 24 hours before returning to school. In a borderline case, go by how the child looks and acts. If children are running only 100 degrees, but seem pale, achy, and tired, keep them home.

6. **Vomiting and Diarrhea:** If your child is throwing up, obviously you are going to keep him home. If it occurs more than three times, don't send him back to school until he has gone 24 hours without vomiting and is fever-free. Also, if he is experiencing frequent watery, foul-smelling stools, keep him home. He needs to rest and he is contagious through hand-mouth spread. After that, guidelines change according to the child's age. Children under the age of 6 should stay home until stools are firm and all other symptoms have disappeared. Older children can return when the fever is gone, the stool frequency has returned to normal, and the child has control over his bowel movements, even if still loose. A doctor should be called if your child is both vomiting and having diarrhea, or has a severe case of either one.

7. **Pinkeye:** A child with conjunctivitis is highly contagious and should be kept home until he has been on antibiotic eye-drops for 48 hours. Diagnosis is fairly simple: the whites of the eyes are red, there is pus discharge, and in some cases the eyelashes are matted shut.

8. **Head Lice and Nits:** Lice are the parasites, nits are their eggs. Though lice don't usually transmit disease, they can cause a lot of discomfort, embarrassment, and missed school days, so parents should deal with head lice the moment they become aware of an infestation. Parents should act methodically. Deal with the child's scalp first, then launder sheets, pillowcases and towels, using high heat to dry. There is usually no need to dispose of clothes, stuffed animals, etc. Lice can live only about a day outside a scalp, so if the scalp is louse free, chances are the environment will be too. A doctor's care is not necessary. The over-the-counter rinses are just as effective as the prescription ones. When parents use a rinse or shampoo follow the directions carefully and reapply the treatment after the prescribed number of days. There is no substitute for checking and rechecking the scalp. Lice look like tiny crabs, and nits are tiny gray pearls cemented to the hair shaft near the root. The only sure way to get rid of lice and their eggs is to pore over the hair, starting with a good nit comb. Wet the hair, divide it into many sections, and then methodically comb from the scalp outward. Make sure the scalp is under a bright light. Reading glasses or a good magnifying glass can help.

9. **Sprained Ankle:** Keep kids home with the ankle elevated and iced for 24 to 48 hours, until they can comfortably walk on it again. A doctor should be called if a fracture is suspected. The ankle will stay very swollen, bruised, and painful (your child may refuse to walk on it), even after a day of elevation and ice.

Really sick or just great acting?

Some mornings all of a parent's diagnostic skills are tested by a child who may just be trying to dodge school. Here are some clues on how to tell:

- *circle test* ... Your child makes broad circle signs over her head or stomach instead of pointing to an exact spot where it hurts.
- *vague test* ... Your child announces she "doesn't feel good" but can't get any more specific than that.
- *time test* ... The symptoms crop up just as your child is going out the door.
- *observation test* ... You don't see a runny nose, red throat, paleness, fever, rash, or any other observable sign of illness

If you think your child is malingering, find out why. Was there an incident at recess? Does she have a test she's not prepared for? Once you get to the root of the dramatics, you'll be surprised at what a rapid recovery takes place.

Appendix B

ACRONYMS AT ISY

Examples of acronyms that often appear in parent newsletters, monthly calendars, or "dropped" in conversations:

- AERA** The American Embassy Recreational Association provides "teen night" activities for middle and high school students on a regularly monthly basis. The AERA also hosts the Rangoon International Softball League. Three ISY teams participate in these curricular activities: elementary t-ball, middle school co-ed softball, and the Olympiad. When ISY hosts SEASAC softball the AERA provides their softball field for tournament games.
- AGM** The Annual General Meeting is held once a year to elect board members, review the school year through financial and state-of-the-school reports. All ISY parents are cordially invited to attend.
- ITBS** The Iowa Test of Basic Skills is an achievement test that assesses students' ability in language arts and math. The test is used to group students for instruction, to measure growth in achievement, to develop teacher in-service programs, to set instructional priorities, and to evaluate curriculum.
- ERB** The Educational Records Bureau's writing assessment program is provided annually to ISY students. The main objective of this writing assessment is to offer diagnostic score reports that can be used routinely by classroom teachers to identify specific weaknesses in individual student writing and aid in strengthening the writing programs at each grade level.
- ESL** ISY carries out an English as a Second Language program (1-12) for students in need of gaining English fluency in order to be mainstreamed into the regular classroom program.
- ISY** The familiar title for the International School Yangon.
- MPR** The Multi-Purpose Room is a large room located on the ground floor of building E. It is used for many purposes throughout the school day and after school. Board meetings, curricular and co-curricular activities occur here.
- SEASAC** ISY is a member in good standing with the South East Asia Schools Activities Conference. The school participates in the following SEASAC activities during the 2000-2001 school year: soccer, volleyball, basketball, softball, and fine arts.
- EARCOS** East Asia Regional Council of Schools, that sponsors the annual EARCOS Educators' Conference, heavily attended by ISY teachers. This conference is a professional growth activity for international schools in Southeast Asia.

