



Secondary School

Student-Parent Handbook

Updated: September 2020, August 2022, August 2023, August 2024, August 2025

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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.

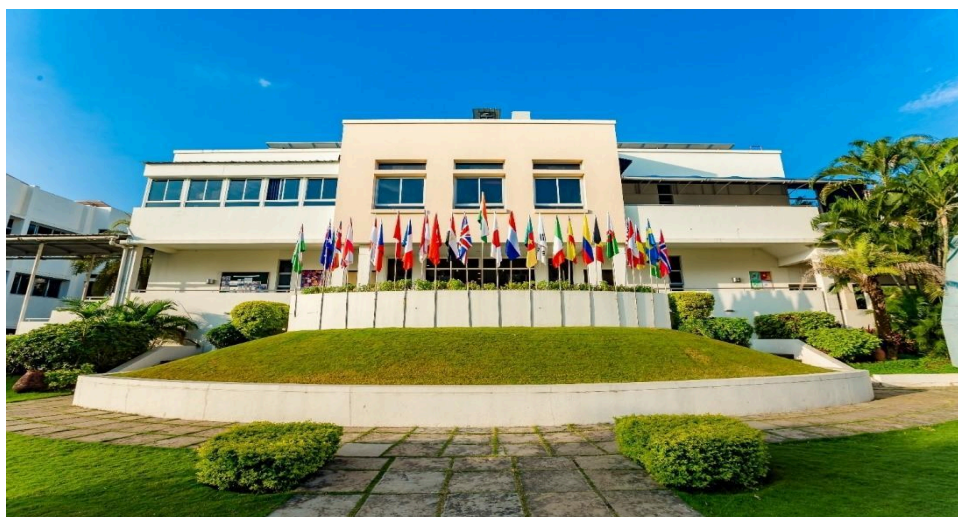
School History

Founded in 1998 under the name, Mercedes-Benz International School, Mahindra International School (MIS) provides students a learner-focused, rigorous and balanced education which draws on the best pedagogical methods in international practice, including an emphasis on inquiry. Learning is focused on knowledge, skills as well as attitudes. We are very proud to be India's first three-programme International Baccalaureate (IB) World School.

We have earned a strong reputation in India and abroad for our excellent teaching practice, outstanding results, and deep sense of community. We enjoy a legacy of high-quality education that will continue as we move into the future. We value our status as a Council of International Schools (CIS) and a New England Association of Schools and Colleges (NEASC) Accredited School.

As we look to the future, we envision MIS as an empowered, innovative and agile community of learners who achieve and contribute positively within and beyond the school. We value the advantages of being a small school with a family feel where we know each other and have a strong sense of community. We view the partnership of teachers and parents as key to the success of all learners.

In 2019, the school undertook a change of name, to Mahindra International School, and a change of membership of the Managing Committee of the Trust. Notwithstanding these changes, there has remained a strong commitment to the founding ethos of the school. Fundamentally the not-for-profit status and the nature of the Trust has not changed. The MIS team looks forward to the upcoming decades of success. This year, we are very excited to celebrate the school's 25th anniversary.



Secondary Staff Directory

Secondary Staff -2025-2026			
Sr.no	Staff Name	Department	Email
1	Amos Muithya	Language & Literature – World Literature	amos.muithya@misp.org
2	Elvis Mathew	Language & Literature	elvis.mathew@misp.org
3	Jonathan Roberts	Language & Literature - HOD	jonathan.roberts@misp.org
4	Tulika Bhattacharya	Language & Literature	tulika.bhattacharya@misp.org
1	Hong Lee	Language Acquisition - Korean	hong.lee@misp.org
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3	Rafael Pernia	Language Acquisition - Spanish	rafael.pernia@misp.org
4	Meghali Randive	Language Acquisition - German	meghali.randive@misp.org
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8	Sunita Malekar	Secondary School Librarian/ Language Acquisition - Marathi	sunita.malekar@misp.org
9	Taskeen Sheikh	Language Acquisition - ELA - HOD	taskeen.sheikh@misp.org
1	Peter Clinton	Individuals & Societies, TOK Coordinator	peter.clinton@misp.org
2	Rosy Dias	Individuals & Societies	rosy.dias@misp.org
3	Rohit Phalke	Individuals & Societies	rohit.phalke@misp.org
4	Shraddha Deshpande	Psychology	shraddha.deshpande@misp.org

5	Sweta Roy Choudhury	Individuals & Societies (Business and Economics) HOD	swetaroy.choudhury@misp.org
1	Dipa Sarkar	Science-Biology - HOD, PP Coordinator	dipa.sarkar@misp.org
2	Maya Gurung	Science - ESS, CAS Coordinator	maya.gurung@misp.org
3	Khushbu Singh	Science - Chemistry	khushbu.singh@misp.org
4	Rodgers Luvizu	Science, Service as Action Coordinator	rodgers.luvizu@misp.org
5	Vinod Chacko	Science Physics, EE Coordinator	vinod.chacko@misp.org
1	Alice J Luu	Mathematics Analysis & Approaches (AA)	alice.luu@misp.org
2	Kamlesh Shukla	Mathematics Analysis & Approaches (AA) - HOD	kamlesh.shukla@misp.org
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4	Vineet Sharma	Mathematics Application And Interpretation (AI)	vineet.sharma@misp.org
1	Debayan Chakraborty	Arts - Drama	debayan.chakraborty@misp.org
2	Joseph Coburn	Arts - VA	joseph.coburn@misp.org
3	Samuel Amissah	Arts - Music - HOD	samuel.amissah@misp.org
1	Arif Shaikh	Design, Pamoja SBC	arif.shaikh@misp.org
2	Regina Kuruthukulangara	Design	regina.kuruthukulangara@misp.org
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2	Siddhant Pathak	PHE - HOD	siddhant.pathak@misp.org

1	Megha Sharma	Secondary School Counselor (MYP3 to DP2)	megha.sharma@misp.org
2	Sandra Fonseca	Secondary Learning Support (MYP4 to MYP5) & Counseling (MYP1 and MYP2) - HOD	sandra.fonseca@misp.org
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1	Sourabh Inamdar	College Counselor	sourabh.inamdar@misp.org
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5	Francis Fernandes	Secondary Office Manager (MYP/DP), CCA In-Charge	francis.fernandes@misp.org
1	Amol Sawant	Design Lab Asst.	amol.sawant@misp.org
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School Philosophy

Holistic Education

A programme of holistic education is child-centered and empowers students to think differently, creatively and reflectively. Holistic education aims to encompass all aspects of personal learning and growth and emphasizes the interconnections between the subject domains, between individuals and their peer groups and communities and between the individual and the world around them.

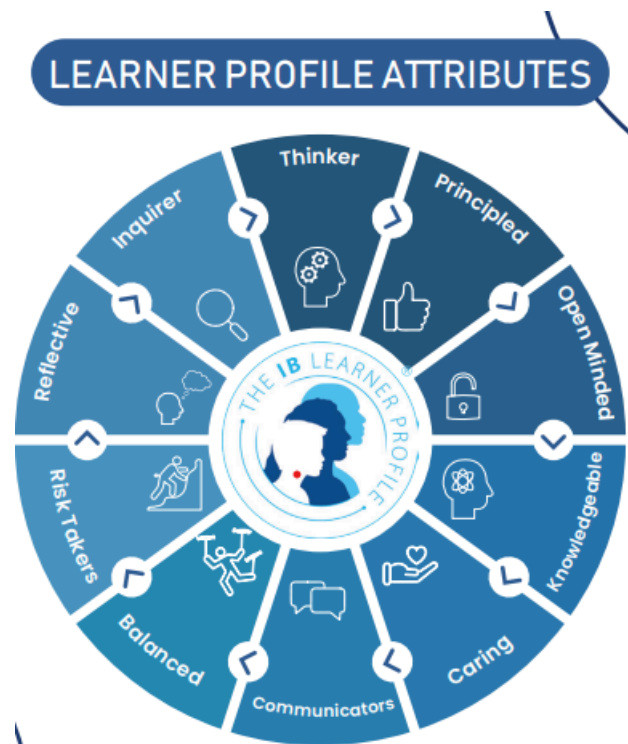
- Holistic education nurtures the broad development of the students and focuses on their intellectual, emotional, social, physical, creative or intuitive, aesthetic and spiritual potential
- It promotes the importance of relationships at all levels within a learning community in which the educator and student work together in an open and collaborative relationship.
- There is an emphasis on life experience and learning beyond the confines of the classroom and the formal educational environment towards education as growth, discovery and a broadening of horizons. It encourages a desire to elicit meaning and understanding and to engage with the world.
- The approach empowers learners to examine critically the cultural, moral and political contexts of their lives. It leads learners towards actively challenging and changing cultural values to meet human needs.

(Hare, 2010)

An IB World School

Mahindra International School has had a strong history with the International Baccalaureate Organization and with international accreditation. We have been committed to being a three-programme IB School since inception. After initial authorization to offer the IB Primary Years (PYP) and Middle Years (MYP) Programmes in 1999, only 1 year after the school opened, the school quickly began the process of becoming further accredited. In 2005, the school earned our first CIS accreditation for education from Pre-Kindergarten (PK) – Grade 10. In 2009, we were awarded accreditation with NEASC for those same grades. In 2010, we participated in our first synchronized evaluation and accreditation, earning full accreditation (PK to IB Diploma Year 2 or Grade 12) from CIS, NEASC and all three IB programmes (4th Evaluation), and became the only school in India to be accredited by these three associations. The school is very proud to have been a leader in India in both IB education and full accreditation. We do not offer other parallel curriculum pathways; our school curriculum is entirely IB.

IB Learner Profile



We develop the ten traits of the IB Learner Profile in our community. These traits or attributes describe a successful learner, and we understand that all community members are on a journey of developing these traits in their learning process. The IB

Learner Profile represents one of our key aspects of our guiding statements and helps us understand how we become better learners.

