

# MIS Parent-Student Whole School Handbook 2024-2025

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# Medan Independent School Mission Statement

## Vision, Mission, and Profile

### Vision

Medan Independent School provides the highest quality education in Sumatra by developing globally-minded students who are ready and able to make the world a better place.

### Mission

We provide a rigorous and challenging internationally-recognized program that focuses on intercultural understanding, 21st Century skills, knowledge, and attitudes to enable lifelong learners who can adapt and act in a caring way leading to a positive impact on the future of our world.

### The Learner Profile

As an IB School, we develop students who are:

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



# International Baccalaureate Mission Statement

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

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

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

# Head of School's Message

**Dear MIS Community,**

I am looking forward to another great year at MIS. This will be my 6th year as Principal of MIS. I am really excited about the projects we completed over the school holiday. We have a refurbished gym, updated classrooms in the music room wing, remodeled changing rooms and showers for the pool, and a new kindergarten playground. Our campus looks better than it has in years making it a great place to learn.

We have some new programs coming to campus this year. We will offer a Model United Nations class for High School. We are kicking off our brand new robotics program. We are offering Mandarin in our diploma programme. French is also making a return to our diploma programme.

We have some nice trips planned for the year. Our MYP 9/10 will visit Telunas Island, which is always a memorable trip for our students. We are sending two World Scholar's Cup teams to Bangkok for the Global Round of competition. We will send our Model UN team to a competition.

MIS remains the only foreign accredited school in Medan. Our accreditation is recognized by universities around the world. It is also recognized by quality teachers. Our teaching staff both local and international is the best staff in Medan. Thank you for entrusting your child's education with us. Please take the time to review the policies and procedures in this handbook.

Kind regards,

Matthew Gaetano



# The IB Learner Profile

MIS adopts the IB Learner Profile as our expected school-wide learning results.

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

Each of the IB's programmes and each of MIS's programmes is committed to the development of students according to the IB learner profile.

**Inquirers** - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable** - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers** - We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators** - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled** - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded** - We critically appreciate our own cultures and personal histories, as well as the -values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring** - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-takers** - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

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

**Reflective** - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

\*The IBO Learner Profile and additional IB information in this handbook has been taken from [ibo.org](http://ibo.org)

## School Board Governance

MIS is a registered Yayasan (Foundation) with the Indonesian government. It has a three-tiered system of governance.

### Pembina (Trustees)

The trustees meet a minimum of once a year to approve the annual report and to set the educational and visionary direction of the school (in actuality they meet more than is required). The trustees have the responsibility of selecting a head of school to lead the school and approving the yearly budget. Members are selected based on their willingness to help the school develop. Terms are unlimited.

### Pengawas (Supervisors)

The supervisors meet more regularly with the head of school and administration office to take a closer look at month to month operational procedures. Supervisors make recommendations to the trustees about the performance of the head of school. Members are appointed by the trustees. Members are usually selected from the parent community, although it is not a requirement.

### Pengurus (Administrators)

The administrators are made up of the head of school, the office manager and the accounts officer. The head of school is in charge of day to day operations of the school. The head of school makes all decisions regarding the staffing of the school. The head of school also recommends policy to the supervisors. The office manager oversees the ground staff and the administrative work with the school to ensure that the school is in compliance with all Indonesian regulations. The accounts officer is responsible for all financial transactions of the school.

## Western Association of Schools and Colleges (WASC)

MIS has been accredited by WASC since 1991 (our next visit will be in 2029). The WASC accreditation is a USA based external review process, which is recognized by international universities worldwide as a program in which schools of the highest quality participate.

A major report or Self Study is written by the school and reviewed by an external visiting team prior to the school being awarded a three to six-year accreditation. Commendations and recommendations are provided by the visiting team and act as the plans of action and development for the school's future. The following areas of the school are reviewed through the WASC Self Study and visiting review team processes;

### **Organization for Student Learning**

- School Purpose
- Governance
- School Leadership
- Staff
- School Environment
- Reporting Student Progress
- School Improvement Process

### **Curriculum and Instruction**

- What Students Learn
- How Students Learn
- How Assessment is Used

### **Support for Student Personal and Academic Growth**

- Student Connectedness
- Parent/Community Involvement
- Resource Management and Development
- Resources & Resource Planning

## East Asia Regional Council of Overseas Schools (EARCOS)

MIS is a member of EARCOS, an organisation which provides valuable professional development, information and advice for international schools which would otherwise be isolated from each other. EARCOS conferences attract administrators, board directors and teachers from all over the East Asia region.

**JULY**

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28	29	30	31			

**AUGUST**

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**SEPTEMBER**

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**OCTOBER**

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**NOVEMBER**

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**DECEMBER**

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29	30	31				

IMPORTANT DATES		
July	29	: Coordinators Return
	31	: Teachers Return
August	7	: Students Return
	17	: Independence Day
September	16	: Maulid Nabi
October	11	: Last Day of Term 1
	14-18	: Term Break
	21	: PD Day
November	27	: Pilkada/Election Day
December	13	: Last Day of Term 2
January	6	: PD Day
	7	: Students Return
	27	: Isra Mi'raj
	28-29	: Chinese New Year Holiday
March	21	: Last Day of Term 3
	24-7	: Term 3 Break
	29	: Nyepi
April	1	: Idul Fitri
	18	: Good Friday
May	1	: Labor Day
	2	: PD Day for Teachers
	12	: Waisak Day
	29	: Ascension Day
June	1	: Pancasila Day
	13	: Last Day of Term 4 1/2 Day
Semester 1 Days:		85
Semester 2 Days:		95
Total School Days:		180
The schedule for the second semester is tentative as certain religious holidays and examination dates can change in the future. Any changes to this calendar will be announced by letter to parents.		
School will return on approximately August 7th, 2025.		

**JANUARY**

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**FEBRUARY**

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**MARCH**

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30	31					

**APRIL**

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27	28	29	30			

**MAY**

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**JUNE**

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29	30					

# School-wide Guidance A-Z

## Arriving Students

Students are expected to arrive at school between 7:30 and 7:45 a.m. daily. Students who arrive earlier than 7.30 a.m. will need to wait in the covered drop off area until student supervision begins at 7.30 a.m. Students who arrive on time in the morning are establishing good habits that support their learning. They are in class for news and information about the day's activities. Students should not enter a class before the teacher arrives.

## Art Smocks

Art smocks are provided for students to wear to protect their clothing from water, paint, glue and other materials. Students will be instructed to wear them as required. Students will be involved in many activities at school which are materials based and 'hands on'. A large part of learning across the school is manipulating a range of materials. At times these materials may be wet or 'messy'. It is recommended that students do not wear their 'best clothing' to school.

## Bell Times/Breaks

MIS runs a five-day programme from Monday to Friday. The breaks are marked by a variety of music and are used for transitioning from class to class, or taking a bathroom break.

- Morning break is 9:25 a.m. to 09:50 a.m.
- Lunch is 12:15-12:50 p.m.
- Classes end at 2:30 p.m.
- The Co-curricular Programme begins at 2:45 p.m.

During break times teachers and teacher aides are on duty to supervise and assist. First aid is available at the Administration Office.

## Bike Riding

Bikes are available for students to use at break time. Students are expected to use these responsibly and follow all instructions given.

Safety Equipment: Shoes and helmets must be worn at all times. Riders need to make sure their clothing cannot get caught in the bike wheels or chain.

Riding Zone: Students may ride only on the designated section of the school road way. They are not to ride on the paths, covered walkways, or any grassed areas.

## Bus Service

A private bus service that brings students to school in the morning and returns them home at the end of each school day is normally available within the coverage area. For bus reservations, please contact the Administration Office.

### **Bus Behavior Expectations**

When students travel on the bus, whether to and from school or on school trips, they are representing the school, so normal school behavior is expected. Students who violate these rules will face disciplinary consequences and may be prohibited from traveling on the bus.

#### **Students on the bus will:**

- Stay seated at all times for the whole journey
- Not extend any part of the body (or any objects) outside of the bus
- Not disturb the driver at any point in the journey
- Be mindful of younger students on the bus
- Clean up rubbish and not leave it on the bus
- Use their own devices only - no sharing of phones, iPads, computers or games
- Wear personal earphones if choosing to listen to music
- Put their rubbish in the bus bin or take it home to dispose of

## Chewing Gum/Bubble Gum

MIS is a chewing gum / bubble gum free zone, for reasons of good manners, cleanliness and the problems usually associated with disposing of used gum responsibly.

## Computer Safety

The Internet, including email, is an essential part of business and education today, and it is important that students know how to use it effectively and safely. We believe that in a small school such as ours, we can provide a safe environment in which to begin this learning. 'Cyberspace', however, is part of 'real life' and there is good reason to be cautious here. The same dangers that exist in 'real life' exist on the Internet. We all learn what part of town is the 'bad part of town' and avoid it. The same is true with the Internet. Adults usually exercise common sense, but children need guidance and protection. We believe, if properly supervised, the benefits to the students from the Internet are far greater than the disadvantages.

The school has a detailed Acceptable Use Policy designed to teach our students to be responsible users of computers and the Internet. Students in PYP 3-6, MYP & DP are asked to sign an agreement before they are allowed to use the Internet. This process is used to make sure students understand their responsibilities as they develop their computer skills to support their learning.

## Computers/Labs

The school has a main Computer Lab as well as networked computers in the classrooms. Responsible computer use guidelines include:

Students are not to download programs from the Internet without permission from a teacher.

PYP students may use the Computer Lab during class time and if supervised by a teacher or teacher aide. MYP & DP students may use the Computer Lab outside class time and without direct supervision. If students do not follow the Responsible Use Policy penalties include the withdrawal of their computer use privileges at school for varying lengths of time.

## Confidentiality

As a small community school, we have an 'open door' policy encouraging families to be involved with the school on as many levels as possible. Confidentiality is an important issue as the rights of our students need to be protected at all times.

However, due to the private nature of materials that may be on computer screens or bench tops, the work area behind the Office is not to be entered by parents and students unless invited in. The same applies to the Staff Room where student information is often located.

## Departing Students

All students are supervised as they leave the school at the end of the day. If on a particular day they are not traveling home in their own car and are going home with a friend, parents are expected to tell the office in advance.

Students who are not signed into a Co-curricular activity or who do not have a sibling with a Co-curricular activity must go home from school on that day at 2:30 p.m. Please ensure that your children are picked up no later than 15 minutes after the end of the school day.

## Food Snacks/Lunches

Students need to bring their own snacks and lunches every day, or have these delivered. Due to hygiene protocols, risks of allergy or religious adherence, students must not share food. Students must bring their own utensils and their boxes/utensils should be labelled.

## Front Entrance/Foyer

Students are discouraged from using the front entrance of the school and the foyer as a



passageway. This is to minimise foyer traffic and noise that causes inconvenience for our Office staff and Library. The foyer is primarily a display and information area for parents and visitors.

## Cellular Devices

Students are not allowed to bring mobile phones, smart watches with calling functions or personal listening devices (MP3 players) to classes, or use these devices during a scheduled class/co-curricular. If students bring these devices to school, they should be silenced and secured in their bags/lockers during all classes. The school will not accept responsibility for the safety of these items.

Parents who wish to contact their students during the school day may do so via the school's office.

Students who use mobile phones or other electronic devices during class/cocurricular, without the express permission of the teacher, may have them confiscated.

## Hats

Students are strongly encouraged to bring a hat for outdoor activity. This is to ensure that students are protected from the sun's ultraviolet rays and kept cooler in the tropical heat. Please ensure that your child brings a hat to school.

## Hot Lunches

Students who need their lunches to be heated each day must leave them by the eating area sink in the basket provided by 8:00 a.m. daily. Food is then stored in the cool until lunchtime when it is heated in the microwave

Please ensure lunches are named, are in microwave suitable containers and not wrapped in aluminium foil. Students must also leave only their food for heating here and not their entire lunch box or drinks.

