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OUR VISION
“An Empowered, Innovative and Agile community of learners who achieve and contribute positively within and beyond the school”

OUR MISSION
Inspire Learning
Foster Responsibility
Celebrate Diversity
Mission Statement & Rationale

Our purpose is to
Inspire Learning ~ Foster Responsibility ~ Celebrate Diversity

Inspire Learning
At Mahindra International School, we inspire people to become life-long learners who develop skills and conceptual understanding in a joyful learning process that is contextualized locally and globally through the IB Continuum of Programmes. The features of our learner-centric pedagogy include collaboration, differentiation, learning through play, inquiry, and reflection. Our passionate and empowered learners are balanced individuals who initiate action through their learning, in school and in the wider community.

Foster Responsibility
At Mahindra International School, we foster responsibility for self and towards others, based on the values of empathy, respect and integrity. We model leadership to contribute positively to society and to protect the environment. As independent learners, we are mindful of our responsibilities and practice reflective decision-making. We strive to resolve conflict through dialogue, focusing on sustainable solutions based on our shared responsibility as global citizens, contributing to a more peaceful world.

Celebrate Diversity
At Mahindra International School, we celebrate diversity by acknowledging different perspectives and promoting universal values rooted in the dignity of all individuals. We embrace inclusiveness and value our diverse learning community who come from a range of backgrounds, including languages, nationalities, personal histories and belief systems. We cherish the power of language and culture to enhance understanding and build empathy within our community.

We will not tolerate any form of discrimination based on race, gender, national and ethnic origin, caste, religion, age, social status, physical differences, sexual orientation or gender identity. Mahindra International School is a safe and secure environment for all.
Dear Parents,

Welcome to the Primary Section of MIS for the 2023-24 academic year.

This handbook is just one of the ways in which we endeavour to communicate with our parent body about the day-to-day operations of the Primary Section of MIS. In addition, we ask that you check your email, read the weekly whole school newsletter, and the weekly class updates on Toddle. With your child, visit Toddle regularly to see what is happening in classes to share in their learning journey.

The Primary Years Programme, usually shortened to the PYP, is the curriculum framework used to provide an educational approach for the youngest students at MIS, from EY1, (three years old) to P5, (ten-to eleven-year-olds). It is also often the way in which we refer to the Primary School in general.

The PYP is a separately accredited Section of MIS of the International Baccalaureate Organisation (IBO), which provides a world-wide international education for students of all ages. It is the first programme of the IB continuum.

We aim to foster a strong relationship with all our parent body to enhance the learning environment and opportunities for all our students. We welcome opportunities to interact with our parents in a wide range of situations including back to school presentations, student led sessions, coffee mornings and information sessions.

We have an open-door policy but request you book appointments to see us, so we can ensure we are available to give you our full attention when you are here.

Through the regular Class Representative and PTA meetings, and periodical parent coffee sessions, we work together to strengthen our school community. As parents at the school, you are automatically a member of the PTA, and we would appreciate your support throughout the year.

Each year we hold a series of workshops and information sessions for parents, some are online, and others are in person; we will keep you informed about these sessions that will help you support your child as a learner at MIS, become more familiar with the PYP programme and understand how it is delivered at MIS.

We look forward to a wonderful year ahead with you and your child(ren).

Best Regards,

Ms. Helen Sharrock
Primary Principal and the Primary Team
### Regular Timings

<table>
<thead>
<tr>
<th></th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Years 1</strong></td>
<td>The students arrive between 7:45 and 7:55, school starts at 8:00 and ends at 12:00.</td>
</tr>
<tr>
<td><strong>EY2 to P5</strong></td>
<td>The students arrive between 7:45 and 7:55, school starts at 8:00 and ends at 15:00 on all days except Thursday. On Thursday, all students leave by 14:10.</td>
</tr>
</tbody>
</table>

All classes start at 8:00 prompt, and it is essential children are in school and settled before this time; students MUST arrive by 7:55.

The Primary section has a 7-day schedule that is in line with the Secondary section of MIS. The school has provided parents with a calendar that shows the day number, and it will be included in the weekly class updates from homeroom teachers sent on Toddle. The calendar can also be found on our website.

### School Bus Service

There is a school bus service which is arranged with pick-up and drop-off points around the city; please note that this is not a door-to-door service. The Transport Manager, Mr. Narendra Sawant, will assist you with any transport queries or difficulties. The email for Mr. Sawant is transport@misp.org

Students may prefer to travel to and from school in their own car.

EY1 may **not** use the bus transportation. The driver or parent should be at school by 12:00 for EY1 dismissal.

EY2 and upwards may use school transportation; there is a fee for this service.

Sometimes children ‘go visiting’ after school and their departure arrangements change. Please let us know by sending an email at least 24 hours in advance to your child’s homeroom team or by phoning the school and speaking to Ms. Edna. It has been known to cause distress, especially to the younger children, if we are not aware of the changes made. If no contact is made, we will stick to the original arrangements. Teacher’s WILL NOT have time to check their mails during the day. Please do not send urgent emails during the teaching day. **Please call the Primary Office if you have an urgent message, Ms. Edna, School Telephone No. 42954444, Ext. 2225.** All bus changes should be notified no later than one hour prior to the end of the school day unless it is an emergency.

The school bus service is unable to accept requests for changes for playdates and parties. However, in the case of an emergency, we will do our utmost to accommodate all requests.

We request students to use headphones when watching videos or listening to music on the bus, so that others are not disturbed or inconvenienced and to keep the noise level down. This ensures that the driver is not distracted. **We ask that the primary students do not access the internet via their phones or tablets while on the buses.** Students who bring devices to school in the primary bare full responsibility for them.

All students and parents should complete the **bus essential agreement** and return it either soft or hard copy to primaryoffice@misp.org

This is because we use the buses for field trips from time to time. Parents are notified in advance and asked to sign permission forms for all trips.

**Please see Appendix 1 - Bus Essential Agreements for PYP Students.**
School ID Card
This MUST be brought daily. Children need to swipe their cards on entering the school bus and at the school entry gate; likewise, they swipe out each afternoon. If a card is lost, then the family is charged for replacement cards. It is also used in the cafeteria.

Student’s Belongings
Please label ALL your child’s possessions with their names, especially uniform items. We will try to reunite students with their belongings. We have a lost and found table outside the primary library; high value items are kept in the administration block.

Daily requirements
In the Early Years to P5 students must bring the following daily:

• A small school backpack
• Hat
• A healthy snack for mornings and before ECAs
• Lunch (EY2 to P5) if not signed up for the school lunch service
• A reusable water bottle

Some students like to have their personal pencil cases. The students may bring these but are responsible for them and their content. In Primary, we do provide all the necessary stationery items.

Students should take all their belongings home with them at the end of the day. Students may leave their hat in school, and we will send them home periodically for washing.

Drinking water
The school provides potable drinking water. It is safe to drink, and we encourage the children to drink frequently to avoid dehydration and headaches. Your child MUST bring their own water bottle each day, which is clearly labelled with their name and class. We strongly recommend metal bottles or re-useable plastic bottles - NO single use plastics please.

Students MUST have had breakfast before coming to school each morning.

Students are responsible for bringing their own snacks. They may not share food. No eating or drinking is permitted in the classrooms without the permission of the principal in very exceptional cases. There will be no microwave or hot water facilities available to the primary learners on the grounds of health and safety.

Please do not send in:

• Sugary drinks
• Chocolate
• Sweets/candies
• Large packets of crisps/chips
• Full packets of biscuits/cookies

All breaks are supervised by teachers or teaching assistants, both inside the building and outside. This applies to arrival and departure time as well.

Stationery
We provide all the items the students require in school, but we need them to have a case to keep them in, as we will have individual sets for each child. Some of you will prefer to buy a case that already contains colour pens and pencils, a glue stick, scissors, etc.; that is of course permitted. The supplies must have the students' name on them. We recommend at home you keep basic stationery items too, so that your child can easily access them when they wish.

Dress Code
Playtime and some lessons are very active at MIS, so your child should be dressed appropriately each day so that they can fully engage in the play opportunities and the active part of all classes.

Early years students should wear either the blue regular school uniform shirt or their PE uniform each day.
P1 to P5 are required to wear a school polo shirt with the logo during school time but may wear any kind of preferred shorts, skirts or trousers. No really short shorts or skirts please and no ripped jeans.

On days they have PE, they may come in their house colour shirt. We recommend that the older primary bring a school polo shirt to change into later in the day.