As IB learners, we strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Risk-takers
- Balanced
- Reflective

Diversity, Equity, and Inclusion Statement

The Mahindra International School Community is committed to principles of Diversity, Equity, Inclusion and Social Justice within our community and extends these principles to include faculty, administration, students, parents, and outsourced staff.

We understand **Diversity** to be the presence of ‘difference’ and recognize difference to include aspects of identity such as race, colour, national origin, nationality, age, disability, neuro-diversity, sex, gender identity, religion, political beliefs, socio-economic status, marital status or sexual orientation. We will not discriminate based on any of these differences. We also understand diversity to include the individual identities that are formed from our family histories, our personal experiences and our own ‘stories’. At MIS, Celebrating Diversity is a cornerstone of our school ethos as expressed in our Mission Statement. Every individual in our community contributes to our diversity.

We embrace the importance of **Equity** where individuals have access to opportunities regardless of difference and can achieve individual success. Promoting equity is not about treating everyone in the same way (equally), but about recognizing that everyone’s needs are met in different ways. Creating an equitable community means that individuals have the tools and support they need to access opportunities.

We are an **Inclusive** community, seeking to create an environment where individuals are welcomed, supported and valued. We wish to make our community a place where all members can thrive and where we understand that ‘other people with their differences, can also be right’ (IB Mission Statement). We each have the responsibility

to act in inclusive ways, providing opportunities where all individuals are empowered to engage and contribute.

We understand that each of us has a role to play to take positive action as an advocate for a just society. Working for **Social Justice** helps overcome stigma and promotes mutual respect and understanding.

We seek to educate in a way where these principles are embodied in our actions within and beyond the school.

Community Expectation

A positive, collaborative, understanding relationship between all community members including staff, students, parents and visitors is essential to the fulfillment of the School's Mission and the values expressed in this Diversity Statement. The School does not tolerate behavior 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 make such a relationship impossible or otherwise seriously interfere with the School's accomplishment of our commitments described in this document.

Internationalism

Appreciation for diversity is one of our core values and is expressed through our Mission Statement (**Celebrate Diversity**) and is important in our day-to-day learning. On the surface, we might think that our different nationalities are manifestations of our diversity, and this does indeed enhance our learning.

As a community, we recognize and value the ways in which we define our identity and the actions that arise from that identity. We are a community of diverse beliefs, experiences and perspectives, and yet we see our role in international education within the context of global citizenship. We recognize that actions guided by principles of self-determination, humanitarianism and life-long learning are engendered by these concepts.

We have described our appreciation and value of diversity through the following guiding statements:

- *Become self-aware and reflective in order to appreciate that we often view the world and judge the actions of others through the lens of our own culture.*

- *Understand that others may view the same events and behaviours in a very different way and developing an awareness of the difference between a specific cultural perspective and a human commonality.*
- *Appreciate that language is an essential part of culture and that learning one goes hand in hand with learning the other.*
- *Embrace difference, become open-minded and curious about other cultures and peoples.*
- *Understand what may be considered 'right', 'normal' or 'common sense' in one culture may not be seen in the same way in another culture.*
- *Become aware that the visible differences between people of distinct cultures are just the "tip of the iceberg", and that important variances in areas like beliefs, attitudes, expectations, norms and roles lie beneath the surface and are often 'invisible' at first glance.*
- *Recognize that fundamental rights and human commonality include the respect for human dignity regardless of race, gender, culture, sexuality and religion apply universally. Develop the courage to defend these principles.*

These beliefs inform our learning experiences (***Inspire Learning***) in concrete ways. We seek to empower learners to be open-minded and take action to contribute positively in a complex world. They do this by inquiring into substantive issues that grapple with issues like human rights, development, democracy, right to information, environment, sustainability, peace & and conflict, and natural & human systems. Considering these topics through a lens of varied perspectives allows us to understand that 'other people, with their differences, can also be right' (International Baccalaureate Organization).

As we explore learning through diverse perspectives, we generate shared understandings that are enhanced through language including new languages, shared languages and our mother tongues. Communication becomes a key tool in understanding our own identity and our role in the community. Responsibility (***Foster Responsibility***) is enhanced by concepts of citizenship and service. We hope to create learners who develop respect for the diversity of beliefs and values, and who engage in inquiry and debate within the bounds of courtesy, sensitivity and regard.

About the School



Faculty and Staff

The school faculty consists of 38 educators from a range of nationalities and backgrounds. The faculty includes full-time positions for learning support, social-emotional counseling and college counseling. The majority of our faculty hold advanced degrees, including university degrees in their subject specialties, as well as degrees or qualifications in teaching. We maintain up to date IB training for all our educators. Our academic faculty is deeply committed to the IB ethos, to the school philosophy and to *Inspire Learning* for all students. A good fraction of our Secondary teachers are also registered and trained IB examiners.

In addition to the academic faculty, we are supported by a range of administrative staff who help keep the school running smoothly.

Facilities

MIS has an attractive campus that caters to the needs of a growing student cohort requiring a world-class international education. We have purpose-built facilities that are central for the delivery of the curriculum along with other services that support the

needs of both students and staff. In addition to the physical buildings, the school provides a robust technology infrastructure for learning.

One of the highlights of our campus is the swimming pool which is accessible to both primary and secondary students under strict supervision. School has provided a lifeguard at the swimming pool who will be supervising students of all ages and no swimming takes place without the presence of the lifeguard.

Mahindra International School maintains a drug, smoke and alcohol-free campus. No alcohol, drugs, tobacco or smoking-related devices of any kind may be used by any person within its environment.

Library and Media Centre

The Secondary Library at Mahindra International School serves as the hub of learning for the school. The library staff curates a diverse collection of print and electronic resources for academic and personal interests of the school community. The collection aims to mirror the diversity of our student body and provide a diverse range of resources from local and global cultures. The library is generally open for student use from 7:45 to 15:45 Monday to Friday and electronic resources are accessible outside of school hours. Parents are welcome and encouraged to visit the library and use its resources as well. Our librarian collaborates with subject teachers to curate unit-related information sources and to deliver instruction in information and research literacy skills. They provide support for the MYP Personal Project and DP Extended Essay. Our library's digital collection and research database has expanded significantly in the last two years

Catering

MIS has a clean and well-equipped cafeteria. The catering services are contracted to **Sodexo**. Food is prepared at the school premises using quality ingredients under the most hygienic conditions. The menu includes continental and Indian meals including vegetarian and non-vegetarian options. Fruits and desserts are also served. Food is available to students and staff at a reasonable cost which is billed separately from tuition fees. If a student has a serious food allergy, they should carefully read the signs before selecting food.

Transportation

The school operates a fleet of school buses a pool of cars. The safety of all riders is a priority and safety protocols are observed at all times. Supervision on all school vehicles

includes an adult safety monitor who supports the driver in ensuring all safety protocols are adhered to, including the wearing of seat belts. Buses are equipped with CCTV cameras and GPS tracking systems. Students must swipe their ID cards when boarding and disembarking the bus to ensure accurate data on ridership. Parents are provided with an app which provides information on any delays and the route maps.

Resources, Photocopying & Printing

Appropriate resources are available in classrooms for day-to-day learning processes. The school provides all necessary learning references and basic stationary items to students. Students are expected to bring their own laptop, charger, backpack and pencil case on a daily basis.

Limited black-and-white printing can be done by students in the library at designated printing ports. Students must seek permission from staff before printing or photocopying in colour. Printing of student homework and projects should be done from home. The submission of soft copies of assignments is encouraged to foster an e-friendly environment. All users are required to be aware of copyrights before printing or photocopying.

Telephone

Students, with permission from a member of staff, may use the school phone at the reception to call their parents in case of an emergency. It should not be used to arrange social events after school or to ask for anything that has been forgotten to be brought to school. Students should only make phone calls during the break times. Calls during lessons are not permitted

Student Safety and Wellbeing

Safety, Security and Emergency Procedures

The School contracts with **Afexco** for security services and our security team are mainly longstanding contracted employees who are well-known on campus.

All visitors to the school must sign in at the security gate and display the security pass at all times around the campus. They will be asked to sign the visitors' book before they leave and surrender the visitor's pass at the gate upon leaving. Visitors to the campus will also be required to use the marked "Visitors" washrooms and not the "Student" washrooms on campus. Visitors' washrooms are clearly labeled.

The school has detailed **emergency procedures** for fire or any other type of emergency which include routines for both on-site and off-site evacuation as well as hold-fast lockdown. We regularly practice these drills so that all students and staff are aware of the procedures and can execute them easily in case of an actual emergency. All parents or visitors on campus must comply with any emergency drill or actual event. Someone will be on-hand to direct you. Full details are described in the *Emergency Procedures Handbook*.

Medical care and first aid

Most school employees are trained in first-aid and first-aid refresher courses are offered regularly to staff members. Cuts and scrapes can be dealt with in the appropriate way from the first-aid cabinet in the medical room, as well as from first-aid boxes positioned at strategic places across the school. Medicines, such as aspirin, will not be administered without parental permission.

If a student feels unwell during the day, the student should seek permission to go to the medical room from the class teacher or homeroom teacher. In the medical room, the school Nurse or School Doctor will assess the situation. If it is decided the student should be sent home, the student's parents will be contacted and arrangements made accordingly.

Secondary school students need an "Exit Pass" from the Secondary School Principal or Coordinators if they are to leave school with parental permission due to ill health.

Social-Emotional Counseling and Students Well-being

We understand that the emotional well-being of learners is key in their academic and social success. The adolescent years bring a whole range of challenges and are a time of rapid change for young people. This can be challenging for families to navigate as well.

Social-emotional counseling services are available in the Secondary School by a trained counselor. Individual, family, and small-group counseling interventions may be used depending on students' needs. There is an active programme in place through the MYP 'Core' Advisory curriculum where important skills and knowledge are developed to support student well-being.

The school maintains membership to the International School Counseling Association (ISCA) and uses the ISCA 'Model' as a guide to effective school counseling programme development.

Academic Review and Support Process

Student academic progress is tracked regularly through our system of four reporting periods (Interim 1, Semester 1, Interim 2, Semester 2) as well as through referrals brought by any concerned party – student, parent, teacher, or coordinator. Interventions are designed on a three-tier system.