## Devices - MYP/DP

Students in MYP must provide their own Apple MacBook for their studies. Students in the DP must provide their own laptop for their studies; MIS strongly recommends Apple. A battery life of 12 hours is recommended and MIS will provide support for setup. All devices are the responsibility of the owner.

## Ramadan/Fasting Month

The school supports Muslim students and families in their religious practice during Ramadan. There are separate areas for those students who are eating and those who are fasting at



breaks. Physical activities such as PE and swimming classes may be modified for Muslim students during Ramadan.

## Information Centers

General information is available in the school foyer and the Library, as well as on notice boards around the school. Copies of curriculum support materials are kept in the library. Information is also available via the office WhatsApp number +62 811-6141-033 or [misadmin@mismedan.org](mailto:misadmin@mismedan.org) for general information.

## Jewellery

Students are expected to dress modestly and in keeping with the occasion, weather and community standards; this extends to the wearing of jewellery, which should be modest and pose no health & safety concerns.

## Library

The Library is open for borrowing throughout most of the school year. All students are automatically given borrowing barcodes and parents can also receive one by asking Ms. Imelda, the Librarian.

The collection includes many interesting resources, such as picture books, fiction and non-fiction books, and magazines. The area is comfortable for reading and studying.

- PYP students may borrow up to 3 items at one time, but must use the Library bag they are given to protect these resources.
- MYP students may borrow up to 6 items at one time.
- DP students may borrow up to 10 items at one time.
- Parents may borrow up to 3 items at one time.

The borrowing period is 2 weeks, with 2 extensions of 2 weeks possible on request – a total of 6 weeks, if the item is not in high demand.

## Library Volunteers

Many hands make light work and covering the new books that arrive needs many hands. If parents can spare some time during the week to cover books so they are ready to be borrowed more quickly, please see Ms. Imelda in the Library. Your help would be greatly appreciated.

## Lost Property

Please have your children check with the administration regarding lost property. Items that do not have a name on them and have not been claimed are donated to charity at the end of every school term.

## Mosquitos

The school sprays/fogs for mosquitos.<sup>8</sup>

Personal protection is still the best prevention and students should apply lotion before coming to school in the morning. The school does not provide cream or spray in class as students may have allergies to different brands.

Parents should send along a bottle of appropriate lotion. This is particularly important for students in Kindergarten & PYP classes when they are doing outdoor activities.

## Music

Students are not allowed to listen to music or watch non-academic videos (e.g. YouTube, Spotify etc.) in class without teacher permission.

## Muslim Students – Friday Prayer

Muslim students are allowed to leave the school on Fridays at lunch time to visit a local mosque for prayer if they have their parent's written permission. Parents wanting to arrange for their children to do this are asked to complete [this consent form](#).

## Muslim Students – Prayer Room

Muslim students, families, teachers and staff may use the prayer room for prayer.

## Notes Needed

Parents are asked to write a simple note and or send a DOJO message for the class teacher and specialist teacher when students may be absent, or need to miss PE/swimming lessons or Co-curricular activities. You may also contact the administration for this purpose.

## Office Hours

The Office is open from Monday to Thursday, 7:30 – 4:00 p.m. and Friday 7:30 – 3:30 p.m. Staff can be contacted during this time. The school office is closed on Saturdays and Public Holidays. Messages and requests beyond these hours will be followed up on the next working day.

## Open Door Policy

Our school invites and encourages parents to take an active role in their child's education. This 'Open Door Policy' means that the Head of School and teachers are keen to establish good communications with parents and students. Issues or problems can usually be solved in direct conversations between the people concerned.

Please use ClassDojo or email to contact us directly.

## **Parent Handbook**

This handbook provides general information for parents about the school's organization, policies and procedures, curriculum and facilities. This booklet will be given to new families on enrolment and is updated for all families every school year.

## **Parent-Teacher Association**

The PTA has supported the operation of the school by organizing and sponsoring special school activities and raising funds. It has been an important forum for discussion of school and curriculum development, and also acted as a social network. Meetings are announced by email and on WhatsApp.

## **Payment of Tuition Fees**

While arrangements can be made to submit Tuition Fee accounts to companies who are paying them on behalf of their employees, the ultimate responsibility for payment of school fees remains with the individual families. In the event of late, short or non-payment of fees, MIS will refer any outstanding accounts to the parents of the student concerned.

Invoices are issued before the holidays each term. All tuition payments can be paid annually in advance or by the first day of each school term. Late payments are subjected to a monthly late charge of 2% (two percent).

## **Physical Education T-Shirts**

Students are required to wear an MIS T-shirt and training shoes for PE lessons. All new students will be given one free MIS T-shirt. Additional T-Shirts can be purchased from the Office.

## **School Mascot**

The school mascot is the Sumatran Tiger, Harimau.

## **School Supplies**

An initial stationery pack is supplied by the school at the beginning of each school year and includes all requirements for classes. Replacement supplies will be available as needed, but students are expected to take responsibility for all school materials.

Textbooks are supplied on a loan basis. Students are expected to take care of these textbooks and return them in good condition at the end of the year. If a book is lost or damaged, the student is charged the replacement cost of the book. Graduating students must return all books and materials before they can collect their final certificates.

## School Yearbook

The digital school yearbook, Mata Harimau, is published annually and available at the end of each school year.

## Security/Car Issues

Parents will be issued with an MIS entrance sticker for their car on enrollment. Please speak with the Office staff if you buy a new car or use several cars that will need stickers. The school is extremely careful about cars and delivery drivers entering the grounds. All vehicles are recorded on entry and departure. Vehicles which do not have a sticker will be inspected by our security staff, both underneath and inside, before passing our security barriers.

Visitors who are not with an MIS family will need to wear a visitor's badge.

Please phone the school ahead if visitors will be coming to the school or students are being collected at the end of a school day by another driver. If using Grab or any online taxi service, parents must pass full details to Office staff; if full details are not available, the vehicle will not be allowed to enter the school site and will have to wait outside the gates.

To limit pollution drivers are expected to turn the engine of their vehicles off while waiting in the car park.

## Shoes

Students at MIS are required to wear shoes at all times outside and around the school grounds. Students run around and climb on playground equipment on a daily basis, so they need to wear shoes that are suitable for these activities. Appropriate footwear for school means shoes without a high heel and shoes with a heel strap.

## Smoking on School Grounds

MIS is a smoke-free campus. All parents, visitors and drivers are requested to smoke outside school grounds. Smoking is not allowed in the general car park area or anywhere around the school grounds.

## Student Government (StuGo)

Students from Grades 5-12 can apply to be in StuGO. The elected positions will be reserved for MYP/DP with the PYP students being class representatives. Members of StuGO are provided with opportunities to develop their leadership skills. Student Government is also a valuable forum for the exchange of ideas and suggestions for school development. Students are charged with responsibility for being the voice of the students, raising concerns, ideas, and proposing changes. They actively direct, and are involved in, planning and running aspects of the school's recreational program as well as fundraising.

## Student Drop Off/Collection Procedures

Please spend a few minutes discussing these important issues with your driver(s). The following guidelines are designed for the safety and convenience of all school community members.

- Morning 'Drop Off' - Between 7:30 and 7:50 a.m.
- Always use the designated parking bays.
- Do not park on the entrance driveway by the drivers' waiting area.
- All cars must follow the direction arrows.
- Only the designated school bus may park in the bus bay at the end of the entrance driveway.

A Message for Drivers – All drivers are asked to:

- Turn off vehicle engines while waiting in the car park.
- Never smoke on school premises.
- Do not bring 'friends', who are not here on school business, to the school.
- Keep the waiting area clean and tidy by disposing of rubbish correctly
- Support student independence and learning by letting the students carry their own school bags and unpack / pack up at the classroom.
- Drivers should help escort younger students through the car park.

## Parking for Students

Any student who wishes to park on school grounds must submit the following;

- A copy of a legally held driving license (e.g. you must be 17 or over)
- The plate number of the vehicle that will be parked at school.

A parking permission may be given for the year. However, the parking permission also requires exemplary conduct from the student. If a student misuses the parking permission by, for example; leaving school during school hours, sitting in the car during school hours, taking another student home without permission in advance from that student's parents, arriving at school repeatedly late, etc, permission will be withdrawn and the student will have to go back to being dropped off by a parent or driver.

If a student is planning to car share or if parents are comfortable with another student returning home with someone else regularly, please ensure that the school is informed clearly in advance.

## Swimming Pool/Gym Use

An MIS parent or staff member must accompany and be responsible for any students or visitors who come onto the school premises outside normal school hours. A waiver must be signed for every family using the pool outside of supervised hours.

## Swimming Participation

Swimming is part of the Physical Education curriculum and all students are expected to swim. If they are not participating in a class at any time they need to bring a note from home, or a message through class dojo/Whatsapp or admin, to explain why.

These enjoyable sessions are also designed to involve survival aspects of swimming and general water safety. It is an ideal opportunity for new students to learn to swim.

## Telephone Calls – Parents

Parents should avoid contacting students on their cell phones during school hours. However, parents may call the office to have messages delivered to their children during the school day.

## Telephone Calls - Students

The school has limited telephone services for official use. Students may call home in the event of illness or special needs. We do not allow students to use the phone to make social arrangements or to have books and other materials delivered to school if they have been forgotten for the day without teacher permission. This is also to encourage students to develop good organizational skills and learn through natural consequences in these cases.

## Toilets/Showers

Students have convenient access to toilet facilities around the school. Kindergarten 1-3 and PYP 1-2 have a toilet attached to the classroom, while general toilets are located in the gym, near the swimming pool and near the Computer Lab. Adults must use the toilets in the office or near the security gate. All other restrooms are designated as student only areas. Cleaning staff will display a yellow warning sign outside of toilets when they are cleaning them. Students should then find an alternative toilet. Showers are available in the changing rooms near the swimming pool.

## Toys at School

Expensive and treasured toys, including electronic games, are best kept at home, as accidents do happen; students should not bring toys to school. Toy guns, other toy weapons, and pets are also not appropriate for school.

## Uniform/Dress Code

MIS does not have a school uniform. Students are expected to dress modestly and in keeping with the occasion, weather and community standards.

Sensible shoes must be worn to school, for PE activities and when out in the playground. Flip-flops / thongs / slippers / scuffs are not suitable footwear for school as they can cause accidents on the playground.

Students dressed in a manner deemed inappropriate by staff members will be asked to call home to get a change of clothes.

Kindergarten students should leave a change of clothes with their classroom teacher. Older students should bring their own deodorant.

For Physical Education appropriate sportswear is expected, with students being required to wear an MIS t-shirt and sports shoes. Jewellery should be removed for PE.

## Newsletter

MIS aims to publish at least one article a week on its website. These articles will be written by teachers, students, and administrators. They are published under the Recent News space on our homepage at [www.mismedan.org](http://www.mismedan.org). We also keep a calendar of upcoming events on our homepage. We encourage parents to visit our website frequently. We invite you to also follow our Instagram @mis.medan or Facebook: mismedan.

## Water Bottles

Did you know that feeling thirsty is the brain giving us a message that it is becoming hot and dehydrated? As the brain is made up of 80% water, hydration directly influences our ability to concentrate and learn new information when we are thirsty. Therefore, our students are reminded to drink plenty of water.

Students are required to bring a drink bottle to school so that they can have access to water in class at all times. MIS provides refill stations around the school.

## Wet Days

In the event of wet weather at recess and lunch times, students will eat undercover in the walkways. They will also play there or in the school gym. Supervision on wet days is by the usual yard duty teachers.

In the Library, books and games make wet days as comfortable as possible for all.

## **Young Children on School Grounds**

Kindergarten 1 & 2 students after 12:15p.m. and other small children must be supervised and remain with a parent at all times when on the MIS grounds.