We require students to always have hats to avoid heat stroke, sunstroke and sunburn while playing or doing sports. “No hat, no play, no fun today!”

We do not encourage jewellery, however, if a child is wearing earrings, they must be the small stud type. Watches may be worn but not during PE lessons. If a teacher feels that any item of jewellery is a health and safety issue, the child will be asked to remove it, the parent will be informed, and the item should not be worn again to school. All items are the responsibility of the student.

In the interest of safety, **all students with shoulder length hair MUST tie it back**. If a student has long hair over their eyes, this needs to be clipped back.

In wet weather if you send your child in wellington boots/rain boots, please ensure they have sandals or Crocs for use in the classroom. Rain jackets maybe worn but students should not have umbrellas due to safety concerns.

Please add your child’s name and class to all clothing items.

**Mobile Phones and electronic devices**

*No use of personal phones during school times is permitted.* Any call to a parent must be made via the Primary Office Manager or Reception, with a teacher or TA present. If you give your child a smartphone or iPad for the bus journey, then they are responsible for its safe keeping. We would advise that the children **DO NOT need devices on the buses**; they can talk or read, etc. In addition, they have to be **responsible digital citizens** and NOT access any sites while on the bus, nor share films or videos.

**After classes are finished for the day:**

- EY1 students are all brought to the reception by the homeroom by 12:00
- EY2 to P2 students – dismissal from reception for those in private cars or they are escorted to the allocated school bus
- P3 to P5 make their own way to the allocated school bus or to reception (we check the buses!)
- All parents and drivers MUST follow the instructions of the Security Team without exception
- Parents are asked to ensure that the students are picked up promptly at the close of the school day. **ALL PRIMARY ARE TO BE COLLECTED at 15:00 Monday, Tuesday, Wednesday and Friday and at 14:10 on Thursdays.**

Caregivers who regularly collect the students MUST have a school ID as part of our child safeguarding protocols. Please contact Mr. Gerald Lewis to arrange this. Email: gerald.lewis@misp.org

**ECAs for P1 to P5** – This will fall within the school day i.e., before the 15:00 departure time. More information will be sent on this as the school year begins.

**PE/Sports**

Children need to wear their PE house T-shirt and sport shoes/trainers to participate in a PE lesson. They must be wearing shorts or leggings (not dresses or skirts please).

You will receive more information regarding the swimming programme as and when it is part of your child’s PE lessons.

**A Safe Place for All**

The school is proud of its family and community feel. We have a mutual respect policy that applies to all our community members including faculty, students, and parents. See Mutual Respect Policy – Appendix 4. We have a strong digital citizenship programme for our students.

**Medical**

It is very important that the medical form for your child is filled in correctly and kept up to date on Open Apply. It is also important that you notify the school Nurse, Ms. Dally of any changes in your child’s health - nurse@misp.org / medical.support@misp.org
Contact details. Please update your mobile numbers on the school platform OpenApply, so that we can get in touch with you if your child is unwell or in an emergency.

Student birthday celebrations: We know that many students like to celebrate their birthdays in school, however we do not hold full parties. You may send in:

1. Small packet of cookies (no more than 2 per packet) or
2. Small cupcake or
3. Doughnut holes (large doughnuts are not recommended for EY1 to P2) or
4. A larger cake to be cut for the students in the class.

You should not send all these items; please choose one only if you wish to have your child celebrate in school. If you do not wish your child to celebrate in school, that is a parental choice.

We ask that you inform your child’s teachers at least 48 hours in advance that you will be sending the items. We do not allow any gift to be sent to the birthday person nor their classmates.

Withdrawal process:
When your family are relocating, or you wish to withdraw your child from the school, please follow the protocol:

- Inform the admissions office, section principal and office manager as early as possible
- You will receive a withdrawal form to be completed and returned to the office manager
- We will help your child(ren) collect the necessary signatures
- We will give you the following documents:
  - Transcript – with school stamp – five copies
  - Bonified certificate – with school stamp – one copy

We do not give stamped copies of report cards – we have researched the requirements for many of our communities and the transcript is all that is required for receiving schools and universities.

We are happy to complete up to 3 confidential references per student that many schools require. If you need to apply to more schools, there may be an administration charge. Please note most schools require us to return these directly to the school. Please allow us at least 72 hours of working school days to complete these in term time and longer in the school holidays.

Inquiries, clarifications or difficulties
Ms. Edna, the Primary Office Manager is available to answer queries at primaryoffice@misp.org or Extension 2225

All members of staff will be pleased to arrange a virtual or face-to-face meeting with you but not during class time. To receive the teacher’s undivided attention, please email them to arrange a mutually convenient time. If you are unable to reach the teacher, please email Ms. Edna and she will be happy to assist you.

If you wish to meet, Ms. Helen Sharrock, Principal Primary, or Ms. Carla Swinehart, PYP coordinator, please email them directly. However, please note for general day to day questions about your child, the homeroom routines etc. the homeroom teacher is the best person to contact.

For any accounting/fee payment queries, please contact the Head of Business Office, Ms. Poonam Kabadi.

For transportation questions, please contact Mr. Narendra Sawant.
The School Landline number is **020-42954444**

**Useful email contacts:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
<th>Email</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Helen Sharrock</td>
<td>Principal Primary School</td>
<td><a href="mailto:primaryprincipal@misp.org">primaryprincipal@misp.org</a></td>
<td></td>
</tr>
<tr>
<td>Ms. Carla Swinehart</td>
<td>PYP Coordinator</td>
<td><a href="mailto:pypcoordinator@misp.org">pypcoordinator@misp.org</a></td>
<td></td>
</tr>
<tr>
<td>Ms. Edna Borges</td>
<td>Primary Office Manager</td>
<td><a href="mailto:primaryoffice@misp.org">primaryoffice@misp.org</a></td>
<td></td>
</tr>
<tr>
<td>Mr. Joel Cohen</td>
<td>Director</td>
<td><a href="mailto:director@misp.org">director@misp.org</a></td>
<td></td>
</tr>
<tr>
<td>Mr. Jeff Underhill</td>
<td>Primary Counsellor</td>
<td><a href="mailto:primarycounselor@misp.org">primarycounselor@misp.org</a></td>
<td>2215</td>
</tr>
<tr>
<td>Ms. Dally Jojo</td>
<td>School Nurse</td>
<td><a href="mailto:nurse@misp.org">nurse@misp.org</a></td>
<td>2232</td>
</tr>
<tr>
<td>Ms. Poonam Dubey</td>
<td>School Nurse</td>
<td><a href="mailto:medical.support@misp.org">medical.support@misp.org</a></td>
<td>2236</td>
</tr>
<tr>
<td>Ms. Vidya Nair</td>
<td>Admissions Officer</td>
<td><a href="mailto:admissions@misp.org">admissions@misp.org</a></td>
<td>2205</td>
</tr>
<tr>
<td>Ms. Poonam Kabadi</td>
<td>Head of Business Office</td>
<td><a href="mailto:businessoffice@misp.org">businessoffice@misp.org</a></td>
<td>2206</td>
</tr>
<tr>
<td>Mr. Narendra Sawant</td>
<td>Transport Manager</td>
<td><a href="mailto:transport@misp.org">transport@misp.org</a></td>
<td>2210</td>
</tr>
<tr>
<td>Ms. Vidya Nair</td>
<td>Admissions Officer</td>
<td><a href="mailto:admissions@misp.org">admissions@misp.org</a></td>
<td></td>
</tr>
<tr>
<td>Ms. Poonam Dubey</td>
<td>School Nurse</td>
<td><a href="mailto:nurse@misp.org">nurse@misp.org</a></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Ms. Vidya Nair</td>
<td>Admissions Officer</td>
<td><a href="mailto:admissions@misp.org">admissions@misp.org</a></td>
<td></td>
</tr>
<tr>
<td>Mr. Gerald Lewis</td>
<td>Administration Manager</td>
<td><a href="mailto:gerald.lewis@misp.org">gerald.lewis@misp.org</a></td>
<td>2211</td>
</tr>
</tbody>
</table>

We trust you will find this information useful. Should you have any questions or concerns please do not hesitate to contact us.
Introduction

The purpose of the PYP Curriculum Section of the Handbook is to give parents a basic understanding of the Primary Years Programme (PYP) at MIS. There are regular information sessions throughout the year to develop your understanding of our programme further. In addition, unit flyers, blogs, weekly school newsletters and weekly updates from your child’s homeroom teacher also include important information about our programme to help you better understand all aspects of the PYP. In addition, visit the PYP section of the IB’s website at: [https://www.ibo.org/programmes/primary-years-programme/](https://www.ibo.org/programmes/primary-years-programme/).