	Target group	Instruction	Person Responsible	Delivery of instructions
Tier 1	All students.	Core instructional practices that are research-based and aligned with the standards of the curriculum.	Subject teacher.	Regular classes.
Tier 2	Students who are at risk and struggling to meet expectations in a specific subject area.	Core + Supplemental instructions and specific targeted differentiation strategies are implemented in areas to improve student achievement.	Subject teacher. Learning Support teachers may be consulted for strategies. Parents are informed about this additional support.	Individual or group.
Tier 3	The student continues to experience challenges to meet subject-specific expectations despite supplemental instructional support.	Core + Supplemental instructions + Intensive support is provided by identifying the child's strengths and challenges.	Learning Support teacher Subject teacher Counselor Parent involvement is mandatory.	Individual or a group of 2/3 Outside professional support may be recommended.

We understand that parents are key partners in supporting student success and they will be informed at each stage of the support process. Students at risk of not meeting graduation requirements will receive formal “Academic Concern” letters, clearly outlining the parameters for grade-level or programme progression.

Extra Help and Support

Some teachers will schedule formal extra help sessions and encourage their students to attend. At other times, it will be necessary for students to make prior arrangements with their teachers for such assistance.

Parents may arrange for private out-of-school tutors, but this is generally discouraged as the style and content of the IB programmes is different from the national curriculum and their educational methods. Teachers are not allowed to tutor any MIS students.

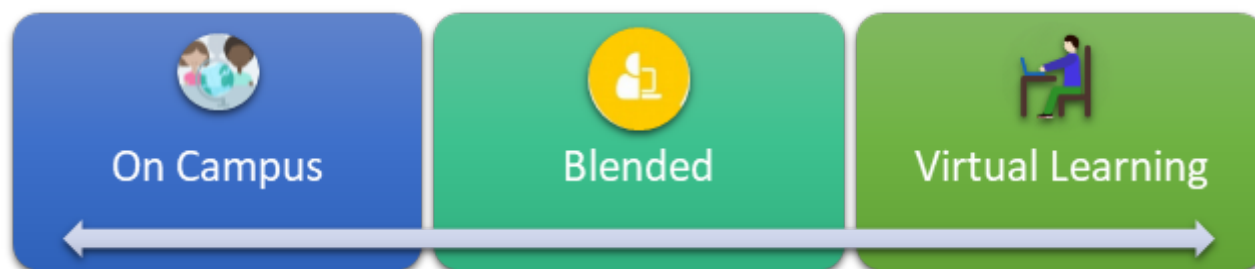
Organization & Procedures

Face-to-face learning, Virtual Learning, and Blended Learning

In changing times, we find the need to be able to engage in our learning processes in a variety of different ways. While much of our procedures refer to on-site educational procedures, we are equally prepared to conduct learning both in Blended and Virtual models. These variations in the learning process can happen for short periods of time or maybe implemented more extensively.

There is more than adequate instructional time built into our annual school calendar to include some buffer to account for unavoidable interruptions. Closures can be due to political, governmental, security, health or safety reasons. It is an expectation of our accrediting bodies that we have plans to ensure learning is protected in the case of closures not on the academic calendar. In the event of a school closure, we will live up to our mandate of providing meaningful learning opportunities for our students. This means that students will be expected to attend lessons and teachers will be expected to prepare, instruct, monitor, and feedback to students in as many authentic ways as possible.

The school has detailed plans in place for short-term and long-term campus closures to ensure that learning continues to take place in robust ways. Long-term campus closures and shifts in our learning protocol will be communicated to parents in advance. In the case of short-notice closures, we will send messages via email and through the PTA Class Representatives to all community members. It is important to check the messages from the school regularly for these reasons.



Admission and Placement of Students

Admission is granted to students according to the School's Admissions Policy for those students who will clearly be able to benefit from participation in the programmes offered by the school. Grade placement is made based on age, grade-levels completed in

previous schools and the best educational fit for the student. In general, we do not consider students for promotion beyond their designated grade level.

Students joining mid-year from other school systems may need to repeat a half-year depending on their academic progression and the grade level being considered. The IB Diploma course requires participation for two full years, so placement in twelfth grade (DP2) is unlikely unless the student is joining from another IB school with the same course offerings as MIS. DP2 admissions inquiry are subject to thorough evaluation before we can initiate their application.

The targeted class size in all secondary classes is 19. A small class size is one of the hallmarks of our school ethos and influences the learning context, teaching style and level of individual support that is given to each learner. We maintain waiting lists on a first come first served basis. Placement on the waiting list is on a first-come, first-served basis.

Academic Calendar

The academic calendar runs from August to June, following a typical Northern Hemisphere schedule. We observe major national holidays and schedule breaks into the calendar to create opportunities for students to take a break, refresh, and return to school ready to learn. Typically, there is a mid-term break in October, a winter break in late December - early January, and a second mid-term break in March or April. The long break (summer) runs from mid-June through the beginning of August. It is important that families avoid scheduling travel or other events during term time to the extent possible. Please refer to the attendance policy for information on absences.

The year is divided into two semesters.

Semester 1	August - January
Term 1	August - October
Term 2	October - January
Semester 2	January - June
Term 3	January - April
Term 4	April - June

The secondary school operates on a 7-day rotational calendar which aims to minimize any loss of learning due to holidays or planned professional development (PD) days.

Students are reminded regularly of the numerical day of the cycle. The school year is based on a minimum number of 180 student contact days in accordance with most international schools around the world.

Secondary School Timings

The regular school timings are shown below. During periods of Virtual Learning and for special schedules the timings may vary by necessity. Bus timings may vary for students involved in competitive sports, plays, concerts, and rehearsals.

Lesson	Block	Mon, Tue, Wed, Fri		Thursdays	
		Time	Duration	Time (Th)	Duration
Sports		07:00 - 07:45	45	07:00 - 07:45	45
Homeroom		08:00 - 8:15	15	08:00 - 08:05	5
1	A	08:15 - 08:50	35	08:05 - 8:40	35
2		08:50 - 9:30	40	08:40 - 9:15	35
Break		9:30 - 9:45	15	09:15 - 09:30	15
3	B	09:45 - 10:20	35	09:30 - 10:05	35
4		10:20 - 11:00	40	10:05 - 10:40	35
Break		11:00 - 11:15	15	10:40 -10:55	15
5	C	11:15 - 11:50	35	10:55 - 11:30	35
6		11:50 - 12:30	40	11:30 - 12:05	35
7 Lunch		12:30 - 13:30	60	12:05 - 12:50	60
8	D	13:30 - 14:05	35	12:50 - 13:25	35
9		14:05 - 14:45	40	13:25 - 14:00	35
CCA		15:00 - 15:50	50	14:10 - 15:00	50
				15:00 - 15:50	50

Homerooms

Each student is allocated a Homeroom group on arrival. The Homeroom teachers are responsible for pastoral care of the students and take an overview of the academic progress of their students. Homeroom is an important time of the day. This time can be used to prepare students for the day ahead. It can be used to reinforce school philosophies and to build a sense of belonging to the community. The Homeroom teacher builds relationships with students and is seen as a person from whom the student can go to for support. The Homeroom teacher gives daily announcements to the students.

Attendance & Absences

Regular school attendance is essential to the progress and achievement of the student and is expected by the Director and staff. The School will require an explanation from the parents or guardian, either in person or in writing, for any absences from school unrelated to school events. Since the school has a generous vacation policy, we ask parents not to extend the period of time students are away from school, except in emergencies. Missing lessons immediately before or after school vacations is strongly discouraged.

The school does not distinguish between 'excused' and 'unexcused' absences. We assume that all absences are legitimate and have allocated a reasonable amount of absences in the course of the year for unavoidable reasons. The school year is approximately 180 days. Students who miss more than 10% of the school days during the year may not be allowed to progress to the next year group. If possible, the school may provide students the opportunity to improve their attendance by attending weekend study sessions supervised by senior staff.

Students who take part in state, national and international sports teams are encouraged to see the Principal and respective Programme Coordinator for additional guidance. Parents should inform the school of any absence by posting a notice on *ManageBac*. In the event of any absence, students are responsible for completing missed work. It is advisable that the students liaise with their teachers in advance of a planned absence so as to plan ahead. All assignments are recorded on *ManageBac* for both student and parent information.

Students may need to leave school for medical/dental/visa/passport appointments, for which they should have a written note or an e-mail sent by the parents to the Homeroom Teacher/Coordinator and Principal. Secondary students will need to acquire an exit pass from the Principal. Any student that leaves school before the end of the day

has to sign out in the register at the Reception Desk. On no account should a student phone home and arrange for transportation home without confirmation from the Secondary Office.

In the case of a late arrival to school, students are expected to report to the Secondary Office so that their Homeroom attendance can be amended. Individual class attendance, including late arrivals from break or lunch, is recorded by the subject teachers.

Early departure and late arrivals are subject to approval by the Secondary Principal. To be marked present, the student must be present on campus for at least 6 academic lessons. Communication must be coursed to the SecondaryPrincipal and cc'ing the Secondary Office Manager and Homeroom Teacher.

Tardiness

Any learner arriving after 8:00 am to homeroom will be considered late and will be marked on ManageBac accordingly. It is therefore essential that your child/ren arrive on campus by 7:55 am to avoid tardiness. Please factor in traffic and drop-off conditions when you are making transport arrangements.

1st Offense: Students who have incurred three tardiness will be pulled out from class and will NOT BE ALLOWED to attend Lesson 1 and 2. If they have assessments during these classes they will not be allowed to retake any missed assessment.

2nd Offense: In the event the student incurs a second set of tardiness, the conditions for the first offense will be implemented together with a lunch break detention and a note on file.

3rd Offense: In the event of a third set of tardiness, a one-day suspension will be imposed on the learner, and note on file.

In the Secondary, attendance is taken at each class. It is important to note that a learner can accumulate more than one tardy in a day. Excused tardiness will be at the discretion of the Secondary Principal and respective programme coordinators.