# **SCHOOL PROGRAMS AND EVENTS**

## **Assemblies**

School assemblies are announced through Whatsapp and through email. Parents are encouraged to attend assemblies, which are an opportunity for students to present their learning to an audience.

## **Athletics Carnival**

The MIS Athletics Carnival is held annually, with some students from local schools here on the MIS field. Students participate in a range of athletic events and team games. Team banners, parent events, and delicious refreshments are also part of this fun day.

## **Birthday Celebrations and School**

Birthday parties during school hours are not encouraged as they tend to disrupt class time, have an impact on teacher supervision, and distract students from their work.

If a child is having a birthday a simple cake shared with their class at recess or lunch is preferred. Parents who would like their child's class to share in a birthday cake celebration need to speak directly to the class teacher before making any arrangements. This is so that a suitable time can be decided and the learning program is not interrupted.

## **English as an Additional Language (EAL)**

At MIS, English is the language of instruction. Many of our students do not have English as their first language or mother tongue. According to the IB, these students are called Second Language (SL) learners. Our aim with these students is to support their learning through the curriculum and, at the same time, to develop their proficiency in English to as high a level as possible in their time here. This is done in three main ways:



- MIS provides an environment where English is meaningful, relevant and natural in all areas of learning, both academic and social.
- Lessons are taught in English and are planned to incorporate English models and language throughout.
- Teaching methodology and philosophy follow current research in language acquisition.

These days, with international school populations in particular, it makes sense to encourage our children to be multilingual. All MIS students are operating in at least two languages with most using three or more. At MIS we value a holistic approach to education which includes promoting each student's mother tongue as an essential foundation to their overall education.

## How are Second Language Students Supported?

MIS accepts students with all levels of English from complete beginner to more advanced. MIS maintains language profiles on all students. Students who are identified as English Language Learners (ELL) are assessed and given an ELL level. Their English language development is monitored and they are given support as required. The teaching style in mainstream classes caters for the needs of most ELL students. Teachers offer support for ELL students within class and on a withdrawal basis, where possible, especially for new entrants with very low level English.

It is worth noting here that MIS aims to provide students with the opportunity to develop English through natural, communicative and meaningful learning. Research shows that second language students need from 4 to 7 years in a good language acquisition / mother tongue maintenance program in order to perform at the same level as native speakers in the school's language of instruction.

## Events Calendar

Each year the school publishes a detailed events calendar for your planning and organization. This calendar includes the major dates, reminders and events for the entire school year. We hope this is useful and enables you to put school dates into your diary and virtually attend many of our events. While we realize that some time away from school cannot be scheduled for holidays, we want to emphasize the importance of attending class on each day of school. Missing the beginning of terms can be disruptive to your student as teachers are expected to begin lessons immediately.

## Awards Night & Graduation

These end-of-year special events celebrate the achievements of students across PYP, MYP and Diploma. Students may receive awards based on their achievement of the IB Learner Profile or in specific subjects. Speeches and musical items are also highlights of these enjoyable events.

## Meet the Parents and Family Fun Night

This event is scheduled very early in the school year as a 'welcome back to the new school year' activity. All new students and families, as well as any new staff members, are introduced to teachers and the wider community.

The event consists of a session with your child's teacher/s, followed by fun activities. As this event is often held very close to Indonesian Independence Day the school community enjoys traditional Indonesian games together.

# SCHOOL POLICIES AND GUIDELINES

## Admissions Policy

The school requires at least one day's notice for any new enrolment starting at the school. Families who arrive at the school unexpectedly will be inducted immediately where possible, with the student/s beginning in class the following day, depending on the completion of enrolment forms, entrance exams and payment of the first invoice.

MIS is permitted to enrol students who are foreign nationals holding a KITAS or whose parent is a KITAS holding expatriate employee, as well as students of Indonesian nationality, and students of dual nationality.

**Kindergarten 1** - Students will be eligible to enrol in Kindergarten 1 from their third birthday. Students should be toilet trained, as well as being independent (not accompanied by parents or any other adults in class) before enrollment.

The enrollment of a **4-year-old student** will be only after parental agreement to the following: With consideration of the child's age, there may be a need for a student to remain classified as a Kindergarten 2 student for a longer period of time and not proceed to Kindergarten 3. Students need to be toilet trained prior to enrollment.

**Kindergarten 3** - Students will be eligible to enrol in Kindergarten 3 from their fifth birthday. This is a five day a week programme. Students beginning Kindergarten 3 for the first time after the completion of Term 2 (after the Christmas holidays) will remain in Kindergarten 3 for the next academic school year.

**PYP, MYP & DP** – Due to inconsistencies that can come from different educational backgrounds, new students are initially placed in a class according to their age. They must be at least 6 years old by Oct. 1 to enter PYP1 and the age increases for each grade level. Our website keeps current dates. In cases where this placement might not seem appropriate, the student's performance will be evaluated over the first month, and discussions among the teachers, parents and Head of School will determine if a change of class level is needed.

## Admissions Policy for Indonesian National Students

Students of Indonesian nationality from Kindergarten to Grade 11 (a full year of grade 9 and 10 is required for MYP Certification) may apply for enrollment. Siblings of enrolled students will be given the highest priority. Future planning for classes and enrollments each academic year will determine the availability of places.

Students must provide below documents:

1. Graduating certificate for enrollment to Grade 7 and 10
2. Academic reports for other grades
3. Transfer letter by the Ministry of Education (DAPODIK by DIKNAS)

Parents of students who are accepted will be required to acknowledge their agreement with the school philosophy, the nature of the curriculum, and the graduation expectations.

It is a legal requirement of all Indonesian students to participate in the National Assessments and attend religion classes. MIS will facilitate the process and bring students to the test center.

## Attendance Procedures

Daily attendance is required for all students. Chronic absenteeism is a rising problem in schools. Any child missing more than 10% of the school year is considered chronically absent. Parents are expected to contact the school between 7:30 and 7:50 a.m. if their child will be absent from school that day. This is also an important security check that students have arrived at school as expected for the day.

All absences from school need to be explained by a written note, Dojo message, WhatsApp message or verbal explanation from the parent or guardian. If you know ahead of time that your child will be away from school a note beforehand will help with the planning. Absences will be reported on all official academic records.

## Concerns related to Learning

Parents are expected to talk directly to their child's teacher if they have a concern or complaint about their child's learning programme or performance. If the issue is not resolved by that meeting, parents are invited to either bring the matter to the level coordinator's attention or go straight to the Head of School depending on the nature of the concern. If the issue is still not resolved it can be referred to the governing body for a final decision

## Concerns related to Professional Conduct

Parents are expected to talk to the Head of School if they have a concern or complaint about a teacher's professional performance. If the issues require professional support, the Head of School will draft a written plan of professional development and work with the teacher to achieve

the expected outcomes. If the issue is not resolved it can be referred to the governing body for a final decision. In the case of a concern being related to the Head of School, the Chairperson of the governing body will work in a similar way with the Head of School.

If a parent or staff member feels that a concern has repeatedly not been addressed despite having been escalated to the Head of School, an email can be sent directly to the head of the school board at [misboard@mismedan.org](mailto:misboard@mismedan.org)

## Concerns Related to Curriculum or Organization

If a parent has a concern related to the curriculum or organization they are expected to contact the Head of School to discuss the issue. The Head of School will follow up on the issue with the staff concerned, then advise the parent of the response and any action that will be implemented. The Head of School will also inform the governing body of the issues and the action taken. If the parent is not satisfied with the outcome, they may also write to the governing body which will decide on action that the Head of School will take.

## Consent Forms

### Photography

Parents of students who do not wish for their photographs to be featured in our social media and promotional materials need to complete the photographic consent form.

### Excursions, Trips and Sleepovers

Parents of students traveling on an excursion or trip or participating in a sleepover at school will need to complete a consent form for each occasion.

### Friday Mosque

Parents who wish their child to leave school on a Friday afternoon to visit the local Mosque are required to complete [this consent form](#).

### IBO

All new parents are required to [sign a waiver](#) regarding work completed in all programmes of the IB.

### ClassDojo

Parents are [required to give permission](#) for the creation of a digital portfolio on ClassDojo.

### Use of School Facilities Waiver and Release

Parents who wish to use school facilities outside of supervised time must [sign a waiver](#) before doing so.

## Evacuation Drills

Evacuation drills for fires and earthquakes are practiced at the school. Students are trained to recognize the warning signal and know where to meet their class and teachers.

A reminder to all adults in the school that if you hear a loud, continuously ringing bell being sounded for a long period of time that is the emergency signal. All people must move to the field at the front of the school as quickly as possible.

## Excursions/Camps

Teachers who wish to take their classes on an excursion or camp must first submit a proposal to the Head of School. There are important issues and criteria that are taken into consideration before these proposals are granted. They include the costs, destinations, supervision, security, first aid and the mode of transport to be used. Parents sign a consent form to allow students participating in any excursion/camps.

## Facilities Use and Rental

Any bookings to hire MIS facilities are to be made with the school Office **one week prior to use**.

### MIS Community Members Use of Facilities

The MIS gym and pool are available to all MIS families and their accompanying visitors every weekend if there are no scheduled school activities in these areas. The pool is also available to parents on Tuesday, Thursday, and Friday from 7:30am-9:30am. Parents using the pool during school hours must avoid using restrooms designated for student use such as the changing rooms outside of the pool area. Parents may use the restroom inside the pool area or the restrooms designated for adults (in the office). At this time the facilities are available without notice. However, MIS does not supervise these areas and requires all adult users to sign a waiver and release form.

### Facilities for Hire – MIS Community Members/Groups

If MIS families wish to use the gym outside of school hours they must contact the Office to make arrangements at least one week prior to the event and get the approval of the Business Manager, who will arrange for the custodian to be available to unlock and lock the gym.

The facilities are free of charge to all MIS community members, their friends and families, unless the gym is used outside the Custodian's regular work hours, when a fee of Rp.100.000 per day until 6pm and Rp 25,000 per hour after 6pm will be charged.

Note: A MIS community member must be present at all times with visitors and be responsible for the use of the MIS facilities, general security and supervision.

## **MIS Community Members Group Hire**

If a group with an MIS community member exceeds 10 people, e.g. a birthday party, a facilities hire fee could be required. No custodian fee is required as the Foundation member plays this role, unless the gym needs to be opened by the school custodian.

## **General Procedures for Use**

Classrooms, work areas and the administration area are all out of bounds for people using the school facilities after hours.

Only cars with MIS stickers, or license plates where prior notification has been provided to the security through the school office, will gain entry to the school grounds. Anyone using the MIS pool must strictly follow the MIS pool guidelines for pool use and student supervision. All areas of the school are to be left clean and tidy, all rubbish put into the bins and any damage reported to the school Office as soon as possible.

## **Sporting Groups - Fees for Hire**

Sporting groups must follow the above mentioned guidelines for gaining entry and the use of facilities. They must contact the Office Manager to sign a booking slip and pay all fees in advance. Where a sporting group does not involve a MIS community member the MIS Custodian must be hired to provide appropriate security, supervision and access to the facilities.

- Facilities Hire Fee – Rp 300,000,- per half day for an entire group
- Custodian Surcharge – Rp 100,000,- per half day outside his regular working hours

## **Fees and Tuition**

Our current fees and tuition are available from the office and on the website.

Tuition Fees may change annually at the discretion of the governing body, according to the needs of the school. The tuition fee policy is released to parents on a yearly basis and the tuition fee may change between terms if there is a significant fluctuation in the Rupiah; the final fee is as displayed on the official invoice. MIS withholds the right to suspend participation in classes should full payment not be received in a timely manner.

## **Homework**

Guidelines - At MIS daily homework is an important part of the learning process as it:

- Provides an opportunity for students to develop and use self-management skills and attitudes
- Allows parents to see their child's development and be aware of what is happening in the classroom
- Supports the partnership between the home and school.

