# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-YEAR STRATEGIC PLAN 2015-2020</td>
<td>7</td>
</tr>
<tr>
<td>ACCREDITATION &amp; AUTHORISATION</td>
<td>9</td>
</tr>
<tr>
<td>ADMINISTRATION AND TEACHING FACULTY 2018-2019</td>
<td>3</td>
</tr>
<tr>
<td>ASSEMBLIES</td>
<td>14</td>
</tr>
<tr>
<td>BEHAVIOUR EXPECTATIONS &amp; GUIDELINES AT ISU</td>
<td>36</td>
</tr>
<tr>
<td>CAFETERIA SERVICES / SNACKS &amp; PARTIES / NUT-SAFE AT ISU</td>
<td>18</td>
</tr>
<tr>
<td>CLASS PARENT REPRESENTATIVES</td>
<td>21</td>
</tr>
<tr>
<td>CO-CURRICULAR ACTIVITIES</td>
<td>14</td>
</tr>
<tr>
<td>COMMUNICATION WITHIN THE SCHOOL COMMUNITY</td>
<td>18</td>
</tr>
<tr>
<td>CONTACT US</td>
<td>45</td>
</tr>
<tr>
<td>CURRICULUM-PRIMARY SCHOOL: PRE-K TO GRADE 5</td>
<td>22</td>
</tr>
<tr>
<td>CURRICULUM-SECONDARY SCHOOL: GRADES 11-12</td>
<td>25</td>
</tr>
<tr>
<td>CURRICULUM-SECONDARY SCHOOL: GRADES 6-10</td>
<td>23</td>
</tr>
<tr>
<td>CUT OUT PAGE</td>
<td>46</td>
</tr>
<tr>
<td>DIRECTOR’S WELCOME</td>
<td>2</td>
</tr>
<tr>
<td>DRESS CODE</td>
<td>41</td>
</tr>
<tr>
<td>EDUCATIONAL PHILOSOPHY</td>
<td>7</td>
</tr>
<tr>
<td>ELIGIBILITY FOR STUDENT TRAVEL ABROAD (ACAMIS, ISCMS, GIN, etc)</td>
<td>15</td>
</tr>
<tr>
<td>EMERGENCIES, ACCIDENTS &amp; FIRST AID</td>
<td>17</td>
</tr>
<tr>
<td>EXPERIENTIAL EDUCATION</td>
<td>20</td>
</tr>
<tr>
<td>FIELD TRIPS</td>
<td>20</td>
</tr>
<tr>
<td>GOVERNANCE</td>
<td>6</td>
</tr>
<tr>
<td>HOMEWORK GUIDELINES</td>
<td>33</td>
</tr>
<tr>
<td>HOUSE SYSTEM</td>
<td>14</td>
</tr>
<tr>
<td>IB LEARNER PROFILE</td>
<td>8</td>
</tr>
<tr>
<td>ICT ACCEPTABLE USE AGREEMENT</td>
<td>41</td>
</tr>
<tr>
<td>INTER-SCHOOL SPORTS (ACAMIS and UBAC SPORTS LEAGUES)</td>
<td>15</td>
</tr>
<tr>
<td>ISU PERFORMING ARTS PRODUCTIONS - EXPECTATIONS OF AUDIENCE</td>
<td>17</td>
</tr>
<tr>
<td>LANGUAGES AT ISU</td>
<td>27</td>
</tr>
<tr>
<td>LIBRARY RESOURCE CENTRES (LRC)</td>
<td>19</td>
</tr>
<tr>
<td>MISSION, VISION, MOTTO, GUIDING CORE VALUES</td>
<td>6</td>
</tr>
<tr>
<td>PARENT VOLUNTEERS</td>
<td>21</td>
</tr>
<tr>
<td>PARENT/TEACHER GROUP (PTG)</td>
<td>21</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>16</td>
</tr>
<tr>
<td>PROFESSIONAL MEMBERSHIPS</td>
<td>10</td>
</tr>
<tr>
<td>ROUND SQUARE IDEALS WEEK</td>
<td>10</td>
</tr>
<tr>
<td>SCHOOL ORGANISATION AND SCHEDULING</td>
<td>21</td>
</tr>
<tr>
<td>SECONDARY STUDENT COUNCIL / PRIMARY STUDENT COUNCIL</td>
<td>16</td>
</tr>
<tr>
<td>SECONDARY TEACHER ADVISORY</td>
<td>12</td>
</tr>
<tr>
<td>STATIONERY / TEXTBOOK POLICY / CALCULATORS</td>
<td>20</td>
</tr>
<tr>
<td>STUDENT ADMISSIONS: ENGLISH LANGUAGE REQUIREMENTS AND GRADE PLACEMENTS</td>
<td>10</td>
</tr>
<tr>
<td>STUDENT ASSESSMENT, EVALUATION AND REPORTING</td>
<td>30</td>
</tr>
<tr>
<td>STUDENT ATTENDANCE</td>
<td>12</td>
</tr>
<tr>
<td>STUDENT AWARDS</td>
<td>36</td>
</tr>
<tr>
<td>STUDENT ILLNESS / ABSENCE</td>
<td>13</td>
</tr>
<tr>
<td>STUDENT SERVICES</td>
<td>19</td>
</tr>
</tbody>
</table>
DIRECTOR’S WELCOME

Welcome to the International School of Ulaanbaatar (ISU) for the school year 2018-2019. I am pleased that you and your family are part of our school community.

I hope that you find the information in this handbook useful as you try to understand the organization, practices and expectations at ISU. You may have questions that are not addressed in this handbook so please do not hesitate to talk to us if you wish – especially the classroom teacher if it is a subject-related question and, for other matters, the homeroom teacher for Primary students or the advisory teacher for Secondary students. For questions in other areas, please contact us at 7016 0010 or by email at reception@isumongolia.edu.mn so that you can be directed to the appropriate person.

I wish you an enjoyable and successful year. Our faculty and staff look forward to working with you.

Bill Elman
Director

PLEASE NOTE: This handbook is reviewed periodically and amended as necessary. The most current version of the Student and Parent Handbook may be found on the ISU website (www.isumongolia.edu.mn).
Whole School
Director
Mr. Bill Elman
Deputy Director
Ms. Tuul Arildii
Head of Secondary
Ms. Cynthia Wissman
Head of Primary
Ms. Maree Raeburn

Teacher Librarian – Whole School
Ms. Eleanor Surridge
Library Resource Center EA
Ms. Selengemurun Enkhtaivan (Ms. Selenge)
Library Resource Center EA
Ms. Denzendojbor Batsukh (Ms. Denze)

Athletic Director/ Aquatics Director
Mr. Jeffrey Koops
Community Liaison Coordinator
Ms. Soyolmaa Dorjderem
Co-curricular Programme Coordinator
Mr. Jeffrey Koops
Student Counselor
Ms. Nancy Loseke
ICT Integrator
Mr. Scott Lillis

Primary Faculty
PYP Coordinator
Mr. David Hayden

Pre-Kindergarten Teacher
Ms. Sonia Hayes
Pre-Kindergarten EA
Ms. Chantsal Ochirdari (Ms. Chantsal)
Pre-Kindergarten Teacher
Ms. Soraya Parkinson
Pre-Kindergarten EA
Ms. Tuul Ulziibadrakh (Ms. Tuul)

PYP Kindergarten Teacher
Ms. Andrea Lillis
PYP Kindergarten EA
TBC

PYP Grade 1 EA
Ms. Oyungerel Choijiljav (Ms. Oyuna)
PYP Grade 1 Teacher
Ms. Carolyn Hill
PYP Grade 1 EA

PYP Grade 2 Teacher
Ms. Stauna Mandic
PYP Grade 2 EA
Ms. Baigalmaa Sambadovdii (Ms. Baigalmaa)
PYP Grade 2 Teacher
Ms. Caroline Brackmann
PYP Grade 2 EA
Ms. Erdenechimeg Baasanjav (Ms. Chimgee)

PYP Grade 3 Teacher
Ms. Jenn Espinosa-Lear
PYP Grade 3 EA
Ms. Gerel Orgil (Ms. Gerlee)
PYP Grade 3 Teacher

PYP Grade 4 Teacher
Ms. Marion MacQueen
PYP Grade 4 EA
Ms. Gerelmaa Sambadovdii
PYP Grade 4 Teacher
Mr. Nick Dirs
PYP Grade 4 EA
Ms. Tsoogolmaa Ravdan (Ms. Tsogi)

PYP Grade 5 Teacher
Mr. Gavin Lamb
PYP Grade 5 EA
Ms. Sasana Batbayar
PYP Grade 5 Teacher
Ms. Nicole Lindskog
PYP Grade 5 EA
TBC

PYP EAL Teacher
Ms. Nadine Sonnenborn
PYP EAL Teacher
Ms. Julie Pitzen
PYP EAL EA
Mrs. Munkhgerel Dorjgotov (Ms. Muggi)

PYP Inclusive Education Teacher
Ms. Jessica Bain
PYP Visual Arts Teacher
Ms. Khongorzul Galbish (Ms. Khongoroo)
PYP Visual Arts Teacher
Ms. Greca Durant
PYP Visual Arts EA
Ms. Enkhjargal Sanjaasuren