Saturday Study Hall

The Secondary School from time to time may organise supervised study hall sessions on campus on Saturdays. These are meant for learners who are not meeting the 90% attendance requirement so they can make up for lost time. Attending the Saturday sessions may enable learners for completing missed work and can help prevent receiving an incomplete credit for the semester. The Saturday study hall sessions are not meant to adjust the percentage of the attendance rate.

Academic Programmes

Graduation Requirements

MIS is fully accredited by both the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). While studies in both the IB Middle Years Programme (MYP) and IB Diploma Programme (DP) may result in students earning formal qualifications, the nature of our accreditation authorizes us to offer a school-based graduation diploma, equivalent to a High School Diploma issued in the United States. Conferring this qualification on students at the end of their twelfth-grade year is contingent on meeting the following requirements in grades 9-12:

The Mahindra International School High School Diploma is based on the successful completion of the following requirements in each grade 9-12. The requirements to earn an MIS Diploma and graduate from MIS are a minimum of 18 subject points in six subjects for each year of the Diploma Programme (DP) and 24 points in 9 subjects (including IDU) for each year of the Middle Years Programme (MYP) with no grade of less than 2. A grade of 2 is the minimum grade that must be earned to pass and earn credit for a course at MIS.

Learners must successfully complete the year to earn a credit. If a learner fails in a course in either semester, they will only receive a credit for the semester that they have successfully completed. Those who do not receive the full credit might be asked to complete a credit recovery course through an accredited provider.

Course	Credit per semester	Grade 9 MYP4	Grade 10 MYP5
Language and Literature	0.5	1.0	1.0
Language Acquisition or additional Literature	0.5	1.0	1.0
Individuals and Societies	0.5	1.0	1.0
Science	0.5	1.0	1.0
Mathematics	0.5	1.0	1.0
The Arts	0.5	1.0	1.0
Design	0.5	1.0	1.0
Physical and Health Education	0.5	1.0	1.0
Service as Action: In addition, each year students must complete one semester of service and one block of the following: both creative and active activities with adequate completion of reflection journal.			

Personal Project: In grade 10, students must complete the Personal Project with a minimum grade of 3

Global Online Academy Course: Students who take a Global Online Academy (GOA) in Semester 1 or Semester 2, will be awarded a 0.5 credit and the grade reported on the school transcript. These are considered elective courses.

Course	Credit per semester	Grade 11 DP1	Grade 12 DP2
Language & Literature - English	0.5	1.0	1.0
Language Acquisition or additional Literature	0.5	1.0	1.0
Individuals & Societies	0.5	1.0	1.0
Science	0.5	1.0	1.0
Mathematics	0.5	1.0	1.0
Arts or additional subject	0.5	1.0	1.0

Theory of Knowledge: Learners must complete TOK with a minimum grade of D.

Creativity, Activity & Service: Successful completion of the requirements as given by the IB which includes reflective learning in a balance of pre-approved Creative, Active and Service activities for 3-4 hours each week for 18 months.

Global Online Academy Course: Students who take a Global Online Academy (GOA) in Semester 1 or Semester 2, will be awarded a 0.5 credit and the grade reported on the school transcript. These are considered elective courses. This will not be counted in the computation of the valedictorian award as not all learners choose to take a GOA course.

Attendance Requirement: *Satisfactory attendance according to the MIS attendance policy with at least 90% in all classes is required for successful completion of each course.*

Transfer students who have successfully met the requirements of their previous school will be responsible for meeting the graduation requirements from the point they enter MIS and have taken a minimum of one year of the following subjects since ninth grade, earning a passing score: Language & Literature (typically English), Mathematics, Science, Humanities. Transfer students will need to have suitable preparation to meet the MIS academic expectations as well as a suitable academic record that enables pursuit of further studies at university.

Modified Curriculum in the Secondary

- A modified curriculum may be approved for a learner when an educational psychology report is presented or in the event of an extenuating circumstance.
- A modified curriculum is recommended by the Principal and respective Programme Coordinator and approved by the Director.

IB Middle Years Programme (MYP)



The Middle Years Programme provides a curriculum that allows students to develop the knowledge, attitudes, and skills they need to participate effectively in life in the twenty-first century. The concept of balance is fundamental to the programme in several ways. The programme provides learning in a broad base of disciplines to ensure that students acquire the knowledge and skills necessary to prepare for the future.

The course objectives include skills and processes as well as a framework of concepts; the aim is to ensure that students are not only knowledgeable about a subject area, but also develop a genuine understanding of principles and an ability to apply these in new contexts, in preparation for further learning (International Baccalaureate Organization).

- The MYP promotes the principle of concurrent learning, whereby students experience a balanced curriculum each year. As the students mature and develop thinking skills, they explore the disciplines with increasing depth and realize how they are linked to each other and global issues.
- The programme encourages the use of a variety of teaching and learning methodologies to produce a climate where students discover how they learn best in different contexts.
- The MYP emphasizes the development of the whole child: affective, cognitive, creative and physical; its effective implementation depends on the school's concern for the whole educational experience, including what children learn outside the classroom.
- The programme also encourages a balance between formative and summative assessment, using a range of activities within units to allow students to use and demonstrate a full range of thinking skills. Assessment strategies used by teachers also combine teacher-led assessment, group and/or peer evaluation, and student self-assessment.

Three fundamental concepts that underpin learning in the Middle Years Programme include *Intercultural Awareness*, *Holistic Awareness* and *Communication*. Intercultural

Awareness asks students to explore their own cultures and identities and those of others. It fosters tolerance and respect, building understanding. Holistic Awareness develops connections between the traditional subject disciplines and allows students to see knowledge as interrelated. Communication in the MYP is central to the process of learning and as a skill in its own right. Communication facilitates reflection, a key component in the learning process (International Baccalaureate Organization).

IB MYP Subject Groups are designed to be broad and balanced, providing students the opportunity to explore the disciplines concurrently. There are **eight subject groups** and at MIS, students study all 8 subjects in each year of the programme:

Studies in Language and Literature – Students who are proficient in English are enrolled in English Language and Literature. We also encourage students with bilingual proficiency to study a second Language and Literature subject, typically their home language or *Mother Tongue*. We can support a wide range of languages in this subject group through the **World Literature Programme**.

World Literature Programme: The programme follows the MYP Language & Literature course guide and assessment model. The main goal is to further develop their critical literacy skills in order to be able to express an independent, informed response to literary and non-literary text in the student's primary language (in addition to English).

We provide a taught programme of the study of Language and Literature delivered by a trained, qualified teacher. The language of instruction can be multilingual, but the primary common mode of communication is ENGLISH.

Student assessment tasks are submitted to trained examiners who work in IB Schools to assess student work in the primary (or Mother Tongue) languages. Private tutors or mentors – Students benefit from having a weekly check in with a tutor or mentor to discuss their progress and work in the Mother Tongue Language. These tutors should be fully fluent in the language, and it is beneficial if they have experience in teaching literature. However, they do not need to be trained IB teachers. As this programme requires a significant partnership with families, it is an expectation that parents will be responsible for finding tutors and covering the cost of the latter's services.

Language Acquisition – Students without strong proficiency in English will be required to take English as an acquisition subject. We also offer a range of other languages as 'new' languages – Hindi, French, German, and Spanish. Participation in the MYP requires at least one Language and Literature course and one Language Acquisition course **or** two Language and Literature courses.

Individuals and Societies – We offer at all grade levels an ‘Integrated Humanities’ course that covers the key concepts from humanities subjects such as history, geography, economics, civics, etc. This course relies heavily on critical thinking, source analysis and investigation using the traditions of the social sciences.

Sciences –We offer at all grade levels an ‘Integrated Science’ course that covers the key concepts from Biology, Chemistry and Physics. In grades MYP1 and MYP2, these courses are taught in an integrated way by a single teacher. From MYP3 to MYP5 grades, the disciplines become more distinct and are taught in a modular way with students rotating through discipline-focused units with a teacher who specializes in each area.

Mathematics - In MYP1 to MYP3, the Mathematics course covers the key concepts from the main strands of numbers, algebra, geometry, statistics and probability. Students develop logical, critical and creative thinking; develop confidence, perseverance, and independence in mathematical thinking and problem-solving, exploring the key concepts of Form, Relationship, and Logic.

The Arts – From MYP1 to MYP 3, arts subjects are treated on a rotation basis with modules in Visual Art, Music and Theatre. In MYP 4 and MYP 5, students select one of the three Arts courses to follow through to the ePortfolio level. Through these disciplines, they explore creative exploration of the arts and response to art. They explore their own identities and the world around them.

Design – The MYP Design Course asks students to be innovative and creative to solve problems in the world around them by applying critical thinking, research, and experimentation. Studying Design requires students to inquire and problem-solve to develop unique solutions to problems. Design work includes a broad range of topic areas like Digital Design, Product Design, and combinations of design scenarios. Prototyping and modeling are key skills as are reflective and evaluative skills.

Physical and Health Education – The PHE courses encourage and enable students to explore concepts through inquiry, develop subject knowledge by participating effectively in a variety of contexts, and reflect on their learning experiences to enhance performance. They learn to value the importance of physical activity to achieve and maintain a healthy lifestyle. Students also learn to collaborate and communicate effectively in different settings to build positive peer relationships and demonstrate social responsibility.

In addition to 8 areas of study above, students are supported in their learning and social development through the **Advisory** classes for 3 lessons in each 7-day rotation. The aim of the Advisory program is to assist students in developing skills that can be used in their academic, personal and social lives with a focus on the holistic development of each child. As students move through the MYP into the Diploma program they face different changes based on emotional and cognitive development. This course helps provide life skills for students that can be used in and out of the classroom.

The IB MYP Personal Project

The Personal Project (PP) is a significant independent project in an area of the student's own interest. It is a key capstone in the programme, tying together learning from the subject areas with student passions and important *Approaches to Learning*. Successful completion of this component is supported by a teacher-advisor but also relies on the student's own self-management skills.

ePortfolios

An ePortfolio is the final product students will submit for the subject groups in language acquisition, arts, design, and physical and health education. Year 5 students at MIS interested in obtaining an IBMYP Certificate need to complete one ePortfolio in language acquisition (Criterion C), and minimum one portfolio from Design, Art, or PHE.