- Homework across the grade levels may consist of revision tasks, reading, completing class work, working on long term investigations or projects, planning each stage carefully according to the procedures students have been given.

In the PYP, teachers will suggest homework for each unit. Please be aware that your child might need your support to complete these suggested tasks or they can come up with their own tasks that will enhance their learning. Specialist teachers along with the classroom teacher will collaborate to suggest well rounded learning adventures for each unit. Reading should be done daily in any language and either with books or online. Homework is an important part of the learning process because it allows:

- Students and their families find ways to make the learning happening in the classroom relevant, meaningful and applicable in the real world, by putting it into their own family and personal context.
- Students have more personal ownership and responsibility over learning that happens in their own time.
- Students have opportunities to make good personal learning choices, based on their own interests, in preparation for later learning events such as Exhibition and Personal Projects, where this is required.
- Students and parents to increase their awareness of learning occurring all the time, outside school hours, as well as during school time.
- An increased awareness by the teacher of students' personal interests and learning activities outside of school time so these can be incorporated into lessons in school.
- Teachers to use homework as an additional form of relevant assessment (evidence of learning connections being made and action being taken outside the classroom). This creates a stronger connection between home and the classroom.

To complete homework successfully at home all students need:

- a place to work with a comfortable chair, desk and very good lighting
- no distractions or disturbances from other people, such as siblings, social media or TV
- a break with a snack or 'brain food' and a drink when they have been working for long periods of time.

The following times have been set with reference to educational research.

- Homework will be completed at least five nights per week.
- Teachers will set homework that they expect the students can complete in the times suggested. The times below are maximum times of homework.

Grade Level Expectations\*:

Kindergarten 1 & 2	There is no homework in K1 and K2 but students should be read to daily.
Kindergarten 3	On average 15 minutes of learning adventures
Grade 1/PYP 1	On average 20 minutes of learning adventures

Grade 2/PYP 2	On average 30 minutes of learning adventures
Grade 3/PYP 3	On average 35 minutes of learning adventures
Grade 4/PYP 4	On average 40 minutes of learning adventures
Grade 5/PYP 5	On average 45 minutes of learning adventures
Grade 6/PYP 6	On average 60 minutes of learning adventures
Grade 7/MYP 2	80 minutes +/- per night
Grade 8/MYP 3	80 minutes +/- per night
Grade 9/MYP 4	110 minutes +/- per night
Grade 10/MYP 5	110 minutes +/- per night
Grade 11/DP 1	120 minutes +/- per night
Grade 12/DP 2	120 minutes +/- per night

*\* parents should send a note to the teacher via ClassDojo if a student is unable to complete a task within the suggested time-frame; this will allow further support (in case a student doesn't understand a topic or a family event made a student unable to complete a task).*

## MAP Testing

Students from Grade 3 and up will take a computerized adaptive test three times a year in order to monitor their learning growth over time. The test gives a measure of each student in comparison to their previous score and a goal for the next testing period. It will also give an idea of how students around the world of a similar age scored on the exams. These scores will help teachers to plan for each student individually and will help parents understand the progress of their child / children.

## Infectious Diseases

There are some infectious diseases, i.e., Mumps, Chicken Pox, Measles, Rubella, Hand Foot & Mouth etc., when the child needs to stay away from school for a period of time. Parents are asked to contact the school about the recommended time for staying away.

To prevent the spread of viruses, parents are also expected to keep their child home if they have a fever or show signs of any illness. Students and staff with temperatures of 37.5°C or other clear indications of infectious disease will be sent home.

## Medical Care/First Aid



**General Illness** - Families are expected to keep unwell children home from school for the benefit of all students' health. Staff will also send students home immediately if they are not well and are unable to work adequately in class.

**First Aid Procedures** - The school's sick bay is able to deal with any minor medical problems associated with the day-to day-activities in the school.

All first aid issues are treated as serious with students being sent to the sick bay area immediately for treatment. Staff are rostered to attend to this area and help students who need treatment at all times during the school day. All students who report to the sick bay area will have the details recorded in the first aid log book.

Level 1. Where minor first aid is required (Band-Aids, ice pack etc.) students will be attended to, monitored and returned to class. However, all head injuries or any need for ongoing treatment will be reported immediately to parents.

Level 2. Where a student requires more serious attention (any head injury, bone soreness, ongoing pain etc.) staff will attend to the injury and parents will be contacted immediately to decide on the need for further medical help or a return to class.

Level 3. Where a high level injury occurs (broken bone, loss of consciousness, high level bleeding etc.) parents will be contacted immediately for medical decision making. The student will also be taken directly to Columbia Asia Hospital for emergency treatment unless directed to a different hospital by the parents..

\*Levels 2 and 3. will always involve immediate contact with the parents for medical decision making and the approval of any off site medical treatment as the first step. If the family is unable to be contacted and / or the student is classed as 'unstable' the student will be immediately taken to the Columbia Asia Hospital in the school car accompanied by a staff member for emergency treatment.

The school's responsibility is to make immediate contact with the parents at Levels 2 and 3. From that point the parents take responsibility for all medical decision making and treatment. The school will hold this responsibility until that personal contact has been made.

**Allergies** – Parents are expected to notify the school if their children have any allergies.

**Medication** - From time to time students might need to take medication during the day at school. To ensure student safety all medication needs to be given to the Admissions Officer in the Office so that it can be administered at the correct time. The name of the student and instructions need to be clearly written with the medicine. Please note that MIS is not allowed to give any medicine without prior parental consent.

**Emergency Contacts** - For students' safety, parents are asked to nominate at least 2 people as emergency contacts who are able to make decisions on parents' behalf, particularly regarding sickness or injury. Please keep your phone contacts and addresses updated with our records.

If you are going out of town and leaving your child with house staff it is also important that the school is informed, so that we can contact families in the case of an emergency or have been provided with an emergency contact and management plan if the need arises.

**Dehydration** – Students can become dehydrated quite quickly in this tropical climate. They become quite distressed mainly due to overheating and a lack of drinking fluids. We encourage all students to drink plenty of water at school, particularly when they are doing physical activities.

All students are required to bring a reusable water bottle so they remember to drink during sports lessons and general classes. MIS provides refill stations around campus.

**Students Traveling on Excursions** – Parents need to fill out school consent forms for each individual trip. Where an overnight stay is included a medical consent form will be used. Teachers leading excursions will take the first aid pack, the emergency contacts list, medical consent forms when required and a hand phone.

**Enrollment** – All school families will sign a statement on enrollment allowing the school to seek emergency medical treatment and take students directly to Columbia Asia Hospital if required. Documentation of any medical conditions is collected during the enrollment process.

## Providing Feedback

There are several ways to provide feedback or have questions answered at MIS. Teachers also organize their weekly routines to provide feedback to parents on their child's progress. Class Dojo is our main route for communication between school and home.

## Reporting/Assessment

Parent-Student-Teacher Conferences (PSTCs) happen at the end of the first term, although they can happen at any time. They can be initiated by the parent or the teacher. All students maintain a portfolio that includes selected pieces of work that reflect their developing skills and achievements. These are in the form of either a file folder, or a digital collection (e-portfolio) and they contain a range of work from many curriculum areas, selected by the student in discussion with the teachers.

Student Led Conferences (SLCs) are usually held at the end of Term 3. These conferences provide an opportunity for all students to become more involved in and accountable for their developing learning. They also provide a 'first hand' opportunity for parents to be involved in recognizing each child's achievements and plans for the future.

Written Reports are sent home at the beginning of Term 3 and the end of Term 4. They summarize the achievements of the student and their understanding. When appropriate to the learning stage of the child and the curriculum, these reports include grades for attainment and work habits, as well as supporting comments, a general summary of the achievements and identified needs.

**PYP Exhibition** – Grade 6 students mark the culmination of their learning in the PYP by preparing and holding an Exhibition. The students present their work and share it with their parents and the whole school community in Term 4.

**MYP Personal Project Exhibition** – The Grade 10 Personal Project marks the culmination of an MYP student's study at MIS. The students present their work and share it with the whole school community in Term 4.

## Security Guidelines, Evacuations, and Emergency Procedures

### Evacuation Procedures

The safety of the students and school staff is of the highest priority, and all measures are taken to ensure a safe school environment as well as a quick response in an emergency situation.

### Alarm

The continuous ringing of the school bell. If the power to the school is cut, the school hand bell will be used.

### Evacuation Process (Fire or Bomb Threat)

1. All students, teachers, teacher aides, parents and visitors need to proceed quietly to the field at the front of the school and assemble in class lines.
2. Teachers will check all students against the attendance register.
3. Administrative and ground staff will carry out allocated duties.
4. The Head of School will check that all classes and teaching personnel are present.
5. Everyone will remain on the school field until the all clear is given or home transport arrangements are made if necessary.

### Evacuation Process (Earthquake)

1. All students, teachers, teacher aides, parents or visitors need to take cover under tables or in doorways until the tremors stop, then proceed quietly to the field at the front of the school and assemble in class lines.
2. Follow guidelines 2 and 3 for Fire.

### Emergency Procedures

In the event of an emergency situation:

1. A special meeting will be held in the staff room as soon as possible to advise teachers and administrative staff of the situation that has happened and to identify the best options to protect the students and staff.
2. The Admin Officer will contact parents via WhatsApp and by phone so that parents can arrange to collect their children. No student will leave the school unless the parent has been contacted personally.
3. If a bus, other than the private bus, is used for transport a teacher and a teacher aide fluent in English and Indonesian will accompany the children.
4. Children remaining in the school will be located in the school Library, or other safe area, and be supervised by teachers until they are collected or another arrangement is made.

## Security Procedures

### General Security Procedures

1. No student is permitted to leave the school grounds except to travel to an authorized destination, e.g. home, prearranged destination or school visit.
2. Students need to arrive at school between 7:30 and 7:45 am. Supervision of students does not begin until 7:30 a.m.
3. Students who arrive at school before 7:30 a.m. should remain in their car.
4. After school students should be collected at 2:30 p.m. or straight after their co-curricular activity.
5. Students who have not gone home by 4:00 p.m. will wait in the lobby to be collected.
6. All authorized vehicles will be issued with an official entry sticker for display on the front windscreen. On school days all vehicles other than authorized vehicles will be stopped at the gate.
7. Drivers entering the school need to open their windows so they can be recognized by the security team.
8. When a student leaves at the end of the school day the security team will maintain a record of each car's departure time and vehicle registration number.
9. No student will be allowed to travel home in another vehicle unless a note has been sent, or the school office has been advised by a parent.
10. The students will be checked to and from co-curricular activities by the librarian. Students will wait in the library before and after co-curricular activities.
11. Parents are asked to telephone the school office if a child is absent. If you know a student will be absent before the day, please send a note to the teacher beforehand. A register of absences will be collected each day at 8:10 a.m., and, if a student cannot be accounted for, the school will contact the home/office.
12. Students may not drive a vehicle onto campus unless they have received prior permission.

### Early Closing or Emergency Procedures

1. Parents will be contacted via phone.

2. Parents will be asked to collect their children from the school, or send a known employee with a letter of authorization to collect the student.
3. The school gates will be locked, and only authorized cars will be allowed to enter the school grounds.
4. Teachers will remain with the students in the library other than to personally escort a child to a vehicle when they are collected.
5. The Head of School will supervise the departure of all students from the school.
6. Students will remain at school until they are collected by a parent or authorized adult.
7. The school will have in store sufficient food, items of bedding and general emergency supplies if students or staff need to stay overnight in the school. The library and staff room will be used for sleeping and eating.
8. The school staff will try to make the school as secure as possible and act in a way that does not cause unnecessary alarm or panic.