The Primary Years Programme (PYP) is designed for students from three to eleven years old. It is a concept based, inquiry-driven curriculum framework. In the early years, inquiry is delivered through a play-based approach to learning.

The PYP strives for a balance between developing understanding, acquiring knowledge and skills, developing positive attitudes and taking positive action.

The PYP programme model shows all the elements that combine to form a coherent curriculum framework.

In terms of achieving this balance, the PYP emphasizes four components of the written, taught and assessed curriculum.

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Approaches to Learning (ATL)</th>
<th>Knowledge</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Powerful ideas</strong> which have relevance within and across the disciplines and which learners must explore and re-explore to develop understanding.</td>
<td><strong>Skills</strong> learners need to be able to succeed in a changing, challenging world - thinking, research, social, communication and self-management skills.</td>
<td>Significant, relevant, subject matter.</td>
<td>Taking positive action within and beyond our community.</td>
</tr>
</tbody>
</table>

The PYP is one of the programmes offered by the IB. MIS has been an authorized PYP school since 1999.

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

<table>
<thead>
<tr>
<th>IB Learner Profile</th>
<th>The aim of all IB programmes is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The learner profile is placed at the centre of all four IB programme models. All members of our learning community – parents, teachers, students, MIS staff members – are expected to reflect on, model and live the IB learner profile through our words and actions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Through class engagements, students explore the learner profile attributes through the context of their learning, through play and our daily interactions. We plan opportunities for learners to demonstrate, value, appreciate, celebrate and develop the attributes. As IB learners, we strive to embody the following 10 attributes of the learner profile: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.</td>
</tr>
</tbody>
</table>

![Fig. 2. IB World School logo.](image)

![Fig. 3. Learner profile logo.](image)

![Fig. 4. Learner profile in action.](image)
Below are the attributes in the four languages taught in the PYP at MIS - English, French, Hindi and Marathi – and the IB definition. We also use the icons below as visual cues to reinforce each attribute.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Definition</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>inquirers</td>
<td>We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</td>
<td>English, French, Hindi, Marathi</td>
</tr>
<tr>
<td>knowledgable</td>
<td>We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</td>
<td>English, French, Hindi, Marathi</td>
</tr>
<tr>
<td>thinkers</td>
<td>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</td>
<td>English, French, Hindi, Marathi</td>
</tr>
<tr>
<td>communicators</td>
<td>We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</td>
<td>English, French, Hindi, Marathi</td>
</tr>
<tr>
<td>principled</td>
<td>We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</td>
<td>English, French, Hindi, Marathi</td>
</tr>
<tr>
<td>open-minded</td>
<td>We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</td>
<td>English, French, Hindi, Marathi</td>
</tr>
<tr>
<td>caring</td>
<td>We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</td>
<td>English, French, Hindi, Marathi</td>
</tr>
<tr>
<td>risk-takers</td>
<td>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</td>
<td>English, French, Hindi, Marathi</td>
</tr>
<tr>
<td>balanced</td>
<td>We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</td>
<td>English, French, Hindi, Marathi</td>
</tr>
<tr>
<td>reflective</td>
<td>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</td>
<td>English, French, Hindi, Marathi</td>
</tr>
</tbody>
</table>
International-mindedness

In the PYP, the learner profile is central to what it means to be “internationally-minded”. The PYP is proud to develop students who exemplify the attributes expressed in the learner profile. At MIS, international-mindedness is encompassed within MIS’ definition of internationalism (https://misp.org/discover/our-definition-of-internationalism/).

In the PYP, we develop international-mindedness through creating a culture and planning inquiries/units that ensures:

Global engagement through:
- Focusing on global human commonalities
- Creating opportunities for action in local and global communities

Multilingualism through:
- Embracing multilingualism to enhance intercultural dialogue and global engagement
- Valuing the taught languages of Hindi, Marathi, French, and English as well as all home and family languages of the entire learning community (parents, learners, teachers)

Intercultural understanding through:
- Creating opportunities for meaningful cultural exchange
- Sharing our differences and commonalities

Fig. 5. International-mindedness.

You may observe some of the following in your child as they develop an international-mindedness stance. The following are just a few examples and not an exhaustive list.

<table>
<thead>
<tr>
<th>If students have an open-minded stance, they:</th>
<th>If students resolve conflict, they:</th>
<th>If students act with principle, they:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Aware of their feelings and attitudes towards others</td>
<td>• Include others in games in the playground</td>
<td>• Help new students feel at home in the classroom</td>
</tr>
<tr>
<td>• Listen to other perspectives without make judgement</td>
<td>• Engage with different students in the playground/groups</td>
<td>• Translate for a peer who is developing their language capacity</td>
</tr>
<tr>
<td>• value peers and teachers for who they are</td>
<td>• Be sensitive to the needs of others</td>
<td>• Share their cultural traditions and stories</td>
</tr>
<tr>
<td>• Be aware that body languages sends messages</td>
<td>• Resolve conflict through dialogue</td>
<td>• Model essential agreements</td>
</tr>
<tr>
<td>• Seek opinions from diverse peer groups</td>
<td>• Teacher everyone with mutual respect</td>
<td>• Stand up for their beliefs</td>
</tr>
</tbody>
</table>

Curriculum Structure

The PYP is delivered through Units of Inquiry. All homeroom Units of Inquiry form the Programme of Inquiry (POI).

Units draw together elements of different disciplines into a meaningful whole with concepts driving the learning through inquiry. The PYP identifies the range of transdisciplinary themes students need to explore each year.
The six transdisciplinary themes are:

Fig. 6. PYP transdisciplinary themes.

In the Early Years, the students have four Units of Inquiry per year and P1 to P5 have six Units of Inquiry each year. Parents receive a unit flyer before the start of each unit. This contains information on the curriculum to be covered and highlights which subjects are integrated or taught within that particular unit.

In addition, you will be provided with a curriculum overview for each single-subject at the start of the year that provides an overview of what your child will learn in their single-subject lessons (e.g., English Language Acquisition, French, Hindi, Information Literacy, Marathi, Music, Personal Social Education, Physical Education, Visual Arts).

Concepts

Fig. 7. PYP key concepts.

In the PYP, the curriculum is **concept-driven** as this supports meaningful inquiry. Concepts are powerful ideas which have relevance within and across the disciplines and which students explore and re-explore to develop their **conceptual understandings**. Learners go beyond just knowledge to develop deeper understanding that allows them to make connections to multiple areas of learning and life. The seven key concepts that help drive the curriculum are listed below along with the question that accompanies the concept.
Approaches to Learning (ATL)

When learning about and through subject areas, students acquire particular skills that cross disciplines. Developing subject knowledge, concepts and skills is essential as these underpin successful inquiry.

The following are the broad skill headings, which are underpinned with further sub-skills. We use these icons as visual cues for our learners.

The skills we develop are: thinking, research, self-management, social and communication skills.

Action

The PYP and MIS believes that education must extend beyond the intellectual to include not only a socially responsible attitude, but also thoughtful and appropriate action.

At MIS we believe that every student in every year group has the right and should have the opportunity to be involved in voluntary, purposeful and beneficial action. Therefore, we endeavour to offer all our learners the opportunity and power to choose to act, and to decide on their actions in order to make a difference to a local, national or global issue. Often action may not be witnessed by the teacher in school but rather happens beyond the classroom.

Action can be initiated by the teacher, parent or student as well as be collective or individual action. We use five categories to help define different kinds of actions PYP learners may take both inside and outside the classroom.