Earning the IB MYP Certificate

Since 2014, the IB MYP assessment model for MYP 5 includes both internal assessment components that are completed in the school year as well as on-screen eAssessments. eAssessments are given in 6 subject areas: Language & Literature, Language Acquisition, Individuals & Societies, Mathematics, Sciences and Interdisciplinary assessment. Additionally, eportfolio work is submitted in Design, Physical & Health Education, and the Arts.

IB Diploma Programme (DP)



The Diploma Programme (DP) of the IB is a comprehensive and challenging pre-university course that demands the best from both motivated students and teachers. It is a sophisticated two-year curriculum that covers a wide range of academic subjects. IB Diploma Programme is highly regarded by the world's leading universities.

The DP extends best educational practice as seen in the PYP and MYP of the IB organization, keeping the *learner* at the center of the learning process. Students from any secondary school background who have

fulfilled the school leaving requirements are eligible to apply.

Typically, IB Diploma holders are ready to debate real-world issues from an international perspective and to provide leadership and support in the local and global community. They demonstrate a capacity for in-depth study while maintaining a broad perspective of different subject areas. They have a strong sense of their own culture and identity, as well as the ability to communicate in two or more languages.

IB DP Subjects structure, concurrency of learning

Students choose to study six IB courses concurrently, one from each of the subject areas. Three of these subjects are taken at a higher level and three at standard level. Together with elements of the 'Core' programme including Theory of Knowledge, Creativity-Activity-Service (CAS), and the Extended Essay. Successful completion of this combination leads to the CIS (Council of International Schools) and NEASC (New England Association of Schools and Colleges) accredited MIS High School Diploma as well as the IB Diploma. Students choosing to study two Language A courses in different languages may also qualify for a Bilingual Diploma. At the time of writing, the following IB Diploma courses are offered, subject to viable student numbers and teacher availability at MIS (HL=Higher Level, SL=Standard Level):

Group 1: Studies in Language and Literature

- English A Literature HL/SL
- English A Language and Literature HL/SL
- Korean A Literature HL/SL
- Hindi A Literature HL/SL
- Other Language A Literature SL

Group 2: Language Acquisition

- English B HL
- French B HL/SL
- German B HL/SL
- Hindi B HL/SL

Group 3: Individuals and Societies

- History HL/SL
- Business Studies HL/SL
- Environmental Systems & Societies SL
- Economics SL/HL
- Psychology SL/HL

Group 4: Experimental Sciences

- Physics SL/HL
- Chemistry SL/HL
- Biology SL/HL
- Environmental Systems & Societies SL

Group 5: Mathematics

- Analysis & approaches SL/HL
- Application and interpretation SL/HL

Group 6: The Arts

- Music SL/HL
- Visual Art SL/HL
- Theatre SL/HL

** Some classes are offered through Pamoja if there are conflicts in students' subject choices. Also, some courses may not run as a result of low student interest.*

Core components

Theory of Knowledge (TOK) is an internally and externally assessed interdisciplinary component that explores the different concepts of knowledge found in subject areas, providing an opportunity for students to reflect on the nature of knowledge. The task of TOK is to emphasize connections between areas of knowledge and link them to the knower in such a way that the knower can become aware of his or her own perspectives and those of the various groups whose knowledge he or she shares. TOK, therefore, explores both the personal and shared aspects of knowledge and investigates the relationships between them.

Creativity, Activity and Service (CAS) asks students to reflect upon personal growth in a balanced programme over two years involving weekly creative, physical, and service experiences. The CAS requirement allows students to gain real life experiences beyond the classroom. Weekly adult supervised experiences of at least three hours with one hour in each of the three strands have to be agreed upon between the student and the CAS Supervisor and signed off by the CAS Coordinator with periodic interviews.

The **Extended Essay** is an externally assessed independent research assignment of 4000 words in one of the six subject areas. This is one of the ways in which IB Diploma Programme students can specialize in certain subject areas and prepare for university studies.

Earning the IB Diploma

The IB Diploma is widely recognized for its high academic standards. Assessments, including research projects and essays, are varied and take place over two years with a final examination in each subject that is held concurrently all over the world in May of the second year of the programme. Students' work is assessed by international examiners who are themselves rigorously trained and monitored by the International Baccalaureate. In line with the school's philosophy on bilingualism, we strongly encourage DP students to take the bilingual Diploma when feasible.

Academic Advising and College Counseling

The aim of Mahindra International School is not only to facilitate the student's successful completion of the IB Diploma Programme but also to help them prepare for university life and beyond. In order to find the "best fit" for each student, an experienced College Counselor will guide students and families navigate the intricacies of university/college applications, college profiles, feedback on college essays, mock interviews for specific programmes and student-led thorough university research to

shortlist the universities. For the benefit of the students, there will be planned university visits in the form of individual visits, smaller university groups ,and occasionally in the form of university fairs.

Recommendation Letters

It is not uncommon when a student moves to another educational establishment that a reference is requested by the new establishment. As these are usually confidential, the school is happy to write these and send them directly to the new school, college or university. Parents are asked to make a request in writing at least two weeks before the required date to the registrar's office. These references cannot be completed during the designated vacation time of the school.



Experiential Education and Co-curricular Activities

While the discipline-specific learning includes opportunities for ‘experiences’ built into the normal routine, there are additional and specific opportunities for learning through experience that are important as part of a holistic learning programme. Elements of choice are important in these learning experiences, but we also have some planned and mandatory engagements in this category.

Field Trips

Field Trips, or better termed, Field Studies are an important component of our learning programme and all students are expected to take part. The duration and complexity of the trip varies depending on the age, ability, and interests of the group involved.

The field trip is not simply an outing, it is an integral part of the curriculum and provides stimulus for much interesting study, in a relevant context and further research. At the MYP level, each grade will have a field trip, organized during field trip week. At the DP level, all DP students will participate in CAS field trips, including a DP bonding trip in August. Major Field Trip costs are included in the annual school fees.

Key benefits of field studies include.

- Shared experience and common ground for study.
- New environments and cultural exposure.
- An awareness of the host country, its people, and its place in the world.
- The opportunity to learn to live together.
- Unique opportunities to develop the areas of interaction.
- Independence and self-assurance away from home.
- Responsibility and learning to become a better/ more responsible citizen.
- Meeting students from other schools.
- Opportunity for staff/student interaction and staff development.

Full details of the Field Trip Procedures, safety protocols, and expectations are detailed in the *Field Trip Policy*.

Co-curricular Activities (CCAs) and Competitive Sports

In the Secondary school, CCAs take place after classes most days of the week and sometimes on Saturdays. Competitive sports take place during the week and also on Saturdays with weekly practices totaling approximately five hours per week during the season. All MYP and DP 1 students are required to participate in one CCA at a minimum and two CCAs per week as a maximum. Competitive sports participation is

above and beyond this. Activities are offered based on providing options from a Creativity and Arts perspective as well as from a Sports and physical activity perspective. Community Service requirements are fulfilled either during subject curriculum time (MYP 1,2,3) or after school and on weekends (MYP 4,5 and DP 1, 2). The activities often vary from year to year. Some activities are offered, at the parent's expense, by external providers.

School House System

Houses At MIS		
House	Symbol	Colour
Agni	Fire	Red
Jal	Water	Blue
Prithvi	Earth	Green
Vayu	Air	Yellow

When a new student arrives at MIS, they are assigned a house. Siblings are allocated to the same house, regardless of their grade level or programme. Students remain in the same house throughout their time at MIS. Staff are also allocated a House, and House Captains are elected annually from the MYP 5 class with Vice Captains from MYP4.

During the year, the students take part in various competitions and sports events in which they earn points for their respective houses. The Secondary School house matches take place every week and offer students the opportunity to collaborate and compete with their peers across age groups. The points collected by each house throughout the year are added up and the house with the most points is awarded the House Cup at the end of the academic year.

Student Council

MIS enjoys the liaison with students through the Student Council (StuCo) which is led by a member of staff and supported by the Principal through monthly meetings. The Student Council represents students from MYP1 to DP2. Students interested in becoming part of this group are invited to run for the following positions; President, Secretary, Treasurer or Class Representative.

Essential Agreements and Learning Policies

Language Learning

The IB places particular emphasis on language learning, promoting cognitive growth, maintaining cultural identity and supporting personal development and intercultural understanding. At MIS, we place central importance on the development of mother tongue language skills. Language learning is a lifelong endeavour and continuing to develop one's mother tongue at an academic level supports one's learning across all disciplines. Knowing this principle, MIS aims to provide mother tongue language instruction to as many of our students as we can.

One means through which MIS supports mother tongue development is through School Supported Self-Taught courses for students in the Diploma Programme. The IB promotes this learning structure to promote additive multilingualism in its students. MIS has established a multi-lingual classroom model to support mother tongue development as well. The **World Literature** is a course where the language of instruction is English, yet the work produced by the students is completed in their mother tongue. This structure not only supports students' mother tongue but also accelerates the development of English as an academic language. In the DP, this is known as the Literature A SL (School Supported Self-Taught) course.

In addition to our focus on mother tongue development, with English as our primary language of instruction, we support the development of that language at all levels. Receiving students for whom English is a second or other language is the norm in an international school like ours, and we offer a robust English Language Acquisition (ELA) program to support the student's learning in all areas. The ELA program is on offer for students in the primary and the secondary.

A standard educational programme in both the Middle Years and Diploma Programmes includes either the study of two Language & Literature courses leading to a *Bilingual* qualification or the study of one Language & Literature course and one Language Acquisition course.

Assessment and Reporting

Assessment is the ongoing collection of student-based information that describes the learning process. It provides evidence of student performance and measures student learning, understanding, and growth. Learning and development are assessed through

the use of agreed-upon and precisely described indicators applied to observable student behaviours over time and in a variety of situations. These behaviours are carefully described to ensure that they are meaningful to all parties in the assessment process: students, teachers, and parents.