PYP PE Teacher
Ms. Jenny Carter
PYP PE EA
Ms. Battulga Jugleg (Ms. Tulga)

PYP Music Teacher
Mr. Steve Saxton
PYP Music EA
Mrs. Sarantungaa Dashdavaa (Ms. Sara)

PYP Mongolian Language A
Ms. Ariunjargal Khadaas (Ms. Ariuna)
PYP Mongolian Language A
Ms. Ariuntsetseg Dashnyam (Ms. Ariuna)
PYP Mongolian Language B
Educational Assistants

Secondary Faculty
MYP Coordinator
Ms. Barbara Dilthey
MYP S&A Coordinator
Ms. Karen Bailey-Summers
DP Coordinator
Mr. Paul Brackmann
DP CAS Coordinator
Mr. James Carter (Jimi)
University Counselor/DP Mongolian
Ms. Erdenetsetseg Bayandorj (Ms. Eggie)

MYP/DP Inclusive Education
Ms. Shannon Doel

MYP/DP Language & Literature – English
Ms. Kavuli Muthui
MYP/DP Language & Literature – English
Mr. Raja Sen
MYP Language & Literature – Mongolian
Ms. Zolzaya Badarch
MYP/DP Language & Literature – Korean
Mr. Gyeong-Baek Kim

MYP/DP EAL Support
Ms. Slobodana Kostic
MYP/DP Language Acquisition – Chinese
Ms. Jun Qu
MYP/DP Language Acquisition – Spanish/French
Mme. Jurie Hwang
MYP/DP Language Acquisition – French
Mme. Marie Perin

MYP Individuals & Societies
Ms. Barb Dilthey
MYP Individuals & Societies/DP Economics
Mr. Allan Doel
MYP Individuals & Societies/DP History, Economics
Mr. Wilson Mwangani
DP Business Management/History
Mr. Paul Brackmann

MYP Science/DP Biology
Mr. Neil Hayes
MYP Science/DP Physics
Mr. David Panford-Quainoo
MYP Science/DP Chemistry
Mr. James Carter
MYP/DP Science Lab Assistant
Mr. Munkhbaatar Tserendorj

MYP Mathematics
Mr. Georgios Avgerakis
MYP/DP Mathematics
Mr. Boldbaatar Yadamsuren (Mr. Bold)
MYP/DP Mathematics
Ms. Sushma Sen

MYP Performing Arts
Ms. Karen Bailey-Summers
MYP/DP Visual Arts
Ms. Muyassar Dalimova
MYP Visual Arts
Ms. Greca Durant

MYP Design
Mr. Josh Davis

MYP Physical & Health Education
Mr. Mateo Sanchis

Administrative Staff
Personal Assistant to Director & Deputy Director
Ms. Enkhee Dambaryenchin (Enkhee)
Personal Assistant to HOP/HOS
Ms. Khaliunaa Jamsran
Finance Manager
Ms. Victoria Alexander (Vicka)
Accountant: Ms. Odonsaikhan Munkhsaikhan (Odnoo)
Treasurer: Ms. Ongonzaya Damdinsuren (Otgo)
HR Manager: Ms. Onon Rentsenkhorloo (Onon)
Marketing Assistant: Ms. Soyolmaa Dorjderem (Soyoloo)
Admissions Assistant: Ms. Khaliunaa Jamsran
Administrative Assistant: Ms. Janar Smoli
Computer & Network Administrator: Mr. Uuganbayar Seneelen (Uuganaa)
Theatre Technician: Mr. Turtogtokh Dashveg (Turuu)

Office and Management Assistants
Facilities Manager: Mr. Namkhainyambuu Gonchig (Namkhai)
Plumber: Mr. Tuvshintugs Tovuuch (Tugse)
Swimming Pool Maintenance: Mr. Bayarsaikhan Oyun (Bayaraa)
Swimming Pool Specialist Assistant: Mr. Gantumur Tsend (Tim)
Lifeguard: Ms. Enkhtsetseg Anansuren
Receptionist: Ms. Namuundari Erdene (Namuuna)
Secretarial Services Assistant: Ms. Badamkhand Sosorbaram (Badmaa)
Van Driver: Mr. Baatar Namsrainaidan (Baatar)
Bus Driver/Grounds Maintenance: Mr. Sainjargal Nyamjav (Saina)
School Nurse: Dr. Javkhlan Sengee

Support Staff
Cleaner: Ms. Javzmaa Dashdorj (Javzaa)
Cleaner: Ms. Sumiya Dashkhuu (Sumya)
Cleaner: Ms. Suvdanchimeg Sukhbaatar (Suvdaa)
Cleaner: Ms. Enkhtsetseg Gotov
Cleaner: Ms. Ichinkhorloo Zul (Ichko)
Cleaner: Ms. Darkhijav Zul (Daria)
Cleaner: Ms. Bayarmaa Genden (Bayarmaa)
Cleaner: Ms. Munkhtsetseg Lkhamsuren (Muugii)
Cleaner: Ms. Sosorbaram Namsrai
Cleaner: Ms. Oyunchimeg Dashhtseren
Guard (Night): Mr. Tumenbaatar Choijamts (Tumee)
Guard (Day): Mr. Eduard Borisov
Guard (Day): Mr. Nasanbayar Chadraa
Guard (Day): Mr. Lkhagvasuren Sanj
Guard (Day – perimeter / Grounds Maintenance): Mr. Otgonsuren Sanj (Otgoo)
Guard (Night): Mr. Munkh-Orgil Myagmarsuren (Muugii)
Guard (Night): Mr. Batbold Avaandanzan (Boldoo)
Guard (Weekend): Mr. Turtogtokh Dashveg (Turuu)

GOVERNANCE
ISU is a private, non-profit international school that was established in 1992. At its Annual General Meeting (AGM), the association of parents elects a board of trustees consisting of a maximum of 10 members. As a US Department of State-assisted school, an additional voting member is appointed by the US Embassy in Ulaanbaatar. Non-voting members on the board include the school Director and the Deputy Director-Business.

The ISU Board of Trustees develops and monitors the implementation of the ISU strategic plan as well as ISU financial plans and their implementation. The Director is responsible for the development of policies and procedures related to the operational implementation of these strategic and financial plans.

MISSION, VISION, MOTTO AND GUIDING CORE VALUES
The International School of Ulaanbaatar (ISU) is a Pre-school through Grade 12 IB World School. It provides an English language-based programme that supports and promotes the aims and values of the International Baccalaureate (IB).
As an IB World School, ISU “aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect...challenging programmes of international education and rigorous assessment...encourage(ing) students...to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.” (IB, 2014)

**ISU Mission**
Achieve excellence in all that we do to inspire the unique potential of our students to contribute and thrive in a global society.

**ISU Vision**
Drawing on Mongolia’s unique cultural heritage and environment, ISU offers a world class international education to prepare students for higher learning and for life.

**ISU School Motto**
Empowering Students to Make a Difference with:
Education in Mind
Community in Heart
Success in Life

**Guiding Core Values**
ISU’s core values are the foundation for our priorities and serve to hold us accountable to ourselves and our community. We believe that:

- A well-rounded education balances the academic, physical, social and emotional development of students while accounting for their unique talents and abilities.
- A multicultural environment enables a broader world view and affords students the opportunity to develop an understanding and appreciation of diversity.
- A learning environment that provides students a sense of belonging and individual worth encourages mutual respect and fosters character development.
- A balanced education provides students with the tools, confidence and motivation to excel in the face of challenge, and orients them toward post secondary and life-long learning.
- An international school is enriched by the relationship with its host country, which serves as an important resource for strengthening the learning experience.
- Education is the shared responsibility of all members of the school community – parents, teachers, staff and students.

**EDUCATIONAL PHILOSOPHY**
ISU provides a balanced educational programme that is based on the International Baccalaureate Programme and comprises four areas in which ISU students are expected to demonstrate success and growth.

**Academics**
ISU sets high expectations and fosters self-discipline in the pursuit of excellence. Our students enjoy a positive, supportive and vibrant environment in which they grow, learn, and flourish. It is our aim to assist each student to fulfill his or her own unique potential as a foundation for success in higher learning and in life.

**Arts**
ISU offers visual and performing arts, with additional opportunities in the Co-curricular programme.

**Athletics**
ISU offers a range of activities where students participate actively, both in school and after school. Students are encouraged to be the best they can be, with emphasis placed on effort and participation.

**Citizenship**
ISU encourages students and staff to live up to their full potential as world citizens guided by the IB Learner Profile.
5-YEAR STRATEGIC PLAN 2015-2020

To fulfill our mission and vision, and to adhere to our guiding core values, ISU is committed to achieving the following strategic goals over the next five years.

**Marketing and Enrollment**
- to significantly increase the school’s enrolment by developing and implementing a marketing plan that promotes the ISU’s uniqueness, excellence, and international character.

**Academic Achievement**
- to significantly increase students’ overall academic achievement by implementing effective strategies and structures to this end.

**Student Support**
- to increase the motivation and enhance the capacity of students to progress through school and throughout life by the development and implementation of student support structures.