<table>
<thead>
<tr>
<th>Type of Action</th>
<th>School</th>
<th>Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Actively contribute to discussions and learning experiences in class</td>
<td>Taking part in decision-making at home in appropriate family decisions</td>
</tr>
<tr>
<td></td>
<td>Make appropriate choices and take responsibility for their personal</td>
<td>Raise awareness with family members to take action on issues they</td>
</tr>
<tr>
<td></td>
<td>learning and actions</td>
<td>learned about in school</td>
</tr>
<tr>
<td>Advocacy</td>
<td>Supporting their peers in the learning community</td>
<td>Presenting reasoned arguments on behalf of others</td>
</tr>
<tr>
<td></td>
<td>Taking on the role of student representative in school</td>
<td>Being a part of a campaign for positive change</td>
</tr>
<tr>
<td>Social justice</td>
<td>Exploring issues of fairness from different perspectives</td>
<td></td>
</tr>
</tbody>
</table>
| Social entrepreneurship | **Home**<br>• Volunteering in response to community needs<br>• Being aware of, and inquiring into, challenges and opportunities in the local community that your family observes  
| **School**<br>• Designing, planning and developing models and solutions to address identified issues<br>• Initiating and maintaining projects that have a positive impact on the learning community  
| **Home**<br>• Planning and sharing models for solutions to problems in the community<br>• Joining with family members to support local and global projects and initiatives  
| **School**<br>• Considering and acting on factors that contribute to personal, social and physical health and well-being<br>• Engaging in responsible and sustainable consumption  
| **Home**<br>• Encourage family members to adopt more responsible and sustainable consumption at home (e.g. water usage, recycling, etc.)<br>• Reflect on the impact of family choices on local and global environments  

### Early Years

The Early Years in the PYP refer to student from three to six years old; at MIS, this is from EY1 through parts of P1.

We believe that the experiences during the early years lay the foundation for positive social and cognitive learning in future years. The PYP framework is designed to support the development of key cognitive and social-emotional abilities.

This IB image shows the central features of early years learning and each are detailed below.

![Early Years Image](image)
Play

Play is the primary driver for inquiry in the early years and reflects the holistic and authentic way in which children explore, grow and learn. Play involves choice, promotes agency and provides opportunities to inquire into important concepts and personal interests. Through play, learners develop approaches to learning (ATL) and the attributes of the IB learner profile.

Symbolic exploration and expression

Symbolic language forms (written and spoken language, visual arts, math, physical movement) allow early learners to explore the world and construct meaning. Early years learners spend significant time exploring these symbolic language forms which develop at significantly different rates among children. As part of symbolic exploration and expression, early learners may:

- play games
- pose problems and solve problems
- draw and mark-make
- count, pattern and sequence
- engage in rhymes, poems, songs and stories

Relationships

Strong relationships within early learning communities support student learning. All members of the community – students, parents, teachers – have a part to play in developing and promoting supportive relationships. At MIS, we create relationships that nurture a sense of belonging and establish an environment of trust where the agency of each learner is valued.

Learning spaces

MIS and the early years teachers carefully and intentionally design the early years learning spaces. These engaging spaces enrich each child’s learning experience. At MIS, outdoor spaces are vital to our programme where they explore, wonder, and discover. Therefore, early learning spaces:

- provide a safe and inclusive environment
- allow multiple activities to happen at once
- promotes students independently accessing materials and taking responsibility for the space
- support inquiry-based learning
- encourages collaboration
**Subject Specific Information**

The following are the subjects taught through the transdisciplinary nature of the PYP. We use the following icons for each of the subjects. Please see the descriptions below for each subject for further information.

![Diagram of subjects in the PYP](image)

**Language**

Language is fundamental to learning and permeates the entire PYP curriculum. By learning about language and learning through language, we develop an appreciation of the richness of language and a love of literature. Language is also a key factor in the development of international-mindedness and, as such, has a major role in a PYP classroom. The PYP classroom values and supports the home language and language of instruction while also providing access to other languages. Language is the major connecting element across the curriculum. All teachers are teachers of Language in the PYP.

Acknowledging that learning language is a developmental process, the Language Scope and Sequence is a developmental continuum to assist teachers in planning language learning experiences for students, and in monitoring students’ development throughout the primary years.

Language contains the following four strands:

<table>
<thead>
<tr>
<th>reading</th>
<th>writing</th>
<th>listening and speaking</th>
<th>viewing and presenting</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="reading" /></td>
<td><img src="image" alt="writing" /></td>
<td><img src="image" alt="listening and speaking" /></td>
<td><img src="image" alt="viewing and presenting" /></td>
</tr>
</tbody>
</table>
English Language Acquisition (ELA)

In Early Years, we believe that the total emersion approach is developmentally appropriate for them to acquire English. As the language of instruction at MIS is English, learners from P1 who do not speak English or who are not proficient in English attend ELA classes and are also supported in the homeroom.

A student will exit the ELA programme when they can participate more fully in the regular educational programme. The exit procedure is a combination of formal and informal assessments and observations. The decision is made in by a team comprised of: the ELA teacher(s), homeroom teaching team, PYP coordinator and the Primary Principal.

Language Acquisition

- **French** (*Français*)
- **Hindi** (*हिन्दी*)
- **Marathi** (*मराठी*)

A child in P1 or P2 who does not attend ELA will have Hindi sessions each rotation. From P3, a student who does not attend ELA will select to study either Hindi or French as an additional language. If your child requires Learning Skills support, we may use this additional language time to work with them on a specific curriculum area or skill. From 2022-23, all P1 to P3 students will have Marathi lessons.

All language acquisition lessons:
- Support students in understanding that languages are communication tools, and we use them as a part of our overall learning experience
- Value translanguaging
- Relate to student’s day-to-day lives and are relevant to their ages and interests

Mathematics

Mathematics in the PYP contains five strands. Below is a brief description of each strand.

<table>
<thead>
<tr>
<th>Number</th>
<th>Pattern and function</th>
<th>Data handling</th>
<th>Measurement</th>
<th>Shape and space</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ − ÷</td>
<td>Building blocks of algebra</td>
<td>Collecting, interpreting, display and analyse data</td>
<td>Compare, order and sequence objects and events</td>
<td>2D and 3D shape attributes</td>
</tr>
<tr>
<td>✔ ✖</td>
<td>Identifying patterns in numerals and symbols</td>
<td>Graphs (e.g. pictographs, tally marks, etc.)</td>
<td>Measure and describe objects and events; estimate</td>
<td>Symmetry</td>
</tr>
<tr>
<td>✔</td>
<td>Analyze patterns and rules for patterns</td>
<td>Probability</td>
<td>Measurement of length, mass, capacity, money, temperature and time</td>
<td>Direction and positional language</td>
</tr>
</tbody>
</table>

Through mathematics learning engagements, students explore problem solving, the language of mathematics and applying mathematical concepts to real-life situations. Whenever possible, mathematics is taught through the relevant, realistic contexts in the Units of Inquiry.
Play and exploration have a vital role in the learning and application of mathematical knowledge, particularly for younger students. Students will be actively involved in a range of activities that can be free or directed. In planning the learning environment and experiences, teachers consider that young learners may need to revisit areas and skills many times before understanding can be reached.

Science

Science is an integrated subject and taught through Units of Inquiry. Science provides opportunities for students to engage in scientific investigations by making accurate observations, handling tools, recording and comparing data, and formulating explanations using their own scientific experiences and those of others. Students will gain experience in testing their own assumptions and thinking critically about the perspectives of others in order to further develop their own ideas.

The knowledge component of science is arranged into the following four strands:

<table>
<thead>
<tr>
<th>Living things</th>
<th>Earth and space</th>
<th>Materials and matter</th>
<th>Forces and energy</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Glove" /></td>
<td><img src="image" alt="Planets" /></td>
<td><img src="image" alt="Bottle" /></td>
<td><img src="image" alt="Pendulum" /></td>
</tr>
</tbody>
</table>

Social Studies

Social studies is an integrated subject and taught through Units of Inquiry. Social studies allow students to explore intercultural understanding and respect for individuals and their values and traditions. In social studies, students explore how people: think, feel and act; how they interact with others; their beliefs and aspirations; the problems they have to face; how and where they live (or lived); how they interact with their environment; the work they do; and how they organize themselves.

The knowledge component of social studies is arranged into the following five strands:

<table>
<thead>
<tr>
<th>human systems and economic activities</th>
<th>social organization and culture</th>
<th>continuity and change through time</th>
<th>human and natural environments</th>
<th>resources and the environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="People" /></td>
<td><img src="image" alt="People" /></td>
<td><img src="image" alt="Hourglass" /></td>
<td><img src="image" alt="Tree" /></td>
<td><img src="image" alt="Trees" /></td>
</tr>
</tbody>
</table>

Personal, Social and Physical Education (PSPE)

In the PYP, this subject in our curriculum contains two subjects – Personal social education (PSE) and Physical education (PE).

Both subjects are concerned with the individual’s well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this well-being. Well-being is intrinsically linked to all aspects of a student’s experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle.
Both subjects focus on the following three strands. Below is a brief description of each strand.