Assessment enables students and teachers to identify and understand individual student strengths and areas in need of strengthening in the school setting. This information is used to guide future planning, teaching and learning. In this way, assessment allows students to be active participants in their own continued learning and teachers to be accountable for the learning opportunities they provide students. Assessed activities, both formative and summative are recorded through the use of *ManageBac* by teachers and can be easily accessed by parents and students throughout the year.

Guidelines for learners joining in the middle of the year:

- If a student joins after semester 1 in the Middle Years Programme, teachers will be able to assess each strand once until the end of the academic year. An end-of-year report card will be issued.
- If a student joins after February, the MYP learner may only receive a qualitative report, no numerical grade. A certificate of participation and attendance will be issued. MYP4 and MYP5 learners might be required to take credit recovery courses after evaluation of their transfer records.

Technology Procedures and Responsible Use

A full and detailed outline of guidelines for acceptable technology use is found in the Digital Policy (2019). At the start of each year, students must sign the Digital Citizen Essential Agreements. Over the course of the year, key skills and Approaches to Learning (ATLs) related to correct and effective technology use are part of our curriculum in all grades.

Essential Agreements

Internet Safety

- Students must sign into their School accounts while on school internet and school-issued devices. Incognito mode is not permitted for school use.
- Students should create, use, and remember strong passwords, keeping passwords secure.
- Access to school internet is for school and educational purposes only.

- Students may not download content such as computer games, videos, or movies while on school internet.
- All sites and/or downloads may be blocked by the School if they are deemed harmful.
- Use of VPNs is not permitted.

Digital Footprint

- Students should maintain a positive identity online which reflects the IB learner profile.
- Use of social media on school internet is not permitted unless given permission by teachers or administrators for school purposes.
- Students should abide by national laws indicating that users under 13 years old may not have social media accounts.

Self-Image & Identity

- Use of another student's login is unacceptable.
- Impersonating another student or person is unacceptable.
- Students should have a recognizable photo of themselves for their profile picture. The photo should include only themselves and no one else.

Relationships and Communication

- Students are expected to communicate and behave online in a responsible fashion.
- Email communication should follow appropriate etiquette including a greeting, closing, and appropriate titles in show of respect.
- School issued emails are for school related communication and should not be used for personal communication.
- Use of chat apps during learning engagements (unless permitted by the teacher) are not appropriate.

Creative Credits and Copyright

- Students will not copy and paste online content without appropriate quoting
- Students will use MLA (latest edition) for citing and referencing
- All images and other media used must follow copyright laws. They should use images and media that are listed as "labeled for reuse".
- Tools: MyBib and Microsoft Word

Information Literacy

- Students should use information sources recommended by teachers, librarians and other staff.

- When using sources found through an independent search, students should evaluate their sources using a method such as OPVL (Origin, Purpose, Value, Limitation)
- Students should not repost or share information that has not been fact-checked and vetted.

Unacceptable and consequential behavior

Serious infractions of our Acceptable use policy include actions that violate our Code of Conduct and will result in disciplinary consequences according to the discipline policy including expulsion. Specifically, the following behaviors are considered unacceptable and serious.

- Excessive bandwidth usage, virus/malware/worms and other damaging software, use of gaming applications, use of VPNs/proxy servers to shield identity.
- Access, production, and sharing of pornography, offensive material, profanity and other offensive content.
- Cyberbullying, harassment, abuse, and/or threatening communications
- Invasion of privacy such as taking pictures of videos of students or staff without consent
- Sending or posting discriminatory, defamatory or threatening messages or images
- Interfering, damaging, destroying or altering data belonging to school systems, to other individuals or other students.
- Uploading videos and photos of individuals without their consent.
- Uploading photos and videos online must reflect the school's values and philosophy.

Use and Care of Personal Electronic Devices

Secondary students are required to bring their own laptop to school on a daily basis as part of the Bring-Your-Own device programme. Students will be provided licensed software including the Microsoft Office Suite and other required software for educational use. It is the student's responsibility to ensure their laptop is fully charged in the morning and to bring their own charger to school.

The Secondary School is phone-free. Please see the Yonder guidelines below. Electronic dictionaries and translators are allowed for school use when permitted by the teacher. Certain exams do not permit such devices.

Care and security of personal electronic devices is the student's own responsibility. In bringing such items to school the student accepts full responsibility. Students not adhering to the school's digital citizenship guidelines may have their devices confiscated.

Wi-fi Access

On our campus, we have the facility of Wi-Fi access. Secondary students and staff can avail this facility for their laptops; the following rules apply:

- Laptops will be given to the school IT Administrator for configuring the wireless access on stipulated days only.
- Anti-virus software will be loaded (if necessary).
- Laptops will be monitored continuously.
- Laptops will be barred if found not being used purposefully.
- Wi-Fi access is only for Internet browsing for educational & research purposes.
- Downloading music/videos/games is barred.
- Uptime and speed varies on usage and time of the day.
- The School will reserve the right to bar access to the school Wi-Fi if this policy is in any way violated.
- Disciplinary sanctions will follow if a student misuses the Wi-Fi access

Yondr Programme

Phones are not to be used during school. Every student is assigned a personal Yondr Pouch. While the Yondr Pouch is considered school property, it is each student's responsibility to bring their Pouch with them to school every day and keep it in good working condition.

Daily Process

As students **arrive to school**, they will:

1. Turn their phone off.
2. Place their phone inside their Pouch and secure it in front of school staff.
3. Store their Pouch in their backpack for the day.

At the end of the day, students will open their Pouch, remove their phone and put their Pouch in their backpack. Students must bring their Pouch to school with them each day.

Students are not allowed to use their peer's pouches to store their mobile devices.

Random bag inspections might be conducted at any point to ensure that the policy is followed by all learners. If a mobile device is found outside of their pouches during these inspections, these will be subject to confiscation.

*Students arriving late or leaving early will pouch/unpouch their phones in the **Secondary Office**.

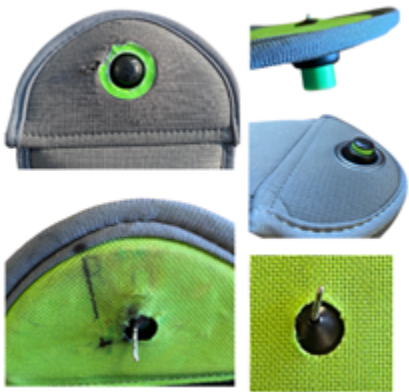
Violations

Pouch Damage / Lost Pouch / Using Phone During School

If a student damages their Pouch or is caught on their phone, the Secondary Office will collect the phone/Pouch and call home for a Parent Pickup **AND/OR** the following depending on the nature of the offense:

- Community Service (2nd offense)
- In-School Suspension / Detention (3rd offense)
- Off-campus suspension (4th offense)
- AND/OR the INR equivalent of a US\$30 fee for a replacement Pouch

Examples of damage:



- Deep scratches on the globe and on the green ring around it
- Intentional pen marks on the inside of the Pouch
- Bent pins
- Pin and button not fully recessing, due to pin damage

Forgotten Pouch

If a student forgets their Pouch, **they will need to surrender their devices to the Secondary Office**. The phone will be returned to the student at dismissal.

If a student consistently forgets their Pouch, it is considered Lost. **Refer to the Lost Pouch policy above.**

If a student forgets their pouch for 3 consecutive times, it will be considered lost.

Homework Expectations & Due Dates

The MYP also requires students to complete longer assignments. These assignments are given well in advance, and students will generally have several weeks to complete them. If students manage their time correctly, this should be quite manageable; however, it can become problematic if these assignments are left to the last minute. In the MYP, teachers regularly record all homework as well as the due dates for these more major assignments on ManageBac. Parents/guardians are required to check *ManageBac* and assessment calendar where records of the curriculum, assessment and assignment deadlines are also accessible.

Similarly, students in the DP will have regularly assigned homework as well as larger assignments. As the DP is a pre-university course of study, there are no definitive time guidelines for families; in order to be fully prepared, the syllabi must be covered thoroughly. DP Students can expect to have up to 3 hours of homework per day. Nevertheless, it is important that all students maintain a healthy “life-schoolwork” balance. Students who may experience difficulty keeping up with their tasks are encouraged to speak to their classroom or homeroom teachers, the DP Coordinator, the College Counsellor and/or the Secondary Principal as the need arises.

Academic Integrity

Being *principled* is highlighted as a key quality we expect from our school community and is one of our Learner Profile attributes. Showing academic integrity’, means that all work that the student submits is their own, unless they have clearly stated that it has been done by or with someone else. MIS regards academic honesty as an essential part of the academic, social and emotional development of all students. All teachers are expected to train their students in the particulars of academic honesty as it pertains to their subject and report any difficulties or violations of the policy. All major assignments in the Secondary School have to be uploaded on to “Turnitin” (www.turnitin.com) for a plagiarism check.

In alignment with IB regulations, MIS reserves the right not to submit any work that has not been authenticated to the satisfaction of the teacher.

Once a final assessment has been submitted by a student, no modifications or additional submissions are permitted for any reason including plagiarism.

Students are aware of the consequences if plagiarism is suspected or found and they are aware that the school uses “Turnitin” for this purpose. Students are encouraged to

self-check using this source to check authenticity prior to submitting their final drafts. Formal and informal assessments will involve the use of proper referencing criteria.

There is a clear three-step process for infractions, with the option of accelerating depending on the nature of the infraction.

1. Written warning sent home and placed on file.
2. Suspension and written incident report on file; parent meeting before re-joining class.
3. Review of enrolment status, or multiple-day suspension.

Eligibility for Co-Curricular Travel

In order to represent the school on any sports team or other academic group, students must be in “good standing”. This includes programmes like competitive sports, MUN and other co-curricular programmes, but does not include participation in mandatory field studies that are part of the curricular programme.