**ICT Integration**
- to significantly enhance teaching and learning by developing and implementing purposeful and effective integration of ICT across all curricular areas.

**Community Relations**
- to continue to build, support and celebrate mutually beneficial activities and relationships between ISU and the wider Mongolian and international communities.

**Parent & Student Engagement**
- to deepen the understanding of parents and students of ISU’s core values and its IB programmes and increase their involvement in and support of these values and programs.

These goals form the core of our Strategic Plan and represent our long-term strategic commitments. No single goal takes priority over the other - they are interconnected with success in one dependent on success of the other.

**IB LEARNER PROFILE**

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. **IB learners strive to be:**

**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.

**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 others.

**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.

**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.

**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.

**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.

**Balanced**
- We understand the importance of balancing different aspects of our lives - intellectual, physical and emotional – to achieve well-being for others and ourselves. 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.

Risk-takers
We approach uncertainty with courage and 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.

ACCREDITATION & AUTHORISATION
ISU is accredited through the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). ISU is the only IB World School in Mongolia and is authorized to offer the IB Primary Years Programme (PYP) in Pre-school through grade 5, the IB Middle Years Programme (MYP) in grades 6 through 10, and the IB Diploma Programme (DP) in grades 11 and 12.

ISU’s most recent accreditation and authorization visits took place in November 2016.

PROFESSIONAL MEMBERSHIPS
In addition to CIS, NEASC and IB, ISU is an active member of the East Asia Regional Council of Overseas Schools (EARCOS), Round Square, the Association of China and Mongolia International Schools (ACAMIS), and the Association of the Advancement of International Education (AAIE). ISU is also registered with The International Educator (TIE) and Search Associates – international teacher-recruitment agencies.

SCHOOL ORGANISATION & SCHEDULING
School Organization
There are two sections of the school: Primary and Secondary. The Primary school section includes Grades Pre-Kindergarten through 5. The Secondary school includes Grades 6 through 12.

The Academic Day
An 8:10 a.m. bell signals the start of the academic day. All students are expected to be in their classrooms before the 8:10 bell. Attendance is taken punctually at 8:10 a.m. Primary and secondary students arriving after the 8:10 bell must sign in at Reception and are marked late. See the timetable below for an outline of the periods of class time per day.
## DAILY TIMETABLE*

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Period</th>
<th>Comments</th>
<th>Time</th>
<th>Minutes</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>Secondary</strong></td>
<td></td>
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</tr>
<tr>
<td>08:10 - 08:20</td>
<td>10</td>
<td>HR</td>
<td>Homeroom</td>
<td>08:10 - 08:20</td>
<td>10</td>
<td>Advisory</td>
</tr>
<tr>
<td>08:20 - 09:05</td>
<td>45</td>
<td>1</td>
<td></td>
<td>08:20 - 08:25</td>
<td>5</td>
<td>Travel Time</td>
</tr>
<tr>
<td>09:05 - 09:50</td>
<td>45</td>
<td>2</td>
<td></td>
<td><strong>08:25 - 09:20</strong></td>
<td>55</td>
<td>1</td>
</tr>
<tr>
<td>09:50 - 10:00</td>
<td>10</td>
<td></td>
<td>Snack</td>
<td>09:20 - 09:25</td>
<td>5</td>
<td>Travel Time</td>
</tr>
<tr>
<td>10:00 - 10:20</td>
<td>20</td>
<td></td>
<td>Break</td>
<td><strong>09:25 - 10:20</strong></td>
<td>55</td>
<td>2</td>
</tr>
<tr>
<td>10:20 - 11:05</td>
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<td>3</td>
<td></td>
<td>10:20 - 10:35</td>
<td>15</td>
<td>Morning Break</td>
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<td>11:05 - 11:50</td>
<td>45</td>
<td>4</td>
<td></td>
<td>10:35 - 10:40</td>
<td>5</td>
<td>Travel Time</td>
</tr>
<tr>
<td>11:30 - 12:10</td>
<td>40</td>
<td>Lunch A</td>
<td>K - 2</td>
<td><strong>10:40 - 11:35</strong></td>
<td>55</td>
<td>3</td>
</tr>
<tr>
<td>11:50 - 12:30</td>
<td>40</td>
<td>Lunch B</td>
<td>Gr 3 - 5</td>
<td>11:35 - 11:40</td>
<td>5</td>
<td>Travel Time</td>
</tr>
<tr>
<td>12:10 - 12:45</td>
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<td>5</td>
<td>No Specialists</td>
<td><strong>11:40 - 12:35</strong></td>
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<td>4</td>
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<td>12:45 - 13:30</td>
<td>45</td>
<td>6</td>
<td></td>
<td>12:35 - 13:10</td>
<td>40 + 5</td>
<td>Lunch + Travel</td>
</tr>
<tr>
<td>13:30 - 14:15</td>
<td>45</td>
<td>7</td>
<td></td>
<td><strong>13:15 - 14:10</strong></td>
<td>55</td>
<td>5</td>
</tr>
<tr>
<td>14:15 - 15:00</td>
<td>45</td>
<td>8</td>
<td></td>
<td>14:10 - 14:15</td>
<td>5</td>
<td>Travel Time</td>
</tr>
<tr>
<td>15:00 - 15:10</td>
<td>10</td>
<td>HR</td>
<td>Homeroom</td>
<td><strong>14:15 - 15:10</strong></td>
<td>55</td>
<td>6</td>
</tr>
<tr>
<td>15:15 - 16:00</td>
<td>45</td>
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</tbody>
</table>

*Co-curricular Activities are not offered on Mondays and Fridays. Instead, staff meetings take place on Mondays & Thursdays (15:15 - 16:30) and Fridays are shortened days when faculty may depart at 15.30.

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### PLEASE collect your child from ISU promptly at 15:10 every day.

The 7-Day Rolling Schedule

Each school day in the academic year is numbered from “1” to “7”, with the first day of school, August 21st, being a “DAY 1”. For the subsequent 6 school days, there will be a different schedule each day (although in Primary, the differences will be minimal). Students will need to know the day number in order to know which classes they attend that day. These day numbers will be obvious throughout the school and on the ISU website. You will notice on the ISU Community Calendar below (and on the ISU website) that when there are planned disruptions to the school calendar and no classes are being held on a particular day, that day is not numbered. The numbering sequence skips over that day and therefore classes are not lost.

The numbering of the school days for 2018-19 has been set and will not be changed. If there are unplanned losses of school days, unfortunately the lost days cannot be rescheduled.

### SECONDARY TEACHER ADVISORY

There are two or three teachers who act as advisors for each grade level. These teachers will follow your child through their school year, offering support, guidance, and a close connection to a specific adult. The students will be able to turn to their teacher advisors with the knowledge that they are here to help them. It will also make it easier for parents in contacting the school with a general concern – this can be shared with the teacher advisor for your child’s class. Our ISU counselor will also be involved in part of the programme for advisory, as well as the programme coordinators and the secondary head of the school. All feedback from your side in this regard is most welcome.
STUDENT ATTENDANCE

Regular attendance is expected of all students. Absences must be explained in a note from parents/guardians to the primary classroom or secondary advisory teacher. Prolonged absence, regular tardiness, and failure to produce a written explanation of absence are reported to the Head of Primary/Secondary as appropriate by the classroom or advisory teachers respectively.

Absences/Attendance: Regular school attendance is essential to the progress and achievement of the student and is strongly encouraged by all staff. In general, students are required to attend 90% of the school dates – i.e. not to miss more than 18 school days in the school year. (Absences greater than 18 days may result in action being taken by the school. Refer to SOR 6-E.)

Teachers are authorized to require satisfactory explanation from parents or guardians, either in person or by written note, of any student absence for a class or part of a class during the school day.

Parents are required to notify the school in advance of any planned extended absences during the school year. (See SOR 6-E for extended regulations on absences.)

Students arriving late
All students arriving at school after 08:10 will be asked to sign in at Reception. The parents of students who repeatedly fail to meet the 8:10 start time will be contacted by the Head of Primary / Secondary as appropriate. All homeroom teachers keep a daily class attendance register on ManageBac. In accordance with SOR 6-E, five late arrivals are the equivalent of 1 absence.

Students wishing to leave campus during school day
Students are not allowed off the campus (unless they are on an ISU field trip) except in special circumstances that must be approved by the Head of Primary / Secondary as appropriate (or the Director in their absence). A student may only leave school early during the school day with a written parent or guardian request. The letter must be sent from home to the homeroom teacher or the receptionist in advance.

Outdoor recess
At ISU, all students in primary go outside for their break time. This includes the 10:00 time, as well as lunch. If the temperature is colder than -25C, the children are kept inside. Please dress your child accordingly every day, including appropriate footwear for the cold and snow.

STUDENT ILLNESS / ABSENCE

If your child is ill or otherwise will be absent, please notify reception before 8:10 a.m. or send a note or a letter to the homeroom/advisory teacher or via ManageBac explaining the absence immediately.

Attendance and academic achievement in school are interconnected. Therefore regular attendance is expected of students in accordance with ISU policy.