<table>
<thead>
<tr>
<th>Identity</th>
<th>Interactions</th>
<th>Active living</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners explore:</td>
<td>Learners explore:</td>
<td>Learners explore:</td>
</tr>
<tr>
<td>• beliefs, values, attitudes, experiences</td>
<td>• how an individual interacts</td>
<td>• factors that contribute to</td>
</tr>
<tr>
<td>and feelings and how they shape us</td>
<td>with other people, other</td>
<td>developing and maintaining</td>
</tr>
<tr>
<td>• the impact of cultural</td>
<td>living things and the wider</td>
<td>a balanced, healthy lifestyle</td>
</tr>
<tr>
<td>influences</td>
<td>world</td>
<td>the importance of regular</td>
</tr>
<tr>
<td>• recognition of strengths,</td>
<td>behaviours, rights and</td>
<td>physical activity</td>
</tr>
<tr>
<td>limitations and challenges as</td>
<td>responsibilities of individuals</td>
<td>the body’s response to</td>
</tr>
<tr>
<td>well as the ability to cope</td>
<td>in their relationships with</td>
<td>exercise</td>
</tr>
<tr>
<td>successfully with situations</td>
<td>others, communities, society</td>
<td>developing basic motor skills</td>
</tr>
<tr>
<td>of change and adversity</td>
<td>and the world around them</td>
<td>developing the body’s</td>
</tr>
<tr>
<td>• concepts of self and feelings</td>
<td>awareness and understanding of similarities</td>
<td>potential for movement and</td>
</tr>
<tr>
<td>of self-worth</td>
<td>and differences</td>
<td>expression</td>
</tr>
<tr>
<td></td>
<td>appreciation of the environment and an</td>
<td>nutrition and causes and</td>
</tr>
<tr>
<td></td>
<td>understanding of similarities and</td>
<td>possible prevention of ill</td>
</tr>
<tr>
<td></td>
<td>commitment to, humankind’s</td>
<td>health</td>
</tr>
<tr>
<td></td>
<td>responsibility as custodians of the Earth</td>
<td>safety</td>
</tr>
<tr>
<td></td>
<td>for future generations</td>
<td>rights and the responsibilities we have to ourselves and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>others to promote well-being</td>
</tr>
<tr>
<td></td>
<td></td>
<td>making informed choices and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>evaluating consequences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>taking action for healthy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>living now and in the future</td>
</tr>
</tbody>
</table>

Personal Social Education (PSE)

All PYP teachers are responsible for PSE as all teachers monitor, plan for and facilitate the personal and social growth for our learners. The social emotional curriculum is led by our Counsellor in rotational lessons and is reinforced in all areas of the curriculum. PSE lessons focus particularly on the identity and interactions strands as outlined above.

Physical Education (PE)

MIS provides a balanced PE programme in line with the PYP. PE is seen as essential in developing balanced and active students. PE is taught through Units of Inquiry and regularly integrated through homeroom units; it is mainly focused on the active living strand. The PE curriculum includes the following five aspects and PE Units of Inquiry are based these areas. Swimming is part of individual pursuits and all MIS learners are expected to participate in this part of the curriculum.

<table>
<thead>
<tr>
<th>Individual pursuits</th>
<th>Movement composition</th>
<th>Games</th>
<th>Adventure challenge</th>
<th>Health-related fitness</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Swimming" /></td>
<td><img src="image" alt="Movement Composition" /></td>
<td><img src="image" alt="Games" /></td>
<td><img src="image" alt="Adventure Challenge" /></td>
<td><img src="image" alt="Health-related Fitness" /></td>
</tr>
</tbody>
</table>
Technology in the PYP

Fig. 1. Technology learning and teaching.

The role of technology in the PYP is to provide integrated support to the whole curriculum via meaningful integration. The Units of Inquiry develop many ICT areas of competence and skills, such as using the internet safely and effectively, researching, inquiring and presenting work electronically. There is also explicit teaching of both Digital Literacy and Digital Citizenship. We recommend parents to visit this site for more information about digital citizenship: https://www.commonsense.org/education/digital-citizenship. We also recommend that you set your own Family media agreements with your child/children at home. See Appendix 6.

Academic integrity is another key aspect and students learn to cite sources at an age-appropriate level. We use the Modern Language Association (MLA) citation style as a learning community.

We use technology:
- as a tool for inquiry
- a platform for communication between the school and the wider community
- a tool for reflection
- a tool for assessment
- a resource / research tool
- a tool to viewing and presenting learning
- a tool for entertainment

Specific devices

MIS uses a range of devices and technology tools to enhance learning. Specific devices are used at different grade levels. All devices stay at school and are not taken home. Students use the devices in a balanced approach with other hands-on activities and handwritten engagements.
- **EY1-3** – Students access shared iPads in the classroom
- **P1-2** – Each student is assigned an iPad
- **P3-5** – Each student is assigned a Chromebook

All students are responsible for handling the school devices with care and responsibility in line with the school’s acceptable use policy and the technology Essential Agreements (at Appendix 5) that we review at the beginning of each academic year.

The Arts

At MIS, the Arts consists of Visual Arts and Music. The PYP recognizes that learning in the Arts is a developmental process and that the phases through which a learner passes are not always linear or age related. Both subjects focus on two strands – creating and responding.
Visual Arts

Through Visual Arts Units of Inquiry, students are exposed to a broad range of experiences that illustrate the field of visual arts. They use a variety of tools, materials, media and techniques. Materials will be drawn from the child’s environment and students are introduced to a variety of media e.g. sand, leaves, flowers, playdough, water, crayons, paints. Gross motor activities that involve body parts and tactile exploration e.g. finger/foot painting will be included. Students will begin to think and behave like artists while developing a sensitivity to artistic works and appreciating art as a form of communication.

Students begin to appreciate the depth and breadth of the field by experiencing visual arts created by diverse artists—locally and globally, now and in the past, by women and men, and by people of different backgrounds. In visual arts, the role of a sketchbook is integral to this process. The sketchbook provides a space for students to take ownership of their learning, to creatively explore personal interests and to develop their own style.

Music

Through Music Units of Inquiry, students have opportunities to discover a broad range of music experiences including classifying and analysing sounds, composing, exploring body music, harmonizing, listening, playing instruments, singing, notation, reading music, song writing and recording. In creating, students use their imagination and musical experiences to organize sounds—natural and technological—into various forms that communicate specific ideas or moods. In responding, students are given the opportunity to respond to different styles of music, as well as to music from different times and cultures. Individually and collaboratively, students should have the opportunity to create and respond to music ideas.

Parents may be requested to provide an instrument at certain points in the curriculum and full details will be shared by the Music teacher, if required. One of the instruments requested in the past include the plastic descant (soprano).

Learning Skills Centre (LSC)/Student Support Team

MIS promotes inclusion which requires a high level of collaboration between all member of the learning community.

The Student Support Team (SST) consists of Socio-emotional Counsellors and Learning Support teachers. They work closely to support students on both ends of the spectrum (high ability and learning differences). Parents may approach the Primary Counsellor primarycounselor@misp.org directly if they have any social/emotional concerns for their child, they can also speak to homeroom teacher or the Primary Principal if they wish.

SST are responsible for conducting individual assessments such as classroom observation and the administration of both informal and standardized tests. The role of the Student Support Services Team includes the development of Student Support Plans (SSP). If external assessments are recommended then on receipt of the reports, an Individual Educational Plan (IEP) is developed. The student and parents are involved in the development of both SSPs and IEPs.
Assessment in the PYP

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through learning: the understanding of concepts, the acquisition of knowledge, the development of approaches to learning, the development of attitudes and promotion of action.

On-going, formative assessments are part of daily learning and helps teachers and students find out what the students already know in order to plan the next steps for learning. Assessments take many forms including rubrics, checklists, criteria and also include self- and peer-assessment.

These assessment practices help develop our students as assessment capable learners who take an informed and active role in their learning.