Appendix C

ISY Assessment Philosophy

The fundamental purpose of assessment is to collect and analyze data in order to make decisions about how students are achieving and progressing. Assessment, therefore, is viewed as being integral with planning, teaching, and learning. It is central to the school's common goal of guiding students through the learning process.

Assessments should thoughtfully and effectively guide students through essential elements of learning such as the understanding of concepts, the acquisition of knowledge, and the mastering of skills.

Three main categories of assessment are formative, diagnostic, and summative. Formative assessments are given during the course of a unit or lesson to provide information to the student and teacher regarding the on-going development of understanding. Diagnostic assessments are used to determine specific academic strengths and weaknesses of students, and summative assessments are those which take place at the culmination of a unit or lesson.

Examples and Definitions of Tools of Assessment

The following methods of assessment have been identified as examples of tools for determining student learning. Not all types of assessments will be used for every grade level or subject, but a variety will be implemented to provide a balanced view of student understanding.

Written/Oral Examination:

- an activity, such as a semester exam in the High School or the Advanced Placement examination, which is given in a controlled environment and is aimed to measure student achievement over the whole course of study.

Major Test:

- a formalized, class-controlled activity with students being given advance notice of the date for the test to be administered.
- material to be tested should not be more than one semester's work.
- tests should not be administered on the day after three or more days' holiday or after a major school event.

Unit Test:

- a formalized, controlled activity given at the culmination of a unit of study.
- there should be a reasonable interval between unit tests.
- it measures student understanding of work that has been taught.
- it should be limited to a defined selection of work that students can identify as being a unit.
- duration of the test should not be more than a normal class period.

Quiz:

- a formative piece of assessment on a small part of a unit, whether written or through an activity, that is given after the completion of a particular topic.

Performance/Presentation:

- part of a continuous activity which uses art, music, or drama/speech
- clear criteria is given in advance to the student which should state how student performance will be measured.
- it is designed as "authentic assessment" for the student to demonstrate understanding or skills.

Rubrics:

- students and/or teachers may develop criteria for evaluating student work.
- Should clearly describe the levels of measurement.

Group Work/Class Activities:

- part of a continuous activity or a part of other assessment tools.
- individual student participation should be acknowledged as well as the group performance.

Short Exercises and Discussion:

- work usually done in class and/or partly as homework.
- should form a part of a larger assessment mode and reinforce taught material and/or develop specific skills.
- allows students flexibility in rephrasing or developing commentary.

Analytical/Critical Writing:

- designed for students to demonstrate understanding by written communication.

Portfolio/Course Work Folder:

- a collection of different activities done in class or as homework.
- the student as well as teacher evaluates the best work to be included.
- clearly defined criteria is required.

Anecdotal Evidence:

- teacher keeps useful and relevant written observations of student accomplishments and/or behavior.

Journal Reflections:

- students keep written observations of own work and experiences.

Informal Checks for Understanding:

- techniques which provide quick individual or group checks of student understanding or misconceptions.
- included could be:
 - hand signals
 - index card summaries
 - questions
 - concept maps
 - short exercises
 - webs
 - analogy prompts
 - one minute essays
 - misconception alerts
 - discussions

Homework:

- work done at home, although it may be started in class, in a non-controlled environment.
- should have the nature of set reading, set writing, reviewing work, revising work, or consolidating work that has already been taught.
- may be continuing work on research or other projects.
- the recommended number of minutes or hours for the activity should be guided by a “reasonable” amount in terms of grade/age appropriate expectations

End