Student illness during the school day
If a student is sick and needs to go home, the teacher will send the student to the nurse. The nurse will make the necessary contact with the student’s home. The Head of Primary/Secondary as appropriate will be informed that the student has been sent home if this occurs. Arrangements for the student’s transport home must be made by the parent or guardian.

Appointments
Please arrange your child’s appointments, i.e. dentist, for after school hours. If this is not possible, please send a note with your child to inform the homeroom / advisory teacher of the appointment time. Students are required to sign out when they are leaving the school, and to sign back in upon their return.

Family trips & holidays
Our holiday schedule is already generous. For this reason, ISU does not welcome extensions of holidays. Such absences can seriously undermine the academic program of a class and
individual achievement, as well as the sense of priorities and discipline that we are trying to
develop in our students. Parents are advised of each year’s calendar dates early in the previous
year, and should plan family travel within this framework.

In unavoidable situations where additional holiday time is necessary, the parents must inform
the school in writing well before the projected absences. Please note that teachers are not
required to provide homework during unexcused absences.

ASSEMBLIES

School assemblies are held regularly. A schedule of the class and subject area assemblies is
developed at the beginning of the school year.
Parents and other members of the school community are welcome to attend all school assemblies.

THE HOUSE SYSTEM

The purpose of the House System at ISU is to increase school spirit, encourage students to
develop the traits of the IB Learner Profile and to encourage contributions to the school
community.
All students, faculty and staff (except the Administration Team, Athletic Director and PE
teachers) are assigned upon entry to the school to one of the four houses: Red, Blue, Yellow
and Green House. Assignment to a House is done randomly at Admissions time - except for
siblings who are placed in the same house whenever possible. Students and faculty are
encouraged to wear their house colour on announced House Colour days.
In general, students are awarded individual points for participating in school events and
demonstrating the traits of the Learner Profile. During the school year, various inter-House
competitions give opportunity for awarding House points. The accumulation of House points
is tracked and point totals are announced at various intervals during the year. At the end of the
school year, during the closing assembly, the leading House for the year is announced and
recognized.

CO-CURRICULAR ACTIVITIES

The ISU co-curricular activities are considered second only to the written and taught curricula
in their objective to enhance learning for ISU students with respect to their opportunities to:
• pursue a more well-rounded balance in their lives
• socialize with students of different ages and cultural backgrounds
• learn new skills and develop new interests
• develop personally the traits of the IB Learner Profile

Co-curricular activities are offered to students in Grades 1 through 12 on Tuesdays,
Wednesdays and Thursdays from 3:15 until 4:00 p.m. (Note: Some activities may end later
than 4:00). All school rules apply for all activities whether they occur on or off the campus.
Co-curricular activities begin soon after the start of the school year. Sports, arts and crafts,
academic or hobby clubs, student government, music and drama are examples of possible
activities. Once a program of possible activities is established, primary students will be given
the opportunity to choose as many as two (2) activities per week. Secondary students can
choose up to 3, given space and acceptance from the activity leader.
NOTE: For certain, specified activities, a charge may be incurred for participation in an activity
to cover the specialized instructors.

INTER-SCHOOL SPORTS (ACAMIS AND UBAC SPORTS LEAGUES)

Various inter-school activities are organised during the academic year by the ISU Athletic
Director. ISU enters boys’ and girls’ volleyball, basketball and soccer teams in ACAMIS league
tournaments as well as local UBAC fixtures - providing opportunities for ISU teams to compete
against teams from other schools in Ulaanbaatar. This is especially useful for our ACAMIS teams to gain competition experience before their tournaments.

ELIGIBILITY & EXPECTATIONS FOR STUDENT TRAVEL ABROAD (ACAMIS, ISCMS, GIN, ETC)

It is important to appreciate that students participating in events abroad such as ACAMIS sports competitions, ISCMS performances and GIN conferences, are ambassadors of ISU. The safety and welfare of the entire travelling group can be put at risk by actions of even one participant not behaving according to the ISU code of conduct. Therefore, students who may be deemed to pose a risk of harm to self or others or to ISU’s reputation may not be eligible for travel to and participation in an event abroad. ISU’s decision on this matter will be made fairly and justly and it will be final.

PHYSICAL EDUCATION

In order to ensure the enjoyment and safety of all participants, students must come prepared to PE. Students in Grades six onwards are required to bring a change in clothes for their lessons. The Physical Education Department believes that it is important to expose children to fresh air regularly. Within the boundaries of good judgment, students are outside as much as possible. It is important that your child is prepared for the demanding elements of the Ulaanbaatar climate. Proper layers, sun protection and a hat are recommended.

Appropriate clothes: Non-marking sports shoes and comfortable loose fitting tops and bottoms; (Dresses, skirts and jeans are not appropriate.)

Water: Students are expected to bring their own water bottles clearly labeled with their name, to all PE lessons.

Jewelry: For safety, students must not wear any jewelry to PE Lessons – e.g. watches, necklaces, earrings, bracelets, rings etc.). These items are best left at home, however they can be kept in the students’ cubbies/lockers on PE days.

Hair: Students with long hair should have it tied back.

Illnesses and Injuries: If your child is sick or can’t participate due to an injury, a note from a doctor or parent is required. They should still change out and come prepared to PE as teachers will adjust the activity based upon what the student is able to do health or injury wise.

Note: Students who fail to meet these requirements may not be able to participate in the lessons and activities if the PE teacher deems it unsafe.

All classes from Pre-K though to Grade 10 have one scheduled swim lesson per 7 day cycle.

SECONDARY STUDENT COUNCIL / PRIMARY STUDENT LEADERSHIP

The students at ISU have a representative student voice in each section of the school, our Secondary Student Council and the Primary Student Leadership. The functions of these two groups are to serve the student body, provide leadership, and sponsor a variety of activities for both the students and the larger community.

In the secondary school, the Student Council Executive is comprised of a President, Vice-president, Secretary, and Treasurer. An annual election is held at the beginning of the school year for each grade level to elect a class representative to sit on the council.

ISU PERFORMING ARTS PRODUCTIONS – EXPECTATIONS OF AUDIENCE

In keeping with internationalism here at ISU, we would like to remind the community about internationally accepted performance / concert / production etiquette here in our school.

STARTING ON TIME: The start of any show as listed in our advertising is the time when the doors will be closed to entrance and the performers begin on stage.
MOBILE PHONES, FOOD, DRINK: No mobile phones, food and drink in the new theatre. It is disruptive to our students on the stage when interruptions come from the audience. Please refrain from noise, activity and distractions in the theatre while the students are on stage. We are trying our best to teach our students what a true performance feels like.

PHOTOGRAPHERS: We also ask parents to be considerate of other members of the audience and the stage performers when they are taking photographs. Especially, the use of tablets obstruct the view of others sitting behind the tablet. The flash can be disturbing to the stage performers.

YOUNGER CHILDREN: If your younger children are not ready to sit still for a full hour, then please have them stay at home with a sitter. It is unfair to the students on stage to have running, noisy children in the audience.

EMERGENCIES, ACCIDENTS & FIRST AID

An active staff emergency procedures committee is continuously working to update adequate emergency response procedures at ISU. These include evacuation, lockdown and earthquake procedures and drills, all of which are practised during the school year.

Evacuation Procedure
The need to evacuate the building is signaled by the continuous ringing of the emergency bell or, if the power is out, by announcements using the school megaphones. If a parent or visitor is on the school campus and the evacuation alarm is sounded, they are expected to take the nearest exit out and gather on the large sports field to the east of the school building in a linear row to the far right of the lined up students and staff. (Note: Changes to the evacuation procedures may be made based on evaluation of evacuation drills.)

In the event of an accident or other medical emergency, first-aid trained staff members and the school nurse will attend directly to the student in need. If the medical attention is required, the nurse will take the appropriate steps. Parents will be contacted and the student may be taken to the SOS Clinic or a local hospital.

CAFETERIA SERVICE / SNACKS & PARTIES / NUT-FREE AT ISU

The cafeteria service, provided by Gate LLC is available to all. The monthly menu is available via the website. ISU is a campus that promotes healthy eating habits and as such, no carbonated drinks or candies are available for sale through the cafeteria.

Payment options for the cafeteria are: swipe card solely for use at the ISU cafeteria; other credit card of choice; cash at time of purchase. Parents can also go to the cafeteria in person to set up a credit account for their child, maintaining credit at all times with timely payments.

You must keep your child’s account in credit the whole year. If your child overspends in the cafeteria, and money is owed to Gate LLC, the school reserves the right to withhold academic reports until the debt is cleared.

COFFEE SHOP: Many of you have noticed our coffee shop near the reception. We have restricted the school hours use to parents, staff and DP students with parental permission only. Please have a cup of coffee or a tea at any time! We welcome your feedback. Note: As we promote good environmental practices at ISU, we ask that you bring your own cups and mugs.

SNACKS AT SCHOOL: All students should bring healthy snacks to school for morning break. In line with our promotion of healthy eating, we recommend fruits and vegetables. Drinks (preferably water) must be in a non-glass, watertight container. Please do not send soft drinks, chocolate and candy as snacks.