## Students with Special Learning Needs

### Admissions

As a small and relatively isolated school, MIS can only admit and continue to enroll a student if it has the resources, expertise and facilities to provide an education, which conforms to acceptable practice and can meet the student's cognitive, physical, social and emotional needs. No single enrollment will be to the detriment of the whole class. MIS seeks to accommodate a variety of student abilities and needs, however, the school does not provide services for children with identified learning disabilities that require specialist support. Students with mild learning difficulties that can be catered for in a standard classroom may be admitted. Each case is considered on an individual basis.

### Specific Learning Difficulties

If teachers feel that students are experiencing difficulties with their learning, they will contact the parents and, if necessary, involve the Head of School in discussions to gain access to guidance and professional help which will support the student and the family. The same approach will be taken if a student is experiencing social integration difficulties, behavioral problems, and/or emotional distress.

Parents may be advised to seek the services and advice of a suitable professional consultant. MIS has put parents in contact with educational psychologists in Medan and beyond, with the results being extremely favorable to student learning and development.

## Student Behavior Management

Students at Medan Independent School conduct themselves according to expectations of acceptable behavior based on the Learner Profile. The school has a policy that focuses on the promotion of positive student self-concepts and behavior, as well as following processes for those children who sometimes forget how to behave appropriately.

A common sense environment exists and is used across all classes as well as in the playground to ensure consistency when dealing with behavior issues.

Parents, visitors and volunteers at the school are not responsible for student behavior and are asked not to intervene in a student behavior issue; parents are asked to contact a teacher/coordinator/head of school if a student has an issue with another student(s)?

## **The International Baccalaureate Organisation**

The International Baccalaureate Organisation (IBO), a non-profit educational foundation based in Switzerland, offers the Primary Years Programme for students aged 3 to 12 years old, the Middle Years Programme for students in the 12 - 16 age range, and the Diploma Programme for students in the final two years of secondary school.

The mission of the IBO is:

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

The three IBO programmes share many educational principles. Each programme is intended to promote the education of the whole person, emphasizing the importance of a broad and balanced education.

The IB programme models highlight important shared features of an IB education.

- Developing the attributes of the learner profile
- Approaches to teaching and approaches to learning
- Age-appropriate culminating experiences
- An organized and aligned structure of subject groups or disciplines
- Development of international-mindedness as a primary aim and context for learning

Teaching and learning in the IB grows from an understanding of education that celebrates the many ways people work together to construct meaning and make sense of the world. Represented as the interplay between asking (inquiry), doing (action) and thinking (reflection), this constructivist approach leads towards open classrooms where different views and perspectives are valued. An IB education empowers young people for a lifetime of learning, both independently and in collaboration with others. It prepares a community of learners to engage with complex global challenges through a dynamic educational experience framed by inquiry, action and reflection.

MIS is the only school in Medan that is accredited to deliver the PYP, MYP, and DP.



# The Primary Years Programme (PYP)

## PYP Teaching Team

These are our teachers in the Primary Years Programme for the 2024-2025 school year at MIS

Mrs. Leli (Kathy) Ginting	Kindergarten 1-3 Teacher	kathy@mismedan.org
Ms. Renta Pangaribuan	Kindergarten Assistant	renta@mismedan.org
Ms. Bridget Schwab	PYP 1/2 Teacher	bridget@mismedan.org
Ms. Maria Purba	PYP 1/2 Teacher Assistant	maria@mismedan.org
Mr. Ryan Schwab	/PYP 3/4 Teacher	ryan@mismedan.org
Mr. Stevan Fagio	PYP 3/4 Teacher Assistant	stevan@mismedan.org
Ms. Julie Hoffman	PYP Coordinator/PYP 5/6 Teacher	julie@mismedan.org
Ms. Suciati Depari	PYP 5/6 Teacher Assistant	suci@mismedan.org
Mrs. Desy Tarigan	PYP Bahasa Indonesia Teacher	desy@mismedan.org
Mr. Andy Manurung	Art and Music Teacher	andy@mismedan.org
Ms. Imelda Hutabarat	Library Teacher	imelda@mismedan.org
Mr. Exaudi Damanik	P.E. and Swimming Teacher	exaudi@mismedan.org

## The IB PYP

IB Primary Years Programme (PYP) frames the learning activities of the primary school community. Typically, the framework is flexible enough to incorporate national curriculum requirements. It is used in national and international, state and privately funded schools. The IB Primary Years Programme, for students aged 3 to 12, focuses on the development of the whole child as an inquirer, both in the classroom and the outside world.



## What is the IB Primary Years Programme?

The aims of the programme are to:

- Encourage international-mindedness in IB students.
- Encourage a positive attitude to learning by engaging students in inquiries and developing their awareness of the process of learning so that they become lifelong learners.
- Reflect on real life by encouraging learning beyond traditional subjects with meaningful, in-depth inquiries into real issues.
- Emphasize, through the learner profile, the development of the whole student - physically, intellectually, emotionally and ethically.

### The PYP curriculum consists of three areas:

Written Curriculum— The curriculum Scope and Sequence documents outline each subject area by phase which lists the conceptual understandings and learning outcomes students are expected to achieve during their time in the PYP. For more information about the specific learning outcomes please visit the school foyer.

Taught Curriculum — The taught curriculum consists of the planned learning experiences that take place inside and outside the classroom to develop conceptual understandings.

Assessed Curriculum — The assessed curriculum is the process of evaluating each student's conceptual understandings through the use of a variety of assessment strategies and tools.

## PYP Essential Elements

In 2018, the PYP was enhanced, putting more emphasis on “The Learner, Learning & Teaching and the Learning Community.”

PYP students will be given more **Agency** through:

**Voice** - students question, guide and direct learning, propose and initiate action and participate in decision making.

**Choice** - students co-control learning goals and engage with multiple perspectives

**Ownership** - students define their own learning goals, reflect on them and their ideas are supported throughout planning and taking action.

## **Knowledge**

**Knowledge is the important, real-life information that we would like students to explore and know about.**

We do this by investigating, discovering, exploring and researching the world around us through the utilization of a variety of resources.

## **Action**

Students are encouraged to take responsible action to show their deeper understanding and to practice the other essential elements.

Examples of what taking responsible action might look like:

1. A student who has been studying about how to share the planet and water use, might decide to turn off the tap while brushing their teeth to save water.
2. A student who is studying about beliefs and values might choose to check out a book about religion in the library and ask to share it with their class the next day to open a discussion.

Action can also be seen in participation, advocacy, social justice, social entrepreneurship and lifestyle choices

## **Key Concepts**

- Form: What is it like?
- Function: How does it work?
- Causation: Why is it like it is?
- Change: How is it changing?
- Connection: How is it connected to other things?
- Perspective: What are the points of view?
- Responsibility: What is our responsibility?

## Skills

- **Social Skills:** Accepting Responsibility, Respecting others, Cooperating, Resolving Conflict, Group Decision-making, Adopting a variety of group roles
- **Communication Skills:** Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-Verbal Communication
- **Self-management Skills:** Gross and Fine Motor Skills, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyle, Codes of Behavior, Informed Choices
- **Research Skills:** Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Interpreting Data, Presenting Research Findings
- **Thinking Skills:** Acquisition of knowledge Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought (2+ points of view a same time), Metacognition (analyzing thought processes).

## The Enhanced IB PYP Curriculum Model



## PYP Programme of Inquiry 2024 - 2025

	Who We Are	Where We are in Place and Time	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
K 1,2,3	<i>People learn to make and value safe friendships.</i>	<i>The places, community helpers and transport in cities impact our lives.</i>	<i>People share ideas about self and the world through the visual arts.</i>			<i>Living things use the Earth's resources to survive.</i>
P1/2	<i>People's thinking, attitudes, choices and actions can positively influence themselves and others.</i>	<i>The characteristics and movement of planet Earth are influenced by other things in space.</i>	<i>Through stories we can explore and share our different cultures.</i>	<i>Forces and simple machines work together to create and affect motion.</i>	<i>Communities depend on goods and services that people provide.</i>	<i>Understanding the special characteristics of animals helps people support their survival.</i>
P3/4	<i>Characteristics, behaviors and beliefs can be inherited and influence our perspectives.</i>	<i>Exploration of Earth and space leads to discoveries and new understandings.</i>	<i>The arts are used to share important messages.</i>	<i>Electrical energy impacts daily life as it is transformed, transferred, measured, and controlled.</i>	<i>Cities are organized to meet the needs of the inhabitants.</i>	<i>We have a responsibility to protect environments that are habitats for living things.</i>
P5/6	<i>Decisions and behaviors can impact learning,</i>	<i>The earth is made up of landforms that change.</i>	<i>People can create or manipulate messages to influence thinking.</i>	<i>Using the scientific method helps scientists explore scientific principles.</i>	<i>Global economies depend on the ability to produce and market goods and services that can be exchanged.</i>	<i>Human choices have global impact.</i>

## Primary Years Programme Overview

Mrs. Leli (Kathy) Ginting	Kindergarten 1-3 Teacher	kathy@misedan.org
Ms. Renta Pangaribuan	K1-3 Teacher Assistant	renta@misedan.org
Ms. Bridget Schwab	PYP 1/2 Teacher	bridget@misedan.org
Ms. Maria Purba	PYP 1/2 Teacher Assistant	maria@misedan.org
Mr. Ryan Schwab	PYP 3/4 Teacher	ryan@misedan.org
Mr. Stevan Fagio	PYP 3/4 Teacher Assistant	stevan@misedan.org
Ms. Julie Hoffman	PYP Coordinator/PYP 5/6 Teacher	julie@misedan.org
Ms. Suciati Depari	PYP 5/6 Teacher Assistant	suci@misedan.org

### Teacher Aims:

- ❖ Develop children's social and emotional skills, as well as fine motor and gross motor skills.
- ❖ Encourage children to use materials in flexible and imaginative ways.
- ❖ Create a positive, collaborative learning environment where students can support one another's learning and share ideas, resources and skills with confidence.
- ❖ Encourage the IB Learner Profile, Attitudes and positive action, in all areas of learning.
- ❖ Implement and facilitate a well-balanced and challenging program that helps all students build their academic strengths and work to their potential in all areas of the curriculum
- ❖ Give clear, specific feedback that develops confidence and challenges learners to higher levels of thinking and personal performance.
- ❖ Make every student feel that their ideas and hard work are valued so as to build a strong and positive attitude towards lifelong learning.
- ❖ Promote citizenship through the use of positive action within the community.

### The Primary Years Program (PYP)

The PYP is a concept based program which encourages an inquiry approach to learning concepts and knowledge. The Programme of Inquiry (POI), has six themes which are covered during the academic year. These are referred to as Units of Inquiry (UOI) and are transdisciplinary (integrated through different subject areas including Science, Social Studies, Bahasa Indonesia, The Arts, IT, and Personal Social and Physical Education). Kindergarten 1,2,3 students do four units of inquiry per year whereas in Grade 1-6, six units a year are required. An overview of the full year's POI is available in this document.

Students in grades K1-3 will be involved in Exploration Mornings and Fruity Fridays. Please see more detail in Ms. Kathy's first parent letter.

### Language Arts

The development of strong language skills plays an important role in succeeding in today's world. Kindergarten 1,2,3 will focus on developing strong language skills for each student at their own pace. Students will speak, listen, read, write, view and present daily. In PYP 1/2, students will undertake a variety of speaking, listening, reading, writing, and viewing activities daily. They will regularly present their work to an audience. In PYP 3-6, we will be utilizing read alouds, guest readers, literature circles, independent reading and guided reading in class to develop reading strategies and skills. Students will also develop their understanding of the writing process through weekly writing tasks.

At all levels, instruction is in English, value is also given to the family's mother tongue and it is expected that parents will support children's learning in their mother tongue at home. Research shows that children who have strong language skills in their mother tongue, learn English better.

To help develop vocabulary and a love for reading, it is recommended for children in grades K 1-3 to have at least three books read to them daily (either in English or their mother tongue). Students in grades PYP 1-6 will have library books and other reading material to read at home each night.