Specifically, this means:

- a. good academic standing: the student is not achieving below a passing level in any courses and has no outstanding work due in any course
- b. good behavioural standing: the student is not under caution by the Principal (i.e. is not on a behaviour contract), and is not currently under suspension for violation of the Code of Conduct.



Code of Conduct & Student Responsibilities

Code of Conduct

All members of the MIS Secondary community: students, staff, parents and others, have the responsibility to act in a manner that promotes respect, tolerance and civility at all times. We promote this by asking all members of the MIS community to habitually demonstrate Ideals of Conduct derived from our Mission:

MIS Mission: Inspire Learning, Foster Responsibility, Celebrate Diversity

MIS Ideals of Conduct:

- Strive for your best in all areas: academics, co-curriculars, learning as service (Inspire Learning)
- Respect yourself and others, regardless of their differences. (Celebrate Diversity)
- Make good choices for yourself and others that have positive effects and productive outcomes. (Foster Responsibility)

All MIS students are expected to understand and follow these Ideals. Faculty, staff, and parents are asked to encourage students to live by these ideals and to model them at all times.

Each member of the MIS community must be committed to creating a supportive and caring environment in and out of school. When a member of the community chooses to act in a manner that contravenes our Ideals, the faculty and administration will work with that individual to provide appropriate consequences. In serious cases, these consequences may include suspension or expulsion for students, as well as consequences for faculty and staff. The Director is the final arbitrator in the case of all consequences.

Some actions MIS students might take to demonstrate a commitment to our Ideals include:

- Helping others and making the school a positive and inviting place for all by:
- greeting everyone with a smile and a kind word;
- looking for reasons to compliment others;
- helping without being asked;
- including everyone in an activity;
- Looking for the best in each person;
- avoiding teasing and finding positive ways to give and get others' attention; and

- looking after their possessions, other people's possessions, and the school's possessions with care and attention.

When they encounter difficulty with another person, MIS students take the time to address it in a positive fashion. They do not turn difficulty into greater conflict. MIS students know to approach disagreements in the following manner:

- ignoring something if it is truly small;
- talking about disagreements and concerns to calmly resolve them; and
- Involving a teacher or adult to help talk about an issue.

Above all, MIS students know not to escalate a situation, thereby making it worse.

Standards of Behaviour

By enrolling in MIS, students automatically assume the obligation to comply with the provisions of the *Code of Conduct*. Central to the *Code of Conduct* is the understanding that each student will follow certain standards of behaviour. Self-discipline and a willingness to accept responsibility for one's actions and conduct are fundamental to the *Code of Conduct*.

- Respect, Civility, and Responsibility
- All members of the school community must:
- Respect and comply with all applicable laws;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect all members of the school community and treat them fairly regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- Respect the rights of others;
- Show proper care and regard for school property and the property of others;
- Take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect the need of others to work in an environment that is conducive to learning and teaching; and
- use appropriate language (e.g. refrain from the use of swearing or profanity)

Safety - All members of the school community must not:

- engage in bullying behaviours;
- commit any crime;
- be in possession of any weapon;
- attempt to threaten or intimidate another person;
- be in possession of, or be under the influence of, or provide others with cigarettes, alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in forms of behaviour motivated by hate or bias; and
- commit an act of vandalism that causes damage to school property or to property located on the premises of the school, including intellectual property.

Roles and Responsibilities

The *Code of Conduct* recognizes that all members of the school community, including the administration, teachers and other staff members, students, and parents, have an obligation to comply with the standards of behaviour outlined in this policy. Each member of the school community has the following roles and responsibilities:

School Leadership has the responsibility to create policies and enforce the Code of Conduct, to clearly communicate the expectations to all community members and to develop effective intervention strategies and respond to all infractions of the Code of Conduct.

Teachers and Staff Members are expected to hold everyone to the highest standard of respectful and responsible behaviour. They must help students work to their full potential and develop their sense of self-worth; empower students to be positive leaders in their community; communicate regularly and meaningfully with parents; maintain consistent standards of behaviour for all students; and maintain consistent disciplinary practices in the school. In addition, teachers must assist the administration by reporting incidents and by consulting on investigations.

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. This entails coming to school prepared, properly dressed in uniform, on time, and ready to learn. Students are expected to abide by and participate in the Code of Conduct.

Parents and guardians play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful

learning environment for all students. Parents and guardians fulfill their role when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be properly dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- show that they are familiar with the MIS Code of Conduct and school rules;
- encourage and assist their child in following the rules of behaviour; and
- assist school staff in dealing with disciplinary issues involving their child.

When Behaviours Contravene Our Ideals of Conduct:

At MIS, behaviours that are inappropriate will result in disciplinary action in accordance with the seriousness of the action. Consequences may be as serious as suspension or expulsion and will always be determined through due process and in terms of the specifics of each case. The school has the right to involve the police and is legally obliged to report serious illegal activity including that under the POCSO Act of 2012. The school may also undertake disciplinary action when a student takes part in inappropriate behaviour off school property, including the internet, when the conduct has or will have an impact on the school climate.

When exercising its discretion to determine the appropriate consequence to apply to an offence, MIS will take into account:

- the seriousness of the offence or the attempt to commit the offence;
- the intention of the student; and
- the impact of the offence on the standards of behaviour and integrity that MIS tries to cultivate in the school community.

The range of consequences that MIS will apply to offences includes:

- In-classroom or teacher implemented consequence, detention
- Warning Letter
- Individual Behavior Plan ("Behaviour Contract")
- In-school suspension;
- Out-of-School Suspension with conditions for the student's return discussed with parents and the student in accordance with the school policy;
- expulsion from school.

The school reserves the right to expel a student when the continued attendance of that student would not be in the best interests of that student or the school. The school also reserves the right to expel a student when that student's behaviour is in breach of the *Code of Conduct*, seriously jeopardizes the school's ability to guarantee the dignity and safety of its students, interferes with learning, or involves conduct injurious to the school's ethos or to the physical or mental well-being of others.

Recording Student Behaviour

Student behaviour cases are logged in Managebac through the discipline and behaviour section, and in a physical file kept in the Secondary Office.

Anti-Bullying Policy

Rationale

At Mahindra International School, every person has a right to feel safe and secure. Any person who bullies another is denying them that right. MIS is committed to ensuring a safe and caring community and building a culture of mutual respect. Aggression, violence, threats, intimidation, and isolation compromise the ability of students and staff to learn, work, and to perform to their full potential in school. This statement outlines positive strategies and protocols to ensure the school remains a safe place for all. Following this policy is one of the ways we live our mission of 'Encourage Responsibility'. These expectations reflect our values as a community and are complemented by our Diversity, Equity and Inclusion statement.

We recognize that bullying behaviors adversely affects the following fundamental rights that are protection by the UN Convention of the Rights of the Child.

- The right to your identity
- The right to choose your own friends and join or set up groups, as long as it isn't harmful to others. The right to privacy.
- The right to be protected from being hurt and mistreated, in body or mind.
- The right to a good quality education.

(United Nations)

While we understand that bullying behaviors may exist between and among adults, this procedure is focused on students. Expectations for adults are covered in the personnel policies.

Definition:

'Bullying is any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm' (Gladden, Vivolo-Kantor and Hamburger).

Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, disability, diverse learning needs, sexual orientation, family circumstances, gender, and/or race.

Bullying may present itself in different forms, including, but not limited to, physical assaults or aggression, verbal and/or physical threats, intentional exclusion from a group, spreading rumors, menacing gestures or faces, or repeated name calling.

Note that sexual harassment is considered a separate category of offense and is addressed in the Child Safeguarding Policy. Sexual harassment between adults and children or between two children is a crime under the POCSO Act of 2012.

Bullying is an aggressive and typically repeated behavior by an individual where, the behavior is intended to have the effect of, or it is reasonable to know that the behavior would be likely to have the effect of,

- i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation, or harm to the individual's property;
- ii. creating a negative environment at a school for another individual; and
- iii. producing a context where there is a real or perceived power imbalance between the pupil and the individual

Cyberbullying means bullying by electronic means, including:

- creating digital content in which the creator assumes the identity of another person (eg. Fraping);
- Creating a false identity as the author of malicious content or messages posted on the internet (eg. masquerading);

- communicating inappropriate material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals (eg. harassment, Flaming, Trolling, Dissing).
- Using any form of information communication technology to isolate, exclude (eg. ghosting, exclusion, shaming)
- Cyberbullying may be persistent because the use of technology is available continually, permanent because digital footprints are difficult or impossible to remove and hard to detect because it may take place outside of regular school hours and away from parent supervision.

MIS recognizes that while bullying is distinct from teasing, the line between the two is often unclear depending on perspective. MIS is committed to investigating all incidents with a high degree of care.

Typical child or adolescent behavior – Inappropriate but not bullying	Unacceptable Behavior with characteristics of bullying
Teasing, joking	Systematic and repeated harassment, targeting a particular individual
Comments on appearance or attire	Frequent harassment or discrimination related to physical appearance, clothing, status
Not getting invited to a party	Never being included in any social event that typically others in the class/grade are included in
Being sent a rude social media message	Having others deliberately impersonate a student and sending inappropriate messages as if they come from that individual
Sitting alone at lunch	Refusing to sit with a particular student every day at lunch, overtly moving away from a student to cause isolation

Prevention

The first course of action to maintain a bully-free school environment is prevention. Prevention at MIS takes many different forms;

- Establishing shared values and purpose as a community
- Creating a positive, safe, trusting school climate

- Monitoring by adults in learning spaces and social spaces
- Active anti-bullying education through our CORE (Advisory) and Personal-Social Education (PSE) programmes
- Training of bystanders to act in preventative ways

Developing Anti-Bullying Skills

In all grades in the CORE/Advisory programmes, age-appropriate targeted instruction is provided to reduce the incidents of bullying. This instruction includes support for understanding the causes of bullying, identifying bullying behaviors, skills of addressing bullying for those being bullied, skills of intervening for bystanders, and skills for reporting bullying when needed.