CLASS BIRTHDAY PARTIES: Primary students may bring a SMALL item to be shared with the whole class on their birthday if they wish. Pizza, gifts, games, or items delivered from outside vendors are not appropriate. Invitations to private events/parties should include the whole class or be delivered privately outside of the school.

ISU IS A NUT SAFE ZONE. There are an increasing number of students and staff who have severe allergies to nuts and therefore it has become essential that nuts and nut products not be permitted within the school, school buses and on school activities.
COMMUNICATION WITHIN THE SCHOOL COMMUNITY

Timely and accurate communications between ISU and its parent community is a top priority. ISU relays most school information to parents via email and our website. All parents should ensure that they have a valid email address on record with the school for this purpose. In the Primary school, the student planner is an important avenue for communication between parents and teachers. Primary parents are strongly encouraged to read their child’s student planner on a daily basis. Teachers can also be reached on their school emails. We have found that email communication is best for short messages between teachers and parents and that in-person conversations are better when there are concerns that need to be discussed.

The ISU website has various other news features that are used to communicate news, including our weekly ‘Medee’ newsletter. The school’s website may be found at www.isumongolia.edu.mn.

ISU makes every effort to translate the most important and pertinent information into Mongolian.

STUDENT SERVICES

ISU has an all school, full time Student Counselor to assist our students. The counselor can be seen in a drop-in situation or an appointment can be made. We encourage parents with concerns regarding their child to contact the respective head of school and the counselor should they feel assistance from the counselor would benefit their child.

ISU also has full time Inclusive Education (IE) specialist teachers, both in the primary and the secondary school. These specialists work closely with the teachers and educational assistants to give support and guidance to those students who require the extra support.

As in most international schools, ISU has English as Additional Language (EAL) specialist teachers to support those students needing extra assistance with their language proficiency. They work closely with the programme coordinators, the heads of school, and the teachers to give the best assistance possible to the students in need.

The Student Support Teams (SST), in both primary and secondary divisions, meet regularly to discuss the best possible support that can be given to those students who need it. The Counselor, the IE specialists, the EAL teachers, the IB Coordinators and Head of Primary or Head of Secondary as appropriate attend these regular meetings to consult with one another to be sure that the services are appropriate for each of the students receiving them and to recommend further steps as they determine to be appropriate.

LIBRARY RESOURCE CENTRES (LRCs)

Both the Primary and Secondary LRCs are educational and cultural environments where individuals are exposed to ideas through the use of print and non-print resources. They foster the development of life-long learning abilities in information retrieval and a love of reading. The LRCs offer resources to support and enhance learning requirements, as well as to provide their own programmes for teaching information literacy skills and literary appreciation. The students are expected to be independent and responsible library resource center users. Secondary students may borrow school laptops or iPads for work while in school. Please note that should your child lose or break the school equipment, the depreciated cost for replacement will be charged to your family.

STATIONERY / TEXTBOOK POLICY / CALCULATORS

The school provides stationery for students. In the Secondary school, textbooks are loaned to students as needed. It is expected that students take good care of these books and return them in good, clean condition at the end of the year. Students who return books that are deemed abused will be liable for the replacement cost of a new text. Students who lose their textbook will be charged the full replace costs.
In addition, ISU expects all students in Grades 9-12 to buy and bring their own calculator, as specified by ISU, to the appropriate classes every day.

FIELD TRIPS
Field trips are an integral part of the curriculum. Most trips take place during the school day to places and events of interest in and around Ulaanbaatar. In all cases parental permission forms must be signed and returned to the teacher before a student can participate. Appropriate clothing, good walking shoes and a water bottle are required.

EXPERIENTIAL EDUCATION
Experiential education refers to learning by which students learn valuable concepts, skills and attitudes by being more actively, and often, physically involved in the learning activity.

The IB programme by its very nature is based strongly on experiential learning. ISU offers many opportunities for students to get involved in outdoor education, service learning, and environmental community-based projects that are forms of experiential education.

In the primary school, students participate in a variety of activities that extends their learning. Field trips are organized for Pre-K to Grade 5 throughout the year, and a camp experience is organized for students in grades 3, 4, and 5 to culminate the school year.

In the secondary school, students are involved in a variety of activities under the auspices of the MYP SA (Service as Action) programme, the DP CAS (Creativity, Action, Service) programme, and the YACs (Young Adventurers Clubs).

ROUND SQUARE IDEALS WEEK
Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service are the 6 pillars of the Round Square. At the start of each school year, all of the secondary students and teachers go on a week-long trip in their respective grade levels. This is called “IDEALS Week”. It is a wonderful learning opportunity for all of the students to experience Mongolian culture, history and environment and then, throughout their school year, incorporate their hands-on experiences from this week in their curricular learning, tying it all together with the pillars (IDEALS) of round Square.

PARENT-TEACHER GROUP (PTG)
An active Parent Teacher Group (PTG) supports our school community. All school community members are encouraged to support PTG activities by taking part in PTG-sponsored events. They can be reached at: PTG@isumongolia.edu.mn. PTG would love to hear from any parent that would like to be more involved with the behind the scenes, fun things that happen at ISU for our students.

A successful PTG requires active and regular involvement by parents. ISU strongly encourages interested parents, faculty and staff to join the PTG, and if possible, to consider being part of the executive or one of its organizing committees. PTG meetings are generally held once a month.

More information may be found in the PTG section of the ISU webpage. (www.isumongolia.edu.mn)

PARENT VOLUNTEERS
Primary teachers encourage parent volunteers to assist in the classrooms and listen to children read and/or to accompany the class on field trips. If you are interested in being a parent volunteer, please let your child’s homeroom teacher know.
The ISU PYP curriculum is engaging, relevant, challenging and significant for learners from PreK3/PreK4 to Grade 5. In developing a curriculum of international education for primary school students, the PYP definition of curriculum is broad and inclusive.

The IB believes that:
- all students should be supported to participate in the programme to the fullest extent possible
- The school’s curriculum includes all those student activities, academic and non-academic, for which the school takes responsibility, since they all have an impact on student learning.

**PRIMARY YEARS PROGRAMME (PYP) CURRICULUM MODEL**

**Key Concepts**
A set of eight concepts, each of which is of major importance in the design of a trans-disciplinary curriculum, acts as common organizers for the curriculum. These concepts are:

- form
- change
- responsibility
- function
- connection
- reflection
- causation
- perspective

The concepts that are central to the curriculum are presented in the form of key questions. Inquiry is for the main form of instruction and learning in the PYP:

- Concepts free the thinking of teachers and students, suggesting a range of further questions, each one leading to productive lines of inquiry.
- The concepts generate student questions, which lead to student research.

**Grade Five Exhibition**
The PYP Exhibition represents a significant event for a PYP student, synthesizing the essential elements of the PYP and sharing them with the whole school community. As a culminating experience it is an opportunity for students to exhibit the attributes of the student profile that have been developing throughout their engagement with the PYP.
The exhibition unit takes place under any organizing theme at the discretion of the school. Students are required to engage in an inquiry process that involves identifying, investigating and offering possible actions on their inquiry.

**CURRICULUM – SECONDARY SCHOOL: GRADES 6-10**

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in their subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders. The MYP builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP).

The MYP

addresses holistically students’ intellectual, social, emotional and physical well-being

provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future

ensures breadth and depth of understanding through study in eight subject groups

requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others

empowers students to participate in service within the community

helps to prepare students for further education, the workplace and a lifetime of learning.

**MIDDLE YEARS PROGRAMME (MYP) CURRICULUM MODEL**

The MYP consists of eight subject groups: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design. Student study is supported by a minimum of 50 hours of instruction per subject group in each academic year. The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community. The curriculum is organized with attention to the following:

**Teaching and learning in context**

Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be
internationally minded. The global contexts used include: Fairness and development, identities and relationships, orientation in space and time, personal and cultural expression, scientific and technical innovation, globalization and sustainability.

Conceptual understanding
Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically. The key concepts addressed in the different subjects of the MYP include:

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<td>Form</td>
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<td>Perspective</td>
<td>Relationships</td>
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Approaches to learning (ATL)
A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn. In the MYP, these skills are classified into five categories: thinking, self-management, research, communication and social (collaboration) skills.

Service as Action
Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme.

Language and identity
MYP students are required to learn at least two languages. Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation. In the MYP at ISU, language and literature courses are available in English, Korean and Mongolian. The language acquisition courses offered at ISU are French and Mandarin.

MYP Personal Project
In Grade 10, all students must complete the MYP Personal Project. Students develop a personal project independently, producing a truly personal and creative piece of work that stands as a summative review of their ability to conduct independent research and project development.

CURRICULUM – SECONDARY SCHOOL: GRADES 11-12

The IB Diploma Programme consists of six academic subjects that are studied concurrently. Diploma candidates must select one subject from each of the six groups, although a second subject from groups 1 to 4 may be substituted for group 6. At least three but not more than four are taken at higher level (HL), while the others are standard level (SL); HL courses represent a minimum of 240 teaching hours, while SL courses cover 150 hours. Students are thus able to explore some subjects in depth and others more broadly, a deliberate compromise between the early specialization of some national systems and the breadth found in others. The science-oriented student is challenged to learn a foreign language and the natural linguist becomes familiar with laboratory procedures. The subjects are continually reviewed and revised to meet contemporary needs. The list below serves as a current guide:
Group 1 – Studies in Language and Literature
More than 80 languages have been offered for examination as part of the IBO’s policy of encouraging students to maintain strong ties to their own cultures. The international perspective given through world literature studies complements very good writing and oral skills and respect for the literary heritage of the student’s first language. ISU offers Group 1 language studies in English, Korean and Mongolian.