### **Mathematics**

Maths is a core area of our curriculum. Students will focus on Maths integrated into the UOI as well as stand-alone skills. As outlined in the IB PYP Mathematics Scope and Sequence, we will focus on five areas (measurement, number, pattern and function, shape and space, and data handling). Students will explore and develop their math skills through guided lessons, independent and group activities. These lessons and activities will follow the philosophy of the PYP using an emphasis on authentic problem solving and hands-on experiences. The use of manipulatives and concrete materials in mathematical play is fundamental to helping the children start to develop their understanding of math concepts.

### **Programme of Inquiry (POI)**

The PYP is a concept based programme which encourages an inquiry approach to learning concepts and knowledge. In the POI, we will cover six themes this year. These themes are referred to as the Units of Inquiry (UOI), and are taught throughout the different curriculum areas. We also have a school-wide health and safety unit integrated into our IB Core curriculum.

### **Specialist Instruction and Activities**

Students will also join in specialist instruction and activities throughout the week. These classes are designed to support and broaden our students' interests and abilities and are linked to the UOI being studied by the class wherever possible. Please provide your child with the following for specialist classes:

PE - PE shirt, sun hat and sports shoes

Library - Library books (up to three may be borrowed) in their library bag

Swimming - Swimming clothes, goggles and towel in a plastic bag

### **Information Communication Technology (ICT)**

ICT tools are used at this level by the students for inquiring into the units of inquiry.

- ❖ In K1,2 they will on occasion use an iPad for math games, coding, coordination, and or language activities.
- ❖ For K3, there is access to the school ICT lab. This will help students develop research, communication, social and self-management skills via integration into the UOI, as well as basic computer skills.
- ❖ ICT tools are used at this level by the students for inquiring into the units of inquiry.
- ❖ For PYP 5 / 6, All students will be given g-mail accounts this year and will be expected to use these for class on a regular basis. We will develop our fluency of the Google Suite throughout the year and practice various other computer and ipad applications.

### **Daily Needs**

Every day students should bring a morning snack, lunch, and a water bottle. For K1-3 students, please provide an extra set of clothes for emergencies.

### **Homework**

Homework assignments are designed to:

- Give students, and their families, more personal ownership over learning that happens in the students' own time.
- Increase teacher awareness of students' personal interests and learning activities outside of school time (e.g. activities with their families, tutoring, special interests).
- Allow students, and their families, to find ways to make the learning happening in the classroom, relevant, meaningful and 'real world' by putting it into their own family and personal context.
- To reinforce concepts/skills taught during the week and support the current Unit of Inquiry.

As stated earlier in this document, homework time is not to exceed the following:

Level	Amount of time per night (minutes)
PYP 1	10
PYP 2	20
PYP 3	30
PYP 4	40
PYP 5	50
PYP 6	60

### **Communication**

Please use ClassDojo to contact us for any comments or questions. We will use this also as our primary method of communication with you, the caregiver. In addition to using ClassDojo for

communication, please login regularly to see class updates on our “Class Story.” Of course, we are all available through email, as well.

We are absolutely thrilled to be your child’s educators this year! We can’t wait to see where our learning takes us.

Sincerely,

PYP Homeroom Teachers



# Bahasa Indonesia Programme Overview

**Teachers:** Ms. Desy Tarigan, Mr. Stevan Fagio, Ms. Maria Purba and Ms. Suci Depari

## Introduction

Indonesia provides many opportunities for students to gain insight into and appreciation of other cultures. They will learn about the similarities and differences between the diverse groups of people which make up Indonesia, and their culture and heritage. Facilitating opportunities for the students to gain an appreciation, understanding, and experience of the Indonesian language and culture is valued highly by the teachers.

## Teacher Aims

- Enable students to understand and communicate in simple conversations
- Enable students to become more aware of the lifestyles and cultures of Indonesia
- Encourage communication with native speakers in everyday situations
- Use aspects of the local environment to promote understanding of concepts from other curriculum areas

## The Programme

The programme design incorporates a high level of experience-based learning. The Bahasa Indonesia teachers are in constant collaboration with classroom teachers and integrate their teaching and learning with the Program of Inquiry.

In addition to the study of Bahasa Indonesia, the Indonesian curriculum also includes:

- Excursions and lessons that coincide with units of inquiry
- Exposure to Indonesian culture, arts, and crafts while studying Indonesian history
- Special events such as Hari Kartini, Batik Day and Indofest
- Awareness of the significance of different celebrations in Indonesia
- Collaboration with local schools to enrich connections with the local community

If you have any questions or concerns with regard to the Indonesian curriculum, please contact [maria@misedan.org](mailto:maria@misedan.org) (PYP 1/2), [stevan@misedan.org](mailto:stevan@misedan.org) (PYP 3/4), [suci@misedan.org](mailto:suci@misedan.org) (PYP 5/6) [desy@misedan.org](mailto:desy@misedan.org) (PYP Bahasa Indonesia Teacher).

We look forward to meeting and working with you this year.

Sincerely,

**PYP Bahasa Indonesia Team**

**Ms. Suci, Ms. Desy, Ms. Maria, Mr. Stevan**

# Arts Programme Overview

**Art and Music Teacher:** Mr. Andy Manurung

## Introduction

The Arts, in the form of Visual Art, Drama, Music and Dance, must be part of a balanced learning program. Research has shown that people have different learning styles; they learn and show their learning in different ways. Quality experiences in the Arts have a positive effect on students' overall achievement. They are integrated into the POI wherever possible through transdisciplinary planning which is carried out at PYP meetings where homeroom teachers and specialists work together.

## Aims

- In visual art classes, students have opportunities to explore different media and techniques, reflect on their own creative processes, learn about the elements and principles of art and design, and appreciate a variety of different art work.
- Through drama, students develop their confidence to communicate with an audience, as well as skills in speaking, listening and using body language. Drama experiences also promote the development of English language skills and allow students to explore concepts related to their Units of Inquiry in creative ways.
- In music classes, students have opportunities to experience music by performing, creating and composing music, as well as listening to and appreciating music.
- In dance, students have opportunities to create and perform as they gain confidence in moving to music. Dance allows students to explore concepts related to their UOI in creative ways.

## The Programme

The PYP Arts Programme at MIS is presented in a variety of ways:

- Mr. Andy Manurung is the specialist music teacher for Kindergarten 1-3 and PYP 1-6.
- Visual art is integrated into the learning programs of all PYP classes by the class teacher. In addition, Mr. Andy Manurung teaches all Art lessons to PYP 1-6.
- Dance and drama education are brought into the PYP classrooms when related units have connections.

There will be many opportunities this year for students to show their learning through the arts at: assemblies, school and class displays, and during student-led conferences (SLC's). Parents are welcome to contact the teachers if they would like to discuss their children's progress in the arts.

## Mr. Andy Manurung

# Library Programme Overview

**Librarian:** Ms. Imelda Hutabarat

## **Introduction:**

The Medan Independent School library is a multilingual library, full of multimedia resources, books, maps, newspapers, magazines, journals and other literary items. We have books in English, French, Dutch, German, Korean, Japanese, Mandarin, Norwegian and German. The school librarian provides lessons to help the students gain insight into the essential elements of the PYP. The MIS library focuses on two main areas: research skills and knowledge. In collaboration with classroom units, the librarian will take thinking and learning in the PYP to the next level with hands-on lessons tailored to the students' interests, levels and their current units of inquiry.

## **Teacher Aims:**

- Educate students in the areas of library science
- Empower students to find books that are engaging, relevant and age appropriate.
- Help students not only to be good readers but also to think critically and reflect on their reading
- Support classroom instruction with read-alouds, research, and book studies matching the current units of inquiry
- Celebrate literacy events such as authors' birthdays and other international literacy days
- Support literacy in mother tongue, English and Indonesian

## **The Programme:**

The purpose of the MIS library is to support each student's interest in language and literature by providing the tools and skills necessary to nurture a lifelong love of reading. To do this the Librarian will engage students at all levels by teaching relevant book skills such as: learning to value stories and spark the students' imagination through reading and sharing stories, author / illustrator studies, parts of a book, genre studies, types of publications, referencing materials in research, the Dewey decimal system.

Each PYP student has one lesson a week and students are able to check out 3 books at a time. Students are taught to use the computer to check in and out their own books.

MYP students use the library in collaboration with their subject teachers. Each MYP student is allowed to check out 6 books at a time in addition to books from the school's resource room. Parents are welcomed to come to the library and check out 3 books at a time.

In addition to the scheduled library time, PYP and MYP students may come to the library for research purposes on Wednesday and Thursday from 12:25-12:50. The library is also open for all students from 2:30-3:45 for checking in and checking out books if a student needs to change a book.

**Ms. Imelda Hutabarat**

# Physical Education Programme Overview

**Teacher:** Mr. Exaudi Damanik

## Introduction

Physical and Health Education (P.E.) plays an important part in the overall education of PYP students at MIS. It is tied into the Personal, Social and Physical Education (PSPE) area of the IB PYP Scope and Sequence. Learning about the concepts covered in PSPE contributes significantly to a student's physical, social and mental health and well-being. Physical education uses games and sport activities to develop students' gross motor skills, strength, speed, agility, balance, flexibility, muscle endurance, power and coordination, and body composition.

## Teacher Aims

The P.E. Programme in the IB PYP classes includes the following types of activities:

- ❖ Fitness testing and healthy lifestyle promotion
- ❖ Team sports, such as futsal, basketball, badminton, indoor hockey, soccer, volleyball, frisbee and softball
- ❖ Traditional Indonesian dance and games
- ❖ Swimming skills and water safety
- ❖ Individual track and field sports, such as: running, high jump, long jump, shotput and discus throwing

## The P.E. Programme

All lessons are grade appropriate and are designed to increase the students' skill levels and their self confidence in a positive learning environment. In order to develop and maintain a good level of fitness, students will participate in swimming class and physical education classes every week.

Parents who would like to discuss the PYP P.E. programme are welcome to contact me at [exaudi@mismedan.org](mailto:exaudi@mismedan.org) to arrange a suitable time to meet.

I am very happy to be teaching the P.E. programme to the PYP students. I am looking forward to helping students develop their fitness and healthy lifestyle habits. I want students to love P.E. activities just as much as I do.

Sincerely,

**Mr. Exaudi Damanik**

# The Middle Years Programme (MYP)

## MYP Teaching Team

We have a highly qualified and experienced team of teachers to guide your children through their learning journeys in the MYP this year.

**Mr. Greg McGuire (greg@mismedan.org):** MYP Coordinator, MYP 4-5 Homeroom, MYP 5 Personal Projects, MYP Sciences.

**Mr. Jason Pringle (jasonp@mismedan.org):** MYP 2-3 Homeroom, MYP 2-5 Language and Literature, MYP 2-3 Individuals and Societies.

**Mr. Karl Sloane (karl@mismedan.org):** MYP 4-5 Individuals and Societies

**Ms. Robintang Simbolon (bintang@mismedan.org):** MYP Language Acquisition (Indonesian)

**Mr. Bosman Simanjuntak (bosman@mismedan.org):** MYP Mathematics

**Mr. Exaudi Damanik (exaudi@mismedan.org):** MYP Physical and Health Education

**Mr. Andy Manurung (andy@mismedan.org):** MYP Music, MYP Visual Arts

**Ms. Irma Tobing (irma@mismedan.org):** MYP Language Acquisition (Indonesian), MYP French

**Ms. Desy Ria Tarigan (desy@mismedan.org):** MYP Design

**Ms. Yuni Frenica (yuni@mismedan.org):** MYP German

**Ms. Golda Laoshi Huang (golda@mismedan.org):** MYP Mandarin

**Ms. Imelda Hutabarat (imelda@mismedan.org):** Librarian, Service as Action teacher

**Ms. Meli Ginting (meli@mismedan.org):** MYP Assistant, MYP 2-3 Mathematics support

**Ms. Rizqi Amaturrahim (rizqi@mismedan.org):** MYP 4-5 Mathematics support

## Student laptops/iPads

The mission of Medan Independent School (MIS) is:

*We provide a rigorous and challenging internationally-recognized program that focuses on intercultural understanding, 21st Century skills, knowledge, and attitudes to enable lifelong learners who can adapt and act in a caring way leading to a positive impact on the future of our world.*

Developing 21st century skills is a key part of this mission. For that reason MIS students in the MYP use devices during the school day and while they are learning at home; therefore, all students in the MYP must provide their own device to support their learning.