Assessment at MIS includes the following aspects that require active parent engagement throughout the academic year.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three-Way Conferences</td>
<td>Three-way conferences are designed to allow discussion of the student’s progress and areas for improvement. They are an opportunity to discuss the student’s goals and ways in which the teacher and parent can support the student in achieving these goals. The conversation is balanced between the parents, students and teacher.</td>
</tr>
<tr>
<td>Portfolios</td>
<td>Portfolios are a collection of student’s work that demonstrates their learning journey and achievements. It is constructed together with the teacher to highlight achievements and progress in learning. Parents can access and comment on the portfolio via an online platform.</td>
</tr>
<tr>
<td>Written Reports</td>
<td>A written report is sent digitally twice a year. It includes progress, performance and suggestions for next steps in learning. The written report includes the following subjects: Personal and Social, Units of Inquiry, Language, Mathematics, Music, Visual Arts and PE. The report for P1 to P5 includes a report on Hindi, French or ELA. P1-3 also have a Marathi report comment.</td>
</tr>
<tr>
<td>Student Led Conference</td>
<td>Student led conferences take place once a year towards the end of the academic year in all classes from EY1 to P4; P5 students share their final learning through the Exhibition. Students lead a discussion of their work and progress with their parents as a culminating celebration of their academic year.</td>
</tr>
</tbody>
</table>
Works Cited


---. “The Early Years in the PYP: Early Learning and Teaching.”


Note the images in the curriculum section were designed using official IB images by Maddy Kulkarni.
Bus Essential Agreements for PYP Students

1. We agree to wear our seatbelts on the bus.
2. We agree to sit at the front of the bus.
3. We agree not to access social media sites or YouTube on our phones or iPads.
4. We will stay seated when the bus is moving.
5. We agree to listen and respect the bus monitors and other adults on the bus.
6. If we want to eat on the bus, we will only eat dry food and not make a mess.
7. We will be responsible for our own litter and dispose it off at the front of the bus when disembarking.
8. We agree to allow the bus driver to drive safely, with concentration without disturbing them.
9. We use our indoor voice and respect others around us.
10. We support the bus monitors by offering translations to/from English to Hindi and Marathi and other languages as needed.

Name of Student: 
..........................................................................................................................

Signature of Student: 
..........................................................................................................................

Signature of Parent: 
..........................................................................................................................

Date: 
..............................................

Written by the PYP student council May 2015 and adapted in 2017 in response to their concerns and the concerns raised by the bus escorts, parents and primary students. This will be revised in 23-24 by the Primary Learner Leaders.
# APPENDIX 2
### School Calendar Academic Year 2023-24

<table>
<thead>
<tr>
<th>July 2023</th>
<th>August 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sun</strong></td>
<td><strong>Mon</strong></td>
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<td>1</td>
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<td>23</td>
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<td>29</td>
<td>30</td>
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</tbody>
</table>

- **27**: Academic leadership team joins
- **1-5**: HODs join
- **14**: First working day for learners
- **15**: Independence Day

### September 2023

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
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</tbody>
</table>

- **5**: PD Day for Teachers
- **19**: Garbati first day
- **25**: PD Day for Teachers

### October 2023

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
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- **2**: Gandhi Jayanthi
- **20**: End of Q1 (45)
- **24**: Dussehra

### November 2023

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- **12**: Diwali
- **11-19**: Fall Break

### December 2023

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- **22**: PD Day for teachers
- **23**: Long weekend

### January 2024

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- **19**: End of Q1 (45)
- **26**: Republic Day

### February 2024

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- **22**: PD Day for teachers
- **23**: Long weekend

### March 2024

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- **25**: Holi
- **28**: End of Q3 (45)
- **26**: Good Friday

### April 2024

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- **9**: Oudi Padwa
- **20**: Mar 7: April Spring Break
- **9/10**: Eid ul Fitr

### May 2024

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- **13**: Last working day for learners
- **14**: End of Q2 (62)
- **Teacher PD day (end of yr procedures)**

### June 2024

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### Key
- **New Staff inclusion**
- **Staff Orientation**
- **National Holidays**
- **National Holiday (Staff & Learners in for ceremony)**
- **School closed / Public holiday**
- **Staff PD**
# Day Rotation Calendar 2023-24

## School Calendar
### Academic Year 2023-24

**July 2023**
- 1-24: Regular school days
- 25-31: Graduation Day

**August 2023**
- 1-7: Regular school days
- 8-24: Regular school days

**September 2023**
- 1-7: Regular school days
- 8-14: Regular school days
- 15-21: Regular school days
- 22-28: Regular school days
- 29-30: Regular school days

**October 2023**
- 1-7: Regular school days
- 8-14: Regular school days
- 15-21: Regular school days
- 22-28: Regular school days
- 29-31: Regular school days

**November 2023**
- 1-7: Regular school days
- 8-14: Regular school days
- 15-21: Regular school days
- 22-28: Regular school days

**December 2023**
- 1-7: Regular school days
- 8-14: Regular school days
- 15-21: Regular school days
- 22-28: Regular school days

**January 2024**
- 1-7: Regular school days
- 8-14: Regular school days
- 15-21: Regular school days
- 22-28: Regular school days

**February 2024**
- 1-7: Regular school days
- 8-14: Regular school days
- 15-21: Regular school days
- 22-28: Regular school days

**March 2024**
- 1-7: Regular school days
- 8-14: Regular school days
- 15-21: Regular school days
- 22-28: Regular school days

**April 2024**
- 1-7: Regular school days
- 8-14: Regular school days
- 15-21: Regular school days
- 22-28: Regular school days

**May 2024**
- 1-7: Regular school days
- 8-14: Regular school days
- 15-21: Regular school days
- 22-28: Regular school days

**June 2024**
- 1-7: Regular school days
- 8-14: Regular school days
- 15-21: Regular school days
- 22-28: Regular school days

### Key Events
- **July 2023**
  - 1-24: Regular school days

- **August 2023**
  - 1-7: Regular school days
  - 8-24: Regular school days

- **September 2023**
  - 1-7: Regular school days
  - 8-14: Regular school days
  - 15-21: Regular school days
  - 22-28: Regular school days

- **October 2023**
  - 1-7: Regular school days
  - 8-24: Regular school days
  - 25-31: Regular school days

- **November 2023**
  - 1-7: Regular school days
  - 8-14: Regular school days
  - 15-21: Regular school days
  - 22-28: Regular school days

- **December 2023**
  - 1-7: Regular school days
  - 8-14: Regular school days
  - 15-21: Regular school days
  - 22-28: Regular school days

- **January 2024**
  - 1-7: Regular school days
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  - 15-21: Regular school days
  - 22-28: Regular school days

- **February 2024**
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  - 15-21: Regular school days
  - 22-28: Regular school days

- **March 2024**
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  - 8-14: Regular school days
  - 15-21: Regular school days
  - 22-28: Regular school days

- **April 2024**
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  - 8-14: Regular school days
  - 15-21: Regular school days
  - 22-28: Regular school days

- **May 2024**
  - 1-7: Regular school days
  - 8-14: Regular school days
  - 15-21: Regular school days
  - 22-28: Regular school days

- **June 2024**
  - 1-7: Regular school days
  - 8-14: Regular school days
  - 15-21: Regular school days
  - 22-28: Regular school days

### Key
- **New Staff induction**
- **Staff Orientation**
- **National Holidays**
- **National Holiday (Staff & Learners in for ceremony)**
- **School closed / Public holiday**
- **Staff PD**
The only formal home learning requirement for MIS primary students is reading every day, which varies by age level (see chart below). This can include: the student reading to an adult, an adult reading to a student or a student reading independently (or a combination of these). Particularly as students reach the upper primary years (PYP3-5), reading as home learning may involve reading or viewing videos accompanied by questions to consider as well as working on personal learning goals. Students might view/read the content and come ready to discuss and actively participate in learning engagements the next day in class.

This home learning requirement is based on a wide range of education research showing that reading:
- Has the single greatest impact on student achievement
- Expands vocabulary and broadens knowledge across all disciplines
- At least 20 minutes of reading every day in English and/or home language is linked to overall academic success

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading Requirement</th>
<th>Total Minutes</th>
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<tbody>
<tr>
<td>EY1</td>
<td>20 minutes parents reading to student per night; student to begin “reading” short amounts to adult</td>
<td>20 min</td>
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<tr>
<td>EY3</td>
<td>20 minutes adult reading to student per night; 5-10 minutes student co reading to adult per night</td>
<td>25 min</td>
</tr>
<tr>
<td>P1</td>
<td>15 minutes adult reading to student per night; 15 minutes student co reading with an adult per night</td>
<td>30 min</td>
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<tr>
<td>P2</td>
<td>30 minutes total time reading (including adult to student, student to adult, independent)</td>
<td>30 min</td>
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<tr>
<td>P3</td>
<td>40 minutes total time reading (including adult to student, student to adult, independent)</td>
<td>40 min</td>
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<td>P4</td>
<td>50 minutes total time reading (including adult to student, student to adult, independent)</td>
<td>50 min</td>
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<tr>
<td>P5</td>
<td>60 minutes total time reading (including adult to student, student to adult, independent)</td>
<td>60 min</td>
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*Exception: When a learning challenge has been identified, the Learning Skills Center (LSC), teacher and parent may create a plan to address specific learning needs. We will always ensure that our students’ learning needs are being met. In addition, during the PYP5 exhibition, students may be required to complete work on their exhibition at home.