Group 2 – Language Acquisition
All diploma candidates are examined in a second language. Several options accommodate near-bilingual students with a very high level of fluency, genuine second language learners with previous experience learning the language, and beginners. The principal aim for the subjects in Group 2 is to enable students to use the language in a range of context and for many purposes; the courses focus on written and spoken communication. ISU offers Group 2 language instruction in Chinese, Spanish and French.

Group 3 – Individuals and Societies
Subjects included in this group are: Business Management, Economics, and History. Each can be studied at Standard or Higher level. Studying any one of these subjects provides for the development of a critical appreciation of human experience and behaviour; the history of social and cultural institutions; and the varieties of economic and social environments that people inhabit. In addition, each subject is designed to foster in students the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.

Group 4 – The Sciences
The subjects available in Group 4 are: Biology, Chemistry, and Physics – available in each at Standard and Higher levels. Practical laboratory skills are developed and collaborative learning is encouraged through an interdisciplinary group project. Students develop an awareness of moral and ethical issues, and examining local and global issues fosters a sense of social responsibility.

Group 5 – Mathematics
All candidates for a diploma are required to complete a mathematics course, and three options are available to cater for different abilities and levels of student interest. Each course aims to deepen a student’s understanding of mathematics as a discipline and to promote confidence and facility in the use of mathematical language. ISU offers instruction in Mathematics Studies Standard Level, Mathematics Standard Level and Mathematics Higher Level.
Group 6 – The Arts
This group includes Visual Arts at ISU with an emphasis placed on practical production by the student and exploration of a range of creative work in a global context. Students may elect certain subjects from other groups such as Chemistry from Group 4 or Economics from Group 3.

Creativity, Activity and Service
The IBO’s goal is to educate the whole person and foster responsible, compassionate citizens. The CAS programme encourages students to share their energy and special talents with others. Students may, for example, participate in theatre or musical production, sports, and community service volunteer activities. Students should, through these activities, develop greater awareness of themselves, concern for others, and the ability to work cooperatively with other people.

Extended Essay
Each student has the opportunity to investigate a topic of special interest. The essay requirement acquaints diploma candidates with the kind of independent research and writing skills expected by universities. The IBO recommends that a student devote a total of about 40 hours of private study and writing time to the essay, which may be written in one of 60 subjects, including many languages. The essay permits students to deepen their programmes of study, for example by selecting a topic in one of their higher level (HL) courses. Or, they might add breadth to their academic experience by electing to write in a subject not included in their programme choices.

LANGUAGES AT ISU
It is the philosophy at ISU that language learning is a life-long process that runs through all aspects of teaching and learning. It is crucial in allowing students to develop their sense of personal identity, promoting intercultural awareness and allowing them to pursue multiple forms of expression. Research shows that the level of competency in one’s first language has a direct influence on the rate of one’s second and further language acquisition. We firmly believe that by developing and promoting first language learning we are affirming students’ sense of identity, value in the community and academic achievement.

Core expectations regarding English language learning
The language of instruction at ISU is English. A student’s proficiency in academic level English is vital to their successful learning across all curricula in school. Even though admission to ISU requires that the student demonstrate an adequate level of academic English, there will be some students who require English as an Additional Language (EAL) support. This EAL support is provided by various means throughout the Primary and Secondary school.

Overview of the ISU language programme options
Students at ISU are required to study English and one other language while at ISU. This other language may be the students’ mother tongue, another language to which they have had exposure previously or a language that is new to them.

All students study English in non-streamed classes at each grade level in Primary and Secondary. Those who have EAL support needs will receive this support in a variety of ways – with an EAL teacher assisting in the classes of various subject areas; with an EAL teacher providing extra language support lessons during the school day or after classes at the end of the day; or with other forms of pull-out language support.

Students, whose mother tongue is Mongolian, study Mongolian A (mother-tongue level) from Pre-kindergarten to Grade 6. Starting in Grade 7, they may choose from Mongolian, French or Mandarin.

Students, whose mother tongue is Korean, study Korean A (mother-tongue level) in Grade 6. Starting in Grade 7, they may choose from Korean, French or Mandarin.

ISU strongly encourages all Mongolian and Korean native speakers to remain in their language of study throughout their schooling to strengthen their mother-tongue, as well as making them eligible for a Bi-Lingual IB diploma upon completion in good standing of the IB DP course.
All other students study Chinese B or French B as a second-language from Grade 6 to 12.

Students who enter ISU in Grade 10 and who have not studied either Mandarin or French as foreign languages, have an opportunity to study an on-line language course of their choosing to continue their previous second language studies, to hire a tutor at their own expense to continue a language, or to maintain their mother tongue. Beginning Spanish is offered only as a Grade 11/12 DP course.

All non-English mother-tongue DP students have an opportunity to study their native language as a self-taught option during Grades 11 and 12.

**Mongolian A and Mongolian B**

At ISU we value the language and culture of Mongolia, our host country. All non-native Mongolian speakers Kindergarten to Grade 5 study Mongolian language and culture.

All students entering Grade 6 must take a second language in keeping with the IB MYP standards. Native speakers of Mongolian and Korean must take their mother tongue in grade 6. All other students must choose from Mandarin or French.

**Role of the Library Resource Center (LRC) in language learning**

The school values the importance of creating a well-resourced learning environment that fully supports language learning and academic achievement. The development of a collection of text and non-text resources for use in and outside the classroom is critical to stimulating learning and to supporting student success. The LRC plays an important role in language learning and is increasingly well stocked with resources in English, Mongolian, Korean, French, Spanish and other languages. The LRC houses resources in multiple formats and provides an instructional programme through which information literacy skills are co-taught in the context of unit studies.

**Role of parents in language learning**

The role of parents is vital in ensuring a positive approach towards the study of languages. Parents are encouraged to promote language learning at home by engaging with their children in their mother tongue and in the languages taught at school.

Parents are encouraged to:
- Let children see that learning a new language is a new and exciting challenge at any age
- Ensure that children are exposed to their mother tongue on a daily basis
- Provide opportunity for children to use English on a daily basis

**Spelling**

As an international school, we accept both American and British spellings.

**STUDENT ASSESSMENT, EVALUATION AND REPORTING**

**Assessment: Academic**

Assessment practices at the International School of Ulaanbaatar are aligned with the assessment practices of the International Baccalaureate.

The assessment philosophy at ISU stems from the following beliefs about learning:
- Learning requires the active participation of the student
- People learn in a variety of ways and at different rates
- Learning is both an individual and a group process

Assessment practices used at ISU can be divided into three types: diagnostic, formative and summative.

- **Diagnostic assessment** practices determine what students already know about a subject and help the teacher identify areas of modification that will enhance student learning.

- **Formative assessment** is a continuous process that informs teaching to improve learning. It keeps students, teachers and parents up-to-date about student progress and
provides feedback how students can continue to improve as they work towards meeting the identified criteria of the unit.

- **Summative assessment** occurs at the end of the unit of inquiry or study and allows students the opportunity to demonstrate their learning. It is used to measure student achievement against identified criteria.

To reduce possible error associated with assessment, care is taken to ensure that assessment practices are reliable, valid and fair.

- **Reliable**: A reliable assessment will produce the same results on re-test and will produce similar results with a similar cohort of students, so it is consistent in its methods and criteria.

- **Valid**: A valid assessment measures what it is intended to measure. For example it does not assess memory when it is supposed to be assessing problem-solving.

- **Fair**: A fair assessment is one that has given the student enough time to master the unit before the assessment occurs.

**Standardized and Common Assessments**

ISU administers school-wide standardized and common assessments to monitor student progress and teaching. These assessments are given at intervals throughout the year. MAP, the Measure of Academic Progress is given in the fall and the spring to students in Grades 3 - 10. Results are made available to parents and students. The PM Benchmarks are used throughout the year in Grades K to 5 to measure student reading. Please see your child’s teacher for further information.

**Reporting: General**

ISU asks our parents to report to us at the start of each school year. We call these our Listening Conferences, as this is the time for the teacher to listen to the parents share information about their child. This helps us know your child better from the start of the school year. Please check our school calendar on the website for the dates for the Listening Conferences.

ISU reports to parents at regular intervals throughout the course of the academic year. The reporting of student achievement (academic & non-academic) is done using an electronic report card. **All reports are found on your personal ISU ManageBac account.** Each parent has their own access to their child’s report. ISU does not print out hard copy reports. Parents, students and teachers are given the opportunity to meet and discuss individual student achievement at scheduled 3-Way Parent-Teacher-Student conferences. Conference dates are published in the school calendar. Over the course of the year students will maintain a portfolio of their work.

All students and their parents take part in these 3-Way Conference and Student-led Conferences.