MIS is committed to maintaining a climate where reporting inappropriate behavior is a safe and appropriate action to take. If a student has been bullied, intimidated, or threatened or has witnessed such behavior, he/she needs to confide in an adult at the school. If the school is not aware of an incident, it cannot act. A student is not tattling by contacting an adult; he/she is, in fact, upholding MIS's core values and demonstrating courage by appropriately standing up for himself/herself. No one has the right to bully, intimidate, or threaten another person. It takes courage to stop such behavior in a mature and responsible way.

Responsibility of a Bystander

Most bullying behavior happens in the presence of witnesses and actively seeks to establish power in the view of the witnesses. Bystanders or witnesses may not be taking an active role in the bullying behavior, but their participation as 'audience' members is contributory to the behavior.

If a student witnesses an act of bullying, intimidation or threats, he/she is a bystander and is expected to act in principled ways, taking responsibility to promote a safe school environment.

Passive actions

- Actively including those likely to be bullied in social interactions, walking with or sitting with vulnerable individuals.
- By removing the 'audience' a bystander can remove the power dynamic being used in bullying behavior. This can be as simple as walking away, changing where you are standing, or involving others by invitation in the group dynamic.

These actions are effective in reducing bullying but do not result in conflict or directly confronting the behavior.

- Causing a distraction can be effective at the moment that bullying is occurring. This could include changing the topic of conversation or suggesting a new activity. A simple statement like 'Let's go to the tuck shop' could be all that is needed to prevent the behavior from continuing.
- Monitoring your own response. Don't watch and laugh. That encourages the behavior. Make sure you are not part of the problem.

Active resistance

- Don't be a silent witness. Speak up and defend the targeted individual. This is a brave way to support a positive school climate. You would want someone to have your back if you were the one getting bullied.
- Question the bullying behavior, openly stating your objection.
- Encourage the person being targeted to get help from someone, like a counselor, teacher, or other adult who can help. Help them name the behavior as inappropriate.
- Be an ally. If someone needs help to report the behavior to an adult, you can accompany them as a silent supporter. Sometimes just having a friend along is a huge help.
- If you are unsure if the behavior is bullying, it is ok to ask an adult to discuss it with you and seek advice.

Intervention

All members of the school community, including the Director, Principals, teachers and other staff members, students, and parents, have an obligation to comply with the standards of behavior outlined in this policy. Each member of the school community has the responsibility to work to correct bullying behavior.

Anyone who experiences or observes bullying and harassment should approach an adult for help. This can be the Homeroom teacher or any member of staff with whom you feel comfortable. You may also approach the Principal or School Counselors.

The tattling/telling dilemma: Tattling is reporting on someone so that they get in trouble. Telling is getting yourself or others out of trouble, seeking help, preventing further harm. Reporting bullying behaviors means sharing important information with an adult with the purpose of creating a safer and better school environment. You can ask

the adult you are speaking with to help you figure out if the behavior should be reported. If they determine that it is 'tattling', they will instruct you.

When bullying has taken place, all the students involved will be supported, individual interventions will be provided:

- Support is provided to the students who are being bullied: The students are coached on how to deal with such situations.
- Support is provided to those who exhibit bullying behavior: The student is provided assistance to understanding the problem behavior and that MIS has a no-tolerance stance on bullying. Consequences involve learning to modify the behavior or empathy building.
- Support for the "upstanders": who are trained to deal with how to respond to bullying when they see it.

While certain forms of bullying may take place on school campus or on school learning platforms, some forms are more likely to take place outside of school hours, particularly cyberbullying. If such forms of bullying are reported to a responsible adult, the school will consider that the incident impacts our school climate and individual wellbeing.

Consequences

All reported incidences of bullying or inappropriate behaviour will be taken seriously. It is the school's responsibility to thoroughly investigate all reports; these investigations will be conducted by the Principals with assistance from other faculty as required. If it is found that the reported behaviour constitutes bullying, appropriate consequences will be actioned by the respective Principal or delegated authority. Consequences will be applied taking into consideration the age, developmental maturity of those involved and the seriousness of the offense. Typically,

	Primary students	Secondary students
First offense	Verbal warning	Verbal warning and call to parents
Second offense	Verbal warning and call to parents recommended counseling	Written warning, Parent and student meeting with the Principal
Third offense	Verbal warning, written letter on file, and mandatory family counseling	Suspension or possible expulsion from the school

In all cases, a record of the investigation and associated actions will be kept by the relevant Principal. In situations where a clear case of bullying is not determined, but where the behavior caused harm or offense, the Principal may have an informal call with the parents explaining the situation.

Very serious instances of bullying/harassment may require immediate consequences at the discretion of the Principal and may include suspension or expulsion.

Those involved in a bullying including the those who are being bullied and those who are exhibiting the behaviour may benefit from social-emotional counselling. This will be offered to those involved.

Uniforms and Dress Code

Dressing appropriately for school and with cultural respect is a key feature of cultural respect and therefore all staff should support students to meet the following guidelines:

- Skirts/dresses and shorts must reach fingertip length when standing straight.
- Appropriate footwear should be worn - not flip flops
- No ripped jeans or ripped clothes permitted.
- No clothing should display messages or symbols about alcohol, drugs, or other inappropriate content.

On a daily basis, students in MYP1-5 are expected to wear their school-authorized MIS white or blue T-shirts and appropriate trousers, skirts or long shorts. DP students are permitted to wear appropriate clothing of their choosing that adheres to the school's expectations and is culturally respectful. The Homeroom teacher, Coordinator, and School Principal support and guide students to dress appropriately throughout the year.

Student Complaints & Grievances

A student with a personal concern, complaint or grievance on any school matter should always first approach his or her homeroom, subject teacher or Head of Department before approaching the PYP/MYP/DP Coordinator or School Principal.

Any concerns, complaints or grievances about the general running of the School should be presented to the Principal of the Secondary School. If no satisfactory resolution is forthcoming the student may bring the complaint or grievance to the attention of the Director.

Home-School Communication

Communication Between School and Home

A good communication system between MIS and home is important for the progress of students. Parents are encouraged to contact the school if they have any queries, problems or need additional information. Likewise, staff members are also encouraged to contact parents should they feel the need. In addition to formal reports and parent-teacher conferences, parents may also telephone, write or email to get further information. Finally, there is also a weekly newsletter that is sent to the parents.

Email is the most efficient form of communication. Parents should be aware that teachers are unable to take phone calls during lessons when they would be teaching. Teachers are expected to respond to parent emails within the next working day.

Parent Information Meetings

At the start of each semester there is a general information session for parents who are new to the MYP and DP curricula. Other information sessions are held at various times of the year based on need. These are announced to the parents well in advance. There are parent information afternoons held regarding field trips and other special events.

Parent-Student-Teacher Conferences

Parent-student-teacher conferences are held during the first and second semesters after the release of interim report cards. At the Parent-Student-Teacher Conference parents will be allocated a ten-minute meeting with each subject teacher. If more time is required, parents are required to make a follow-up appointment with the teacher at a mutually convenient time via the Secondary Secretary.

Should the teacher/Coordinator/Principal have any concerns regarding a student's academic progress parents will be contacted during the school year as the need arises. This will usually require a face-to-face meeting with parents. Support systems are generally put in place such as to mentor a student, or to provide relevant support with the Learning Skills Department, ELA or School Counsellors. In the event of school closure, Parent-Teacher conferences will be held online.

Communicating about Assessment – Reports

Reports are issued four times during the academic year. Students receive two interim reports showing grades only and 2 full academic reports showing a comment from the subject teacher, IB achievement grading on student progress and action for future progress. The grading is on a 1-7 scale. In addition, the MYP reports show the student's progress in their Approaches to Learning, a summary on the student's progress and areas needing improvement. Key core components of Service as Action and CAS are also reported on according to the same schedule of reports. Marathi and Advisory are also included in the reports.

Parents-Teacher Association (PTA)

The Parents and Teachers Association shall exist as a self-governing body. All parents and legal guardians of children in attendance at the school are members of the PTA as are professional employees of MIS and friends who have applied to the committee and have been admitted.

The PTA supports the social and co-curricular programmes of the school. Traditionally the PTA helps organize and run some of the school's After-School Activities, assists with sports days and helps with catering at special presentations such as musical presentations, cultural activities and coffee mornings. The PTA also leads Teacher and Support staff appreciation events.

The services provided by the PTA should benefit all MIS children and their families. The PTA will always be on the lookout for parents who wish to help. The officers of the PTA can be contacted through the school's Admissions & Marketing Office. It is hoped that all parents entering MIS will give some service to the PTA during their time with the school and will receive some pleasure from doing so.

Best Points of Contact

Directing communication carefully to the correct person significantly helps ensure that the query is handled promptly and effectively. MIS has a generally open culture of communication, so when in doubt, contact anyone and ask for your query to be directed appropriately. Here is a general guideline for directing communication effectively.

Role	Name and Contact	Types of queries
Homeroom teacher	The HR teacher can be found on your child's <i>ManageBac</i> Page	Overall student well-being, planned absences, grade-level questions
Subject teacher	Teachers can be found on your child's <i>ManageBac</i> Page	Subject questions, questions about assignments, due dates, tasks and student achievement.
Secondary Counselor	Megha Sharma megha.sharma@misp.org	Requests for counseling support, child protection concerns, serious emotional challenges
MYP Programme Coordinator	Shweta Deokar shweta.deokar@misp.org	Programme requirements, subject changes, exam registrations, trial exams, and academic records for MYP.
DP Programme Coordinator	Sudipta Roy sudipta.roy@misp.org	Programme requirements, subject changes, exam registrations, trial exams, and academic records for DP.
College Counselor	Sourabh Inamdar sourabh.inamdar@misp.org	Academic advisement, programme strategy, further studies, external standardized tests (PSAT, SAT, etc)
Secondary Office Manager	Francis Fernandes francis.fernandes@misp.org	Attendance notices, queries of a general school nature, permission slips
Secondary Principal	Oliver Chua oliver.chua@misp.org	Significant disciplinary concerns, teacher concerns, patterns of behavior or confidential issues.

Please refer to the [lines of communication](#) if in need of support so you can reach the relevant staff concerned.

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