Rationale
At MIS, students spend their day actively engaged in carefully constructed learning engagements that are rich, purposeful and deliver the Primary Years Programme (PYP) to a high standard. After school and on weekends, we believe a balanced approach in the students’ free time is important. We recommend that they spend their time playing, engaging with family and participating in unstructured activities driven by each child’s interest. These activities, alongside the required daily reading and sufficient sleep each night, will complement their school day. Engaging in active, creative and unstructured play as well as following their interests after school is a vital part of child development. There is limited evidence to show that traditional homework (worksheets, etc.) in the primary years has a positive impact on student learning. In fact, research supports various types of traditional homework can have a negative impact on learning as well as family interactions.

In support of this rational, research finds that:
- Physical, creative and unstructured play enhances student performance.
- The brain develops in childhood through active play and exercise.
- There is no conclusive evidence that homework increases standardized test scores or improves academic achievement in the primary years.

- Play fosters social development and persistence. Through play, children develop imagination, discover passions, and exercise choice in their activities.

### Responsibilities

In particular, we believe that home learning should encourage development of the following learner profile attributes of the International Baccalaureate (IB): balanced, reflective and knowledgeable.

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<tr>
<th></th>
<th>Balanced</th>
<th>Reflective</th>
<th>Knowledgeable</th>
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<tbody>
<tr>
<td><strong>Student</strong></td>
<td><em>We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others.</em></td>
<td><em>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</em></td>
<td><em>We develop and use conceptual understanding, exploring knowledge across a range of disciplines.</em></td>
</tr>
<tr>
<td></td>
<td>Play</td>
<td>Discuss your learning with your parents and ask them questions</td>
<td>Read every day outside of school (amount appropriate to age level)</td>
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<tr>
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<td>Balance screen and non-screen activities</td>
<td>Research your wonderings with the help of your parents</td>
<td>Follow your interests</td>
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<td>Read a range of books based on your interest and a balance of e-books and hard copy books</td>
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<td>Record your reading as outlined by your teacher</td>
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<td>Get enough sleep</td>
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<tr>
<td><strong>Parent</strong></td>
<td>Allow your child unstructured play time each day</td>
<td>Discuss your child’s learning with them</td>
<td>Read to your child every day in any language</td>
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<td>Balance your child’s screen time with non-screen time</td>
<td>Visit Seesaw to aid in this discussion and comment (optional)</td>
<td>Read the unit flyer for home learning suggested activities and try them</td>
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<td>Allow your child to pursue their own interests and support them</td>
<td>Answer your child’s questions and research together</td>
<td>Visit the library together</td>
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<td>Ensure your child has the recommended hours of sleep each night (PS 10-13 hours; PYP 9-12 hours)</td>
<td></td>
<td>Use the suggested links for home learning for math, literacy and inquiry that the teacher provides if and when needed</td>
</tr>
<tr>
<td><strong>Teacher</strong></td>
<td>Reinforce message of children reading and playing at home</td>
<td>Post key learning engagements (as per school guidelines) via Seesaw to allow students and parents to reflect on a child’s learning journey</td>
<td>Provide a list of suggested home learning engagements for each unit as part of the unit flyer</td>
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<td>Allow time to select an appropriate range of books based on interest, genre and reading level</td>
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<td>Provide a list of age-appropriate links for parents to explore with their child at the start of the year</td>
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<td>Check the reading log on a regular basis</td>
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</tbody>
</table>
References*


Some schools are abolishing homework in favor of reading, and that’s a good thing. (2017) Retrieved from http://bigthink.com/design-for-good/why-reading-to-a-kid-about-anything-is-better-than-homework


*Please note this is a selection of the research reviewed in order to write the policy.

Prepared by the Homework Working Group, March 2018
MAHINDRA INTERNATIONAL SCHOOL

Mutual Respect Policy

A positive, collaborative, working relationship between the School and a student’s parents/guardians is essential to the fulfilment of the School’s Mission. One of the Parameters of that Mission is that the School does not tolerate behaviour that is detrimental to the safety, integrity, or dignity of any individual or group. Therefore, the School reserves the right to exclude any person if it concludes that the actions of the individual (staff, student, parent/guardian) make such a relationship impossible or otherwise seriously interfere with the School’s accomplishment of its educational purposes.

5th August, 2013
APPENDIX 5
EdTech Essential Agreements

PRIMARY SCHOOL

Preschool

When we take an iPad...

- We use two hands - 1, 2 hands!
- We listen to them - Listen to them!* 
- We take turns - We take turns!
- We keep it safe - Keep it safe!

*Them (pointing at the Teacher and Teacher Assistant).

PYP1-2

- Be gentle and responsible with the iPad
- Hold the iPad with two hands
- Follow the instructions (given by teachers)
- Respect yourself and others when using your iPad
- Share your iPad when needed
- Close the apps when not using your iPad

Follow the Digital Citizenship poster.

PYP3-4-5

- Be gentle and responsible with your Chromebook
- Hold the Chromebook with two hands
- Follow the instructions (given by teachers)
- Respect yourself and others when using your Chromebook
- Be ready to share & collaborate on your Chromebook
- Keep your password private
- Cite your sources [https://elementary.oslis.org/cite-sources/mla-elementary-citation](https://elementary.oslis.org/cite-sources/mla-elementary-citation)

Follow the Digital Citizenship poster.

SECONDARY SCHOOL

MYP/DP (Video)

Expectations about the devices:

- Bring your own laptop everyday along with the charger (an iPad is not an appropriate device in Secondary school at MBIS), as per the specifications circulated by Secondary:

Hardware:

Minimal technical requirements for Windows laptops:

- Processor 2.2 GHz (Intel/AMD) with 64 bit compatibility mode support
- 4-8 Gigabyte RAM (minimum)
- 300 GB Hard drive or better (Solid State drive for better performance)
- Portable Hard Drive for work file backup
- Wireless LAN 802.11b/g/n/ac, supports WPA2 Authentication (most recent hardware should support it)
- The laptop hardware should support Windows 7 or above
- Worldwide/India service, parts, and labor warranty
- A licensed version of antivirus should be installed

**Technical Requirements for Macintosh users:**
- Any MacBook
- A licensed version of antivirus should be installed

Macintosh users can be connected to the system and will be able to use online resources without any issue.

- Following the code of conduct, “mobile phones may be brought to school, but they have to be in “switched off” mode. They may only be used in the reception area at the end of school, unless when asked by a teacher to switch them on for an educational purpose.”

<table>
<thead>
<tr>
<th>Digital Citizenship Topics</th>
<th>Essential Agreements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Privacy and Security</td>
<td>Sign in to your school’s Google Apps for Education Account on Chrome (@mbis.org) in order to have the extensions, apps and add-ons we push to you and have safe search. Incognito mode is not acceptable.</td>
</tr>
<tr>
<td></td>
<td>Protect yourself: lock your system when not using it or logout/sign out. Do not share your usernames or passwords.</td>
</tr>
<tr>
<td></td>
<td>Create a strong password with letters, digits and special characters.</td>
</tr>
<tr>
<td></td>
<td>Manage your private information. You do not need to remember ALL your passwords. Use the Chrome settings to manage your passwords.</td>
</tr>
<tr>
<td></td>
<td>Do not sign up for websites, newsletters or download softwares using private information.</td>
</tr>
<tr>
<td>Digital Footprint and Reputation</td>
<td>Respect your privacy and others’ privacy</td>
</tr>
<tr>
<td></td>
<td>Social media are not allowed at school except for special projects supervised by teachers, (and granted by the Secondary Principal) and age appropriate (we must comply with the law, mostly no use of social media below 13 years old)</td>
</tr>
<tr>
<td></td>
<td>The digital world is permanent, think before posting online</td>
</tr>
<tr>
<td></td>
<td>Leave a creative and positive footprint: if you are using social media online (as part of a school project supervised by teachers) share your work and make a positive impact. Always think about your future: getting into college, getting a job and the print you leave online when people google you.</td>
</tr>
<tr>
<td>Self-Image and Identity</td>
<td>Present yourself as you are while being online.</td>
</tr>
<tr>
<td></td>
<td>Develop an identity that follows the IB Learner Profile and our School’s mission.</td>
</tr>
<tr>
<td></td>
<td>Follow the profile image criteria of MBIS when you need to upload a profile picture of you on an official school platform:</td>
</tr>
<tr>
<td></td>
<td>- a current photo where we can identify the person (not a photo of someone else, not a photo from far away),</td>
</tr>
<tr>
<td></td>
<td>- the person is alone on the photo (no one else, even in the background),</td>
</tr>
<tr>
<td></td>
<td>- a formal or semi-formal picture (no sunglasses please, formal/semi-formal, no &quot;fun&quot; picture and no special effects or added elements),</td>
</tr>
<tr>
<td></td>
<td>- not a photo of &quot;something&quot; or a image taken from the internet.</td>
</tr>
<tr>
<td>Creative Credit and Copyright</td>
<td>Do not “Copy-paste” unless you use quotation marks and give credits to the author(s)</td>
</tr>
<tr>
<td></td>
<td>Give credit to others‘ ideas even when you paraphrase</td>
</tr>
<tr>
<td></td>
<td>Instead of “consuming”, try to create your own content, develop your own ideas and perhaps publish content as part of a project on Creative commons</td>
</tr>
</tbody>
</table>
Use the MLA 8th edition to make citations (on Word, use the citation tool, or else, use OWE to guide you) or use: https://secondary.oslis.org/cite-sources/mla-secondary-citation