An electronic copy of student report cards will be kept at ISU in grade level files. Beginning in Grade 9, student grades will also be transferred onto an official secondary school transcript. Transcripts will be available to departing students and to students in Grade 12 for post-secondary applications. Please note that your child’s report card is the official document issued by ISU for all students from Grade 8 and younger. **It is your responsibility to retain these records for your child’s future educational purposes.**

**Reporting: PYP**

Reporting procedures in the primary school are aligned with the reporting guidelines outlined by the IB PYP. Assessment is an active process of gathering and analyzing information collected by the teacher and student. Assessment identifies what students know, understand, can do and feel at different stages in the learning process. This information is then reported to student and parents.

Reports are issued at the end of each unit of inquiry for immediate feedback. A more detailed report is made at the end of the year.
**Reporting: MYP**

Student reports will contain information from eight (8) subject areas of the MYP: Arts (Visual and Performing), Design, Individuals and societies, Language and literature (English, Korean, and Mongolian), Language acquisition (Chinese and French), Mathematics, Physical and Health Education, and Sciences. IB MYP grade boundaries are used to determine a final grade 1 (lowest) to 7 (highest) in each subject.

The final grade for the course represents the best-sustained performance of the student throughout the course and does not represent an average of their previous marks.

In addition to reporting academic achievement, reporting on approaches to learning (ATL) skills will also be recorded on the report card. These skills include: communication skills, collaboration skills, self-management skills, research skills, and thinking skills.

Student reports are issued four times throughout the year: a mid-semester one report, a semester one report, a mid-semester two report and a year-end report.

**Reporting: DP**

Student reports in Grades 11-12 follow the subject assessment criteria specified by the IB, and each subject is different. As the assessment practices reflect the assessment criteria set down by the IB, the reporting will also reflect current progress, against the criteria for each subject at that time.

Student reports are issued four times throughout the year: a mid-semester one report; a semester one report; a mid-semester two report; and a semester two report.

**Glossary of Assessment terms**

- **Assessment criteria**: Criteria against which a student’s performance is measured as evidenced by work produced. Subject-group guides provide assessment criteria to be used for the final assessment for each subject group, and for the personal project.

- **Assessment rubric**: A grid that contains criteria and descriptors and is developed between students and the teacher for specific pieces of work.

- **Assessment strategy**: The method or approach that teachers use when gathering information about student learning, for example, observation, open-ended tasks, selected responses.

- **Assessment tasks**: The activity or series of activities with which students engage in order for assessment to take place.

- **Assessment tool**: The device teachers use to measure and record assessment information and data collected, for example rubrics, anecdotal records.

- **Criteria-referenced assessment**: An assessment process based on determining levels of achievement against previously agreed criteria.

- **Descriptors**: Achievement level descriptors describe the differences in student accomplishment for each assessment criterion and prescribe the achievement level or number of marks that should be awarded.

- **Formative assessment**: A process of continual assessment that informs teaching and learning.

- **Internal assessment**: Assessment that is carried out by teachers in the school.
Summative assessment  The culminating assessment for a unit, term or course of study, designed to provide information on the student’s achievement level against specific objectives.

Task-specific rubric  Performance level grids used with particular tasks, and their criteria and descriptors reflecting specific features of the intended performance.

**HOMEWORK GUIDELINES**

All homework assignments should have a purpose and the student should understand the purpose of the homework task. Homework is defined by ISU as out-of-class tasks that students are required to complete by a set date. Homework assignments are necessary to develop the ability to plan, organize and develop independent study habits.

**RESPONSIBILITIES**

Successful home learning entails collaboration between teachers, students and parents, with each group having responsibilities in the process.

**Teachers are responsible for ensuring:**
- Students are aware of the purpose of any assigned homework and that homework is related to the learning objectives.
- The homework tasks are clearly explained and have a deadline.
- Homework should be completed independently unless it is a group task or one that is clearly stated as requiring parental support.
- Some homework assignments will be set with the purpose of increasing the students' background knowledge of the subject area or topics being studied.
- Appropriate feedback is given to students in a timely manner.

**Students are responsible for:**
- Writing homework in their student planner or calendar and, in the Primary school, ensuring that the planner is seen and signed by a parent.
- Completing homework to the best of their ability by the due date assigned by the teacher.
- Informing the classroom teacher in advance of the due date if the student is unable to complete the homework for any reason.

**Parents are responsible for:**
- Providing an environment conducive to learning and working.
- Communicating with the teachers if there are any issues regarding homework.
- Helping to develop the study skills and commitment required to become an independent learner.
- Facilitating access to a computer, printer and Internet facilities so that students can carry out independent research.

**PYP PRIMARY STUDENTS' HOME LEARNING**

**Duration:** The time that individual students spend on home learning will vary. The following are suggested home learning guidelines:
- KG - Grade 1:  15-20 minutes per day
- Grades 2-3:  30-45 minutes per day
- Grades 4-5  45 minutes – 1 hour per day

**Home Reading:** In addition to completing home learning assignments, all students are expected to read on a daily basis.

**Some useful strategies to consider when reading at home with Primary students:**
1. Look at and discuss the pictures in the book, particularly with beginner readers.
2. Encourage your child to predict what the story is about.
3. Encourage your child to read for meaning. Does each word and sentence make sense to them? Prompt them to explain events in the story using their own words.
4. Ask your child questions about the characters, settings and events in the story.
5. Praise every effort in reading.
6. Reading should always be an enjoyable experience. Make reading fun!

SECONDARY STUDENTS’ HOMEWORK for MYP and DP

Homework can take several forms such as:
- To practice and reinforce newly acquired skills.
- To continue and extend work that was taught in class.
- To prepare students for activities that will take place in class.
- Extended projects and coursework, including such activities as the Personal Project in the MYP and the Extended Essay in the DP.

Work that was not completed in class because the student was off task is considered the completion of class work rather than homework.

Duration:
The time individual students spend on homework will vary. The following are estimated homework times. It is an expectation that homework assignments are to be the work of the individual student. The copying of another student’s homework or a parent/tutor completing work for the student is not acceptable, as it is considered academic misconduct. See the Student Behavior Management Guidelines for consequences.

Estimated amount of homework per subject, per week in MYP for:
- Grade 6 – 60 minutes
- Grade 7 – 75 minutes
- Grade 8 – 90 minutes
- Grade 9 – 105 minutes
- Grade 10 – 115 minutes

In addition to this, students will be required to complete reading assignments as part of their language and literature classes. There may be times when students work beyond this to complete major assignments or during exam week.

DP Course work guidelines
Course work includes: preparing for upcoming classes by pre-reading material or conducting research; reviewing course work and/or writing supplemental notes; reinforcing knowledge by practicing applying knowledge and skills; continuing ongoing tasks such as writing research papers; essays, lab reports & creating presentations; studying for tests and exams; and working on CAS obligations.

The purpose for DP students work at home is: to practice applying what they have learned; to consolidate their knowledge; to link new learning to what they already know; and to develop self-confidence as independent learners.

“You can get help from teachers, but you are going to learn a lot by yourself sitting alone in a room”. Dr. Seuss.

DP students should expect to spend approximately 15-20 hours per week outside of class time and at home working on their DP course work. This could be 2-3 hours per school night in addition to some time on the weekends. The amount of time spent on course work at home will vary depending on ability, focus and language fluency. The effective use of study periods at school could reduce the amount of time spent on course work at home. Keep in mind that more time will likely be needed prior to internal and external assessment deadlines and exams.
STUDENT AWARDS

ISU provides a balanced educational programme guided by the International Baccalaureate and comprising four areas in which ISU students are expected to demonstrate success and growth: academics; arts; athletics; citizenship.

At ISU students earn various awards when they demonstrate such success and growth in these four areas. These awards are organised within our House system, our sports programme, and our end-of-year awards.

The Student Awards Committee continues to refine the awards programme under the following aims:

- to promote ISU’s ideals
- to build school community
- to promote student leadership
- to publicly acknowledge and celebrate student effort and achievement

Some of the certificates and awards presented to students throughout and at the end of each school year are as follows:

- PYP certificate to Grade 5 students to signify their completion of primary school
- Most Awesome Student awards in the MYP and DP, including Honor Role
- CIS international student award and EARCOS global citizenship award
- various sports awards
- various arts awards
- Friendship Quaich citizen award – for primary and secondary

At the Grade 12 Graduation Ceremony, the following awards are presented:

- Director’s Distinction for Academic Achievement (presented by Director)
- PTG Award for Community and Service (presented by the PTG Chair)
- Board of Trustees Award for Leadership (presented by the Board Chair)

STUDENT BEHAVIOR EXPECTATIONS & GUIDELINES AT ISU

Expectations of student behavior at ISU are based on the principle of respect: respect for self, respect for others, and respect for community.

The following guidelines outline what the school expects of everyone while they are in school or in school-sponsored activities.