Instruction and device support at MIS is done via Apple platforms. Therefore all MYP students are recommended to have an Apple laptop (*2016 running Monterrey or newer*) or an iPad

(*Generation 9 or newer*). MIS has chosen the Apple platform for its reliability, longevity and ease of use in an educational setting.

\* Over the past few years, students have found that the best productivity and usability comes with a laptop (this will also be required in the DP).

In order to focus on learning, we do not teach students how to use multiple platforms. For this reason, while a student could bring a Windows device to the MYP limited support in the use of that device would be available. There may also be some applications that are used in lessons that are not available for Windows and it would be the responsibility of the student to find a suitable replacement. For example, instruction and support for making videos will be given on iMovie; a student with a Windows device could use Movie Maker to produce similar work, but the use of Movie Maker will not be specifically taught.

The battery on a student's device should last for the majority of the school day before needing to be recharged. Student's whose devices cannot last this long should have the device or battery replaced.

## Homework

Students will be using ManageBac to receive their homework tasks. Upcoming assessment tasks will also be posted using ManageBac. Students should check ManageBac daily to ensure they are keeping up with their work.

At MIS daily homework is an important part of the learning process as it:

- reinforces concepts explored in lessons,
- provides an opportunity for students to develop and use self-management skills and attitudes,
- allows parents to see their child's development and be aware of what is happening in the classroom,
- supports the partnership between the home and school.

Homework might consist of activities such as revision tasks, reading, completing class work, or working on long-term investigations or projects. It is expected that MYP students have an internet connection at home so they can complete their homework assignments. It is the student's responsibility to charge their iPad/laptop each night so that they have a full charge when they return to school with it the next day.

The table below gives estimates for how much time a student can be reasonably expected to work on homework per night. It is expected that students will be required to complete homework at least 5 nights per week.

Level	Amount of time per night (minutes)
-------	------------------------------------

MYP 2	70
MYP 3	80
MYP 4	90
MYP 5	100

While there will be some regular homework tasks. Other long-term assignments will require students to take responsibility for time management in order to complete these larger tasks on time. If however, homework tasks are taking an excessive amount of time parents should communicate these concerns to the appropriate teachers. The easiest way to do this is for the parent to write a note stating that the homework has gone overly long for that evening. The parent can then end the homework for that evening and send their child to school with the note to be handed over to the applicable teacher(s). The teacher(s) will then follow up to determine what has led to this situation and work with the student and parent to resolve it.

## MYP Pass Mark

MIS issues report cards twice a year. For each of the eight IB subject areas (language and literature, individuals and societies, mathematics, design, arts, sciences, physical and health education, and language acquisition) a grade of 0 to 7 is issued on each report card. If on a report card, a student receives two or more grades of 2 or below they will be placed on academic probation. When a student goes on academic probation they are required to attend a meeting that includes at least one parent, the principal, the MYP coordinator, and the student. During that meeting strategies to help the student improve their academic performance will be discussed. Strategies for improvement will be written out and copies will be given to all parties. If the student receives two or more grades of 2 or below on their next report card, they will become a candidate for expulsion from the school. Unless the principal defers the expulsion and offers a written action plan to all parties detailing how matters with that student will proceed, the student will be expelled.

## Assessment

There are four assessment criteria for each of the MYP curriculum areas. There are three assessment criteria for Personal Project and Interdisciplinary Units. Levels of achievement (maximum 8 for each) are awarded based on descriptors established by the MYP curriculum framework. At the end of each semester, students will receive a report listing final grades and personal comments from each teacher. An indication of their progress with the IB Learner Profile and a personal reflection is also included in reports. Homeroom teacher comments include evaluation of students according to the IB Student Profile. Three times per year students



complete online MAP tests, which enable comparisons with students all over the world at the same grade level.

## **Academic Honesty and Computer Use**

At the start of each year, parents & students are asked to read agreements regarding academic honesty and the use of computers and the Internet. The Academic Honesty Policy includes expectations with regard to principled research practices, referencing, use of online translators, etc. The Acceptable Use Policy includes guidelines regarding the use of the Internet and smart devices on campus.

## **Behaviour and Discipline**

MIS has high expectations of students. They are expected to be fully engaged learners who treat all those in the school community with a high level of respect. Parents will be informed if these standards are not being met.

## **Class Dojo**

Class Dojo is an app that will be used to communicate positive progress in relation to the IB learner profile. It will also be used to communicate when expectations are not being met. It is also a platform that allows parents and teachers to message each other. It is expected that parents will be attentive to messages sent by teachers and respond to them where appropriate. If parents have any questions or concerns they would like to bring up with the teacher, Class Dojo is a great tool for these communications.

## **ManageBac**

ManageBac is an online curriculum platform that connects students, parents and teachers to the curriculum being taught and assessment feedback. Students will receive their homework assignments, due dates for upcoming assignments, and summative assessment grades in ManageBac. If you wish to know what your child has for homework ask them to open their ManageBac and look at the calendar of assignments.

## **Digital Portfolios**

All students have a digital portfolio that is shared with their parents. As summative assignments are assessed they are added to the portfolio. This gives students and their parents a valuable opportunity to reflect on the student's progress.

## **Global Contexts, Key Concepts, and Approaches to Learning Skills**

In the MYP, learning contexts should be (or should model) authentic world settings, events, and circumstances. Students in the MYP age range learn best when their learning experiences have context and are connected to their lives and to the world that they have experienced. When learning becomes meaningful and relevant, students are more likely to be engaged. Contexts for learning in the MYP are chosen from global contexts shown below to encourage international-mindedness and global engagement within the programme.

## Global Contexts

Global Context	Focus Questions
Identities and Relationships	Who am I? Who are we?
Orientation in Space and Time	What is the meaning of “where” and “when”?
Personal and Cultural Expression	What is the nature and purpose of creative expression?
Scientific and Technical Innovation	How do we understand the world in which we live?
Globalization and Sustainability	How is everything connected?

## Concepts

The MYP is a concept-based curriculum framework that encourages idea-centred teaching and learning. The MYP prescribes key concepts (overarching) and related concepts (subject-specific) to better ensure a common basis of conceptual understanding is developed in students to provide them a sound foundation for future learning. Assessment includes understanding and application of the prescribed concepts. Each unit is based on one key concept linked to some related concepts from the particular subject area.

## Key Concepts

The MYP identifies 16 key concepts to be explored across the curriculum.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global Interactions	Identity	Logic
Perspective	Relationships	Time, Place and Space	Systems

## Approaches to Learning (ATL)

In the MYP, students develop ATL skills that have relevance across the curriculum that help them “learn how to learn”. ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning. ATL skills are developed in all subject areas. Additionally they are one of the central focuses of each student’s weekly IB Core class.

ATL skill categories	MYP ATL skill clusters
COMMUNICATION	Communication
SOCIAL	Collaboration
SELF-MANAGEMENT	Organization, Affective, Reflection
RESEARCH	Information Literacy, Media Literacy
THINKING	Critical thinking, Creative thinking, Transfer

## Service as Action

IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. MIS’s Service as Action program is a way for student to engage in principled action with their local and global community. Through responsible action, tightly connected with sustained inquiry and critical reflection, young people and adults can develop the kinds of attributes described by the learner profile that are essential for success in future academic pursuits and for adult life. MYP students have a weekly Service as Action class to develop their service projects. Additional service projects will also evolve out of inquiry in the various subject areas.

## The Subjects of the MYP

All MYP students at MIS are required to study key concepts across eight curriculum areas.

- Language and Literature (English)
- Mathematics (Standard/Extended)

- Individuals and Societies
- Sciences
- Language Acquisition (Indonesian and one additional language)
- Health and Physical Education (including Swimming)
- Design
- Arts (Music and Visual Arts)

## Language and Literature (English)

Through studying MYP language and literature, students will show an increasing awareness of the power of language—both in their own and others’ language use. Students will be able to use and interpret language suitably for a variety of intentions and contexts.

The Language and Literature course provides a linguistic and academic challenge for students in order to give them the best possible educational experience and develop their language skills to their full potential.

Students study a wide range of literary and non-literary text types, writing styles and techniques. Analysis of literary and non-literary text includes commenting on the significance of any possible contexts, audience, purpose and the use of linguistic and literary devices.

Students will develop their English communication skills in the following three areas:

- **Oral communication** - Oral communication encompasses all aspects of **listening** and **speaking**.
- **Written communication** - Written communication encompasses all aspects of **reading** and **writing**.
- **Visual communication** - Visual communication encompasses all aspects of **viewing** and **presenting**.

### ***Aims:***

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyze aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

**Key concepts:** communication, connections, creativity and perspective.

**Assessment Criteria**

<b>Criterion A</b>	Analyzing	<b>Maximum 8</b>
<b>Criterion B</b>	Organizing	<b>Maximum 8</b>
<b>Criterion C</b>	Producing text	<b>Maximum 8</b>
<b>Criterion D</b>	Using language	<b>Maximum 8</b>

## Mathematics (Standard/Extended)

The framework for MYP mathematics outlines four branches of mathematical study:

- Number
- Algebra
- Geometry and trigonometry
- Statistics and probability

The aims of MYP mathematics are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

**Key Concepts:** Form, Logic, Relationships

### Assessment Criteria

<b>Criterion A</b>	Knowing and understanding	<b>Maximum 8</b>
<b>Criterion B</b>	Investigating patterns	<b>Maximum 8</b>
<b>Criterion C</b>	Communicating	<b>Maximum 8</b>
<b>Criterion D</b>	Applying mathematics in real-life contexts	<b>Maximum 8</b>

## Individuals and Societies

MYP individuals and societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments.

MYP individuals and societies incorporates disciplines traditionally studied under the general term “the humanities” (such as history and philosophy), as well as disciplines in the social sciences (such as economics, business management, geography, sociology and political science).

**Key Concepts:** Change, Time, Place and Space, Global Interactions, Systems

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

### Assessment Criteria

<b>Criterion A</b>	Knowing and understanding	<b>Maximum 8</b>
<b>Criterion B</b>	Investigating	<b>Maximum 8</b>
<b>Criterion C</b>	Communicating	<b>Maximum 8</b>
<b>Criterion D</b>	Thinking critically	<b>Maximum 8</b>

## Sciences

MYP sciences enables students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment. MYP sciences include biology, chemistry, physics and earth sciences.

**Key concepts:** change, relationships and systems.

The aims of MYP sciences are to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavor with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

### Assessment Criteria

<b>Criterion A</b>	Knowing and understanding	<b>Maximum 8</b>
<b>Criterion B</b>	Inquiring and designing	<b>Maximum 8</b>
<b>Criterion C</b>	Processing and evaluating	<b>Maximum 8</b>
<b>Criterion D</b>	Reflecting on the impacts of science	<b>Maximum 8</b>



## Arts

Students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas. It is through this practice that students acquire new skills and master those skills developed in prior learning. At MIS MYP students study Music and Visual Arts.

The aims of MYP arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

**Key Concepts:** Aesthetics, Identity, Communication, Change

### Assessment Criteria

<b>Criterion A</b>	Knowing and understanding	<b>Maximum 8</b>
<b>Criterion B</b>	Developing skills	<b>Maximum 8</b>
<b>Criterion C</b>	Thinking creatively	<b>Maximum 8</b>
<b>Criterion D</b>	Responding	<b>Maximum 8</b>

## Language Acquisition (Indonesian)

The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding, both of which are central to the IB's mission.