When taking an image from the internet, on Google Image, select “search tools” and “labelled for reuse”. You still need to give credit to that image (use the link of the image)

You should make use of Creative Commons resources when reusing, creating and publishing: https://search.creativecommons.org/

Be aware that teachers check your Turnitin originality report to verify you have cited your sources when submitting assignments on ManageBac.

- Listen to instructions (given by teachers). 3 modes: device closed, crocodile/alligator/semi-closed mode and working mode (opened device).
- Respect yourself and others in using technology and the internet. Any misbehaviour such as invasion of privacy (ex: taking picture/videos of students or staff without consent), abuse, defamation, harassment or threatening communications are subjects to serious consequences by the Head of school and beyond if necessary.
- Build and strengthen positive online communication.
- Greet people when writing emails, use proper punctuation and etiquette (avoid all CAPS words), be respectful and expect the same in return.
- Use the Chat feature and the tech tools (google doc, google slides, padlet, etc.) appropriately.

When searching online, make sure your source of information is accurate and relevant

Use Webpath Express on Destiny (curated and vetted by educators): https://mbis.follettdestiny.com/common/welcome.jsp?context=saas38_8506201

Prefer using advanced search or operators (site:.edu, .gov), use Google Scholar. Do not assume some websites are accurate because they are famous. Use the acronym “C.R.A.P” (Currency, Relevance/Reliability, Authority, Purpose) to guide you in thinking critically about your digital sources.

Make use of the Library resources, Destiny and the Media Specialists in your research.

Find out from your teachers what might be relevant sources for each subject.

We expect the same behaviour offline and online: respect yourself and others. Any form of bullying is unacceptable and is subject to serious consequences by the Head of School and beyond if necessary.

Be an upstander: take an active role in supporting others on the spot or in a delayed manner by informing a trusted adult (a teacher to escalate the case) if they are impacted by cyberbullying, build a positive culture in our school and raise awareness to stop cyberbullying.

You can always reach out to the counsellor(s) for help.

Use the Chrome browser and sign in to your Google Apps for Education Account.

Your system administrator ensures that you are protected by using firewalls and blocking certain websites.

Use the bandwidth responsibly so everyone can work normally at school: Understand that we cannot download files which are not related to your learning and that you cannot download large files. Students are not allowed to download games, movies, etc. using the school wifi. Finally, students are not allowed to use any type of online proxy and VPN services to access restricted websites and applications.
MIS has adapted and adopted the Family Media Agreement from Common Sense Education in order to further support families in developing a dialogue with their child/ren on their use of digital media at home.

We hope that this agreement template provides an opportunity for legal guardians to discuss different aspects of digital citizenship:

- Self-Image & Identity
- Relationships & Communication
- Digital Footprint & Reputation
- Cyberbullying & Digital Drama
- Information Literacy
- Internet Safety
- Privacy & Security
- Creative Credit & Copyright

To know more about MIS:

- Technology Use, refer to: https://www.mbis.org/technology/
- EdTech Vision, refer to: https://www.mbis.org/mbis-edtech-vision/
- Digital Citizenship actions, refer to: https://www.mbis.org/embed-digital-citizenship-mbis/

Through this media agreement, we strive to encourage our learning community to model the IB Learner Profile “balance”:

“We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.”

Reference:
Common Sense Education 2014, Family Agreement, accessed 10 August 2017,
International Baccalaureate 2017, IB Learner Profile, accessed 10 August 2017,

Customizable Device Contract

Things to keep in mind...
Before creating a family contract about your child’s personal or school-issued device, talk about how the device will be used at home. Use the suggested guidelines below to help make sure that you and your child are on the same page. Then use the customizable form to outline your agreed-upon expectations.

Where, When, & How Long?

- **Decide where you’re comfortable having your child use the device.** Can they only use it in family spaces, like a family room or kitchen? Can they bring it into their bedroom or the bathroom? Can they use it at the dinner table?
- **Consider the difference between using a device for homework and using it for entertainment.** Your child’s school may have specific policies for what a device is to be used for and by whom (e.g., no siblings!).
- **Talk about what it means to “balance” time spent with technology, media, and other activities.** What are some steps your family can take to balance screen time with face-to-face time? Do you want...
to make the dinner table a device-free zone, in which no family member (not even the adults) may use a cell phone, tablet, or computer? Do you want to set a curfew for when devices need to be shut off?

Checking In
- **Explain that as the parent or caregiver, part of your job is to guide them.** Identify ways to maintain open, honest communication with your children about their device.
- **Discuss how you'll monitor the device.** Do you want to check up on your child’s activity? If so, how? Will you ask your child to give you access to emails, texts, and IMs? Will you review his or her search history (which can be deleted) from time to time?
- **Talk with your child about the kinds of apps they'll be using and accounts they’ll have.** Ask them to show you their favourites, as well as the ones they use most. How do they work? What’s so cool about them? How do these tools support their learning?

Privacy Settings
- **Practice creating a strong password together.** Use at least eight characters (mixing letters, numbers, and symbols) and avoid including any private information such as names, addresses, birth dates, etc. Remember to have your child write down usernames and passwords and keep the information stored in a safe place.
- **Discuss the importance of not sharing passwords with others,** and decide whether parents should be an exception to the rule. One idea is to have children create their own passwords but then keep them accessible to parents in a sealed envelope for emergencies.
- **Review privacy policies and privacy settings together.** Make sure your children understand what private and personal information companies may or may not be collecting. Decide how public or private an audience you all are comfortable with when it comes to sharing and posting.

Care & Maintenance
- **Discuss what you consider to be responsible care and maintenance of what are often expensive tools.** Where will the device be stored and charged at home? Why is it important to treat the device gently and not shove it into a backpack?
- **Outline the responsibility factor.** Discuss what will happen and who’s responsible if the device gets stolen, lost, or broken — even if by accident.

Communicating Responsibly Online
- **Talk about the difference between using the device to communicate with classmates for school-related work and using it for hanging out or goofing off with friends.** What are the school’s guidelines for appropriate use? How will you enforce similar expectations at home?
- **Discuss your family rules for social networking and messaging** – with people they know, sort of know, or don’t know at all. What does it mean to be respectful to and respected by others? What does that look like? Use this as a springboard for a discussion about cyberbullying, privacy, and safety.

Our Contract
This contract outlines my family’s expectations for using my device at home. We agreed upon…

**Where, When, & How Long**
We talked about what it means to use the device appropriately and respectfully at home. We agree to:
Checking In
We talked about how we, as a family, will stay involved in how the device is used and what it’s used for. We agree to:

Privacy Settings
We talked about what kinds of accounts I’ll have and how I can best protect my private information. We agree to:

Care & Maintenance
We talked what it means to take good care of my device at home, and what might happen if it’s broken, stolen, or lost. We agree to:

Communicating Responsibly Online
We talked about the different ways I might communicate with other people using my device, and what safe, responsible, and respectful communication looks like. We agree to:

x  signed by me

x  signed by my parent or caregiver