The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes, and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

**Key Concepts:** Communication, Connections, Creativity, Culture

The aims of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student’s communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

### Assessment Criteria

<b>Criterion A</b>	Comprehending spoken and visual text	<b>Maximum 8</b>
<b>Criterion B</b>	Comprehending written and visual text	<b>Maximum 8</b>
<b>Criterion C</b>	Communicating in response to spoken, written and visual text	<b>Maximum 8</b>
<b>Criterion D</b>	Using language in spoken and written form	<b>Maximum 8</b>

## Physical and Health Education

MYP physical and health education (PHE) aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. Physical and health education focuses on both **learning about** and **learning through** physical activity. MIS students will have one swimming lesson scheduled each week. In

addition to health education concepts covered in PHE, additional health education occurs in the IB Core program and in Science lessons.

The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.

**Key Concepts:** change, communication, relationships

### Assessment Criteria

<b>Criterion A</b>	Knowing and understanding	<b>Maximum 8</b>
<b>Criterion B</b>	Planning for performance	<b>Maximum 8</b>
<b>Criterion C</b>	Applying and performing	<b>Maximum 8</b>
<b>Criterion D</b>	Reflecting and improving performance	<b>Maximum 8</b>

## Design

Competent design is not only within the reach of a small set of uniquely skilled individuals, but can be achieved by all. The use of well-established design principles and processes increases the probability that a design will be successful. To do this, designers use a wide variety of principles which, taken together, make up what is known as the design cycle. Designing requires an individual to be imaginative and creative while having a substantial knowledge base of important factors that will aid or constrain the process.

The aims of MYP design are to encourage and enable students to:

- enjoy the design process, develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments

- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

**Key Concepts:** communication, communities, development, and systems.

### Assessment Criteria

<b>Criterion A</b>	Inquiring and analyzing	<b>Maximum 8</b>
<b>Criterion B</b>	Developing ideas	<b>Maximum 8</b>
<b>Criterion C</b>	Creating the solution	<b>Maximum 8</b>
<b>Criterion D</b>	Evaluating	<b>Maximum 8</b>

## French, German and Mandarin

All students at MIS study English and Indonesian. However, when students enter the MYP they choose an additional language to study. They can choose from French, German or Mandarin. This course aims to give our internationally minded students a foundation in one of these additional languages.

## Personal Project

**The Personal Project is an integral part of the MYP for MYP 5 students, completed over the course of the whole year.**

The *personal project* encourages students to practice and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP.

The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation

- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

#### Assessment criteria

<b>Criterion A</b>	Planning	<b>Maximum 8</b>
<b>Criterion B</b>	Applying skills	<b>Maximum 8</b>
<b>Criterion C</b>	Reflecting	<b>Maximum 8</b>

## Interdisciplinary learning

In the MYP, interdisciplinary learning is generally defined as the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines or subject groups and integrate them to create a new understanding. Students demonstrate interdisciplinary understanding of a particular topic when they can bring together concepts, methods or forms of communication from two or more disciplines or established areas of expertise to explain a phenomenon, solve a problem, create a product or raise a new question in ways that would have been unlikely through single disciplinary means. MYP students will engage in at least one collaboratively planned interdisciplinary unit in each year of the MYP programme.

#### Assessment criteria

<b>Criterion A</b>	Evaluating	<b>Maximum 8</b>
<b>Criterion B</b>	Synthesizing	<b>Maximum 8</b>
<b>Criterion C</b>	Reflecting	<b>Maximum 8</b>

# The Diploma Programme (DP)

Medan Independent School offers the International Baccalaureate Organization's Diploma Programme (DP) for Grades 11 and 12. The Diploma Programme is the world's premier University Entrance programme and the culmination of the complete IB continuum at MIS.

The International Baccalaureate Diploma Programme (DP) was established in Geneva in 1968 to provide an internationally recognized, university-entrance qualification for students studying outside of their home country. The IB's goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices, and respect others in the global community. The IB Programme equips students with the skills and attitudes necessary for success in higher education and employment; it has the strengths of a traditional liberal arts curriculum, but with three important additional features: Theory of Knowledge, Creative Action Service, and the Extended Essay, shown at the center of the hexagonal curriculum model (above). As the IB DP has grown, so too has its reputation for excellence; the IB DP is now recognized in almost every country in the world as a one of the pre-eminent pre-university qualifications.

MIS has a dedicated [IB Diploma Handbook](#), which has detailed information regarding the courses and processes within Grades 11 & 12. Below is a brief outline; for further details please contact our Diploma Coordinator, Mr Karl Sloane at [karl@mismedan.org](mailto:karl@mismedan.org)

## University Entrance

The IB Diploma is a rigorous and demanding program that provides students with a first-class preparation for their future after MIS. Students follow a course of study with a global reputation for academic excellence, and universities throughout the world recognize the IB Diploma as an entrance qualification to higher education degree courses. In some countries, such as the United States and Canada, the IB Diploma qualifies students for advanced placement or academic credits; furthermore, students with the IB Diploma are accepted at a higher rate at selective U.S. universities than those with other qualifications. In general, European universities prefer the IB Diploma for entrance over IB Certificates or the High School Diploma. American universities may require standardized tests (SAT, ACT), if a student only has the High School Diploma or the High School Diploma with IB Certificates. For this reason, MIS aims to enroll all grade 11 students in the IB Diploma program to give them a solid high school education with the best prospects for university options in the future.

## The Courses

IB Diploma candidates choose three IB subjects at Higher Level (HL) and three subjects at Standard Level (SL). Candidates take one subject from each of six subject groups, which includes two languages, individuals and societies, sciences, maths and arts. Due to various limitations (including scheduling, staffing, class size, and facilities), some course combinations cannot be offered. However, very careful consideration has been given to the current course direction for MIS next year, including various meetings with students and teachers, and we believe we have made the best possible choice for success for MIS students, while still maintaining a very challenging and competitive blend of the liberal arts, maths, sciences, languages, and arts.

To achieve the Diploma Programme Qualification students must take 3 standard level and 3 high level courses. This course offering aligns closely with our current MYP science, math, music, Indonesian language acquisition, individuals and societies, and language and literature programs.

If your child has specific subject needs that are not offered by MIS, there is also an alternative option for them to take their desired IBDP course online with Pamoja. Pamoja, in connection with the IB, offers a wide selection of courses in Language Acquisition and Individuals and Societies which students can take in addition to their MIS IB courses.

In addition to these classes, IB DP students must also complete the 3 requirements that make up what is known as the Core:

- Theory of Knowledge / TOK
  - A class that is a mixture of philosophy and politics.
  - It is the only class for which students do not take a written exam but they do have to complete an internally marked **exhibition based upon three objects and a prompt question** in Year 1 and write an externally marked **1600-word essay**.
- Extended Essay / EE
  - An externally marked **4,000-word mini-thesis** on a subject topic of interest
  - Students will have an MIS IB teacher supervising their work.
- Creativity, Activity, Service / CAS
- An externally monitored project that is thoroughly documented and encourages students to get involved in extracurricular activities.
  - Students must complete a creative project (such as learning to play guitar), an activity project (such as learning to rock climb or play a varsity sport), and a service project (such as feeding the homeless).

Unlike all other IB courses, ToK, and the Extended Essay are assessed on a scale from A to E:

- A: Excellent
- B: Good
- C: Satisfactory
- D: Mediocre
- E: Elementary

The scores are calculated using the Diploma Point Matrix. Maximum is 3 points.

All IB subjects are assessed externally or internally (with external moderation). Assessments are criterion based like the MYP, which means that the candidate's performance is measured against well-defined levels of achievement consistent from one examination session to the next. Subject grades reflect attainment of knowledge and skills relative to set standards that are applied equally to all schools offering the IB Diploma.

## IB Diploma Requirements

All IB Subjects are graded on the IB 7-point scale:

- 7: Excellent
- 6: Very Good
- 5: Good
- 4: Satisfactory
- 3: Mediocre
- 2: Poor
- 1: Very Poor

Each subject is equal to a maximum of 7 points each, equaling 42 points maximum.

The IB Core: Extended Essay, Theory of Knowledge, and Creative Action Service are worth a maximum of 3 points. This combination can total a maximum of 45 points.

Students need a minimum of 24 points to graduate with the IB Diploma. If a student does not achieve the full 24 points, they will receive IB Certificates for the subjects they have completed successfully, which can also be used for university applications and entrance.

## The Three Paths to Graduation from MIS

### 1. The Full IB Diploma

This track requires the student to take six subjects in line with the IBDP specifications, plus fulfil the requirements of the IBDP core (TOK, CAS, and EE).

There is a maximum of 7 points available for each of the six subjects taken by the student (see grading, above); in addition, there are 3 points available for the combination of TOK and the Extended Essay. This makes a **maximum total of 45 points**. A minimum of three subjects must be taken at Higher Level. In general, **in order to receive the IB Diploma a student will have to score at least 24 points** or more in total. The full criteria for passing the IB DP are set out below (see #1-10) and students need to be aware that **a score of 24 points will not always**



## **guarantee a pass.**

1. Numeric grades have been awarded in all six subjects registered for the IB Diploma.
2. All CAS requirements have been met.
3. Grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them.
4. There is no grade 1 in any subject.
5. There is no grade 2 at higher level (HL)
6. There is no more than one grade 2 at standard level.
7. Overall, there are no more than three grades 3 or below.
8. At least 12 points have been gained on higher level subjects
9. At least 9 points have been gained on standard level subjects
10. The final award committee has not judged the candidate to be guilty of malpractice.

## 2. The IB DP Courses Results and MIS Graduation Certificate

A student may choose to not undertake the entire IBDP. In this case, they can choose to take IB Courses in individual courses. They will take the IB course for that particular class, and at the end of two years, sit the IB exam. If they pass the exam, they may earn college credit (depending upon the university – individual requirements vary). This track still requires the student to attend six subjects in the mainstream class, plus complete the MIS requirements for CAS, Extended Essay, and Theory of Knowledge.

Students may opt to take less than the six subjects required for the full IB DP; students may choose to take anywhere from one to six subjects, but choose not to take the full Diploma.

In order to graduate from MIS on this track, students are expected to achieve at least a 3 on the MIS Grading Scale in four of their six subjects and are permitted to score a grade of 2 on the MIS Grading Scale in two other subjects.

### MIS CAS, EE, and TOK Requirements

- Students will complete the requirements of CAS, Extended Essay, and Theory of Knowledge, as specified by each of these respective IB core components
- The MIS CAS Coordinator, Extended Essay Coordinator, and Theory of Knowledge teacher will assess student work internally, using IBDP rubrics and markschemes
- Students must meet the minimum DP requirements for the three elements of the core, as assessed by MIS coordinators and teachers

## 3. The MIS Graduation Certificate Only

Students attend all six subjects in the mainstream class and complete the MIS CAS, EE, and TOK requirements assessed in school by MIS as mentioned above.

If a student fulfills the graduation requirements set out by MIS, he/she will be awarded the MIS High School Graduation Certificate. The conditions for the award of the MIS High School Diploma are determined by the school and are not contingent on any external examinations. In order to graduate from this track, students are expected to achieve at least a 3 on the MIS

Grading Scale in four of their six subjects and are permitted to score a grade of 2 on the MIS Grading Scale in two other subjects.

If a student does not meet this requirement and has been diagnosed with a special educational need, the DP Coordinator, School Principal, and the DP teaching team will convene a committee to make a decision on whether an exception can be made. If an Indonesian Citizen student does not meet MIS's graduation requirements, but does successfully complete the Indonesian national examinations (UN) to a satisfactory level, the committee may also take this into account alongside the current legal position in Indonesia at the point of the decision being made.