The school expects each student to:

- come to school on time and be prepared to work
- complete home learning and class assignments to the best of his/her ability
- demonstrate respect for all members of the school community
- respect school property and property belonging to others
- be honest, trustworthy, and truthful
- respect and be tolerant of the rights, beliefs, and attitudes of fellow classmates
- respect the right of others to learn without interruptions
- be dressed neatly and appropriately
- be responsible by not bringing prohibited items
- leave pets at home (unless previous permission is obtained from the Head of Primary or Head of Secondary)
- keep the school clean, safe, and attractive
- act in a thoughtful and sensible way around the school, ensuring safety of self and others
All students and parents should be familiar with this Behavior Guideline and the fundamental guiding principle of respect. When it is not followed, students need to realize that disciplinary action will be taken in accordance with the following ISU’s Behavior Management Guidelines Procedures.

Behavior Management Guidelines at ISU
The purpose of the behavior management guidelines outlined below is to establish a positive learning environment at ISU for all students. Students must realize that they are responsible to all faculty and staff for their behavior while attending ISU and ISU functions on or off campus.

The Behavior Management Guidelines outlined below for dealing with instances of students not meeting behavior expectations are introduced and explained to the students by the advisory teacher or homeroom teacher as they start each school year. Every effort shall be made by administrators and faculty members to resolve conflicts with the student and his/her parent or guardian. Implementation of this behavior management system shall be reasonable and fair at all times. The ISU faculty and staff strive to make behavior management decisions that will result in positive student growth.

Levels of Behavior Infractions
Infractions to the student behavior expectations stated above are classified as Minor, Serious, or Very Serious.

LEVEL 1: MINOR INFRACTIONS:
Such infractions include but are not limited to:
1. Tardiness to school or individual classes during the school day;
2. Failure to submit or comply with assigned work or deadlines;
3. Inappropriate classroom behavior that blocks classroom instruction;
4. Disrespect in word, action or deed towards others;
5. Using hurtful comments and/or inappropriate language;
6. Inappropriate public display of affection;
7. Not adhering to ISU Dress Code – see section further below;
8. Committing an act of academic misconduct for the first time in a minor classroom assignment.

Consequences - Minor Infractions:
Step 1: Teacher will discuss the issue respectfully with the student in order to help the student learn and then make appropriate changes.
Step 2: The teacher will impose appropriate consequences for the infraction (e.g. lunch detention) should they deem it necessary, based upon the actual infraction, the age of student, and repetition of the infraction.
Step 3: If the behavior continues, the student will be referred in writing to the Head of Secondary (HOS) or Head of Primary (HOP) as appropriate who will discuss the issue with the student and teacher, and decide upon the next step on a case by case basis.

LEVEL 2: SERIOUS INFRACTIONS:
ISU faculty or other staff will refer these infractions immediately to the HOP/HOS as appropriate. Such infractions include but are not limited to:
1. Culturally and/or personally offensive verbal or written expressions or gestures;
2. Threatening or intimidating (bullying) other students by word or gesture;
3. Aggressive physical contact/fighting;
4. Repeated disruption of the classroom environment;
5. Lying to teachers, administrators, or other ISU staff;
6. Committing an act of academic misconduct (See Definition of Academic Misconduct below);
7. Falsification of parent/guardian’s signature on permission slips, progress reports, report cards or any school communication;
8. Truancy - not attending regularly scheduled classes/events, or leaving the school without parental permission;
9. Abuse of ISU technology (including but not limited to damage or inappropriate use as detailed in the ICT Acceptable Use Agreement – see related section below);
10. Vandalism (deliberately causing harm or destroying school or other people’s property, including defacing walls, doors, buildings, teaching equipment, and vehicles).

Definition of Academic Misconduct:

1. Cheating: using unauthorized material before or during an exam; using unauthorized sources or copying from someone else’s work to receive credit for schoolwork
2. Collusion: knowingly assisting another student in the act of academic dishonesty; discussing exam or test questions with students who have not taken it yet
3. Duplication: submitting some portion or all of one assignment for a different assignment in the same or in another subject
4. Falsification: intentionally altering information or inventing information on assignments
5. Plagiarism: deliberately or unintentionally violating the ethics of intellectual property rights in any of the following ways:
   a) quoting or paraphrasing all or part of someone else’s work (text, audio, image, theory, formula, idea) without citing the source within the body of the work and in a bibliography of works cited
   b) using information, including statistics, without citing the source
   c) purchasing or obtaining someone else’s work to submit as one’s own
   d) committing unintended plagiarism through imprecise documentation or inattention to detail in formatting
   e) including citations in a works cited list that are not used in creating and completing an assignment
   f) leaving out quotes in copied material, even if properly documented
   g) infringing on copyright law by not adhering to ISU’s fair use agreement
   h) obtaining an inappropriate level of support from a parent, tutor or other source

Consequences - Serious Infractions:

Step 1: After a thorough investigation [including teacher, student, and involved persons input and the HOS/HOP as appropriate], a meeting will be held between the teacher, the student and HOS/HOP. The parents will be notified by HOS/HOP and possibly called in for the meeting. Disciplinary action will be taken at the discretion of the HOS/HOP, based upon prior incidents and repetition of infractions. In some situations, disciplinary action may be taken immediately.

Step 2: Written documentation of both the infraction and the resulting action will be kept by HOS/HOP in the student’s file.

Step 3: If a second Serious Infraction is committed, a meeting with the student, parent, teacher, and HOS/HOP, possibly including the Director, will take place and the student and parent will sign a Behavior Improvement Plan. Written documentation of both the infraction and the resulting action will be included in the student’s file.

Step 4: If a third serious infraction is committed, or the Behavior Improvement Plan is violated, the student may be suspended from attendance at ISU by the Director. A decision may need to be taken about the student’s future at ISU. Written documentation of both the infraction and the resulting action will be included in the student’s file.
LEVEL 3: VERY SERIOUS INFRACTIONS:
Very serious infractions are immediately reported to the HOS/HOP and written documentation is provided immediately from the discovering teacher. Very serious infractions will be dealt with at the administrative level. Such infractions include but are not limited to:

1. Possession of any dangerous object that poses a threat to the well being of the people at school or school activities;
2. Threats of violence or acts of terror;
3. Physical fighting in which a weapon or object is used to injure or attempt to injure another;
4. Use or possession of alcohol, tobacco or any other illegal substance at school or school activities;
5. Possession or theft of any exam, test, or teacher material;
6. Theft or attempted theft;
7. Alteration of any official school documents, exams, report cards, or transcripts;
8. Sexual harassment (unsolicited and unwelcome sexual attention or conduct that may be verbal, physical, written, or visual);
9. Behaving in a way that gravely offends the prestige of the school, whether at school or in the community;
10. Possession of or viewing of pornography at school or school activities.

Consequences - Very Serious Infractions:
Step 1: The student will be immediately suspended by the Director until a conference can be arranged with the student, parents, HOS/HOP and the Director. A Behavior Improvement Contract may be issued if the student is permitted to remain at ISU. This contract will be signed by the school, student and parents. Written documentation of both the infraction and the resulting action will be included in the student’s file.

Step 2: If the very serious infraction is committed again or the Behavior Improvement Contract is violated, the student will be suspended again until the Director determines whether the student is expelled or given another opportunity to behave appropriately. The Director will write a document explaining the infraction committed and the disciplinary action taken and it will become a permanent part of the student’s file.

Appeal of Disciplinary Action
If a student feels that he/she is not guilty of having committed the infraction or that the discipline was too severe, the student may appeal the decision.

1. A student maintains the right to present his/her side of the issue. This includes the right to challenge the evidence, the right to present witnesses, the right to have a translator, the right to have a support person’s presence.

2. The process of appeals is outlined below:
   a. For Minor Infractions with disciplinary consequences given by the teacher, only after the student has discussed the matter with the teacher, may the student then appeal that matter to the HOS/HOP.
   b. Disciplinary consequences imposed by the HOS/HOP or decisions by the HOS/HOP regarding student appeals may be appealed to the Director after discussion with the HOP or HOS as appropriate.

      If appealing to the Director, the student must request a meeting with the Director within one school day of the HOP/HOS-imposed discipline.
      The Director will meet the student and all other parties involved and give a written decision as soon as possible.
DRESS CODE

Attending school in suitable attire is the responsibility of all students and staff. There are three main principles underlying student dress code:

1. student dress must reflect norms and expectations of any international school with students of a variety of cultural backgrounds; students are expected to wear clothing that does not diminish or offend any other person’s cultural beliefs;

2. students are expected to be dressed in such a manner that they appear neat and tidy at all times and do not distract from the learning environment in the classroom; this would prohibit grooming and attire that is overly revealing, immodest or dramatic*;

3. students are expected to dress according to the weather; this is important so that students can participate fully in outdoor play and activities at recess or for PE;**

*For example, the following are not permitted: shorts or skirts that are more than 15 cm above the knee; ripped or torn clothing; spaghetti strap tops, or shirts that do not cover the mid-section; tank tops [beaters] for boys; flip-flops or high-heeled shoes (higher than 5 cm); any clothing that draws undue attention; T-shirts with inappropriate slogans.

**Primary students must keep PE suitable shoes at school to wear indoors. Secondary students must have a set of PE clothes to change into. They should arrive to school properly dressed for the weather: gloves/mittens, hat, appropriate winter coat, scarf, and the younger students need to have snow pants in the winter.

ICT ACCEPTABLE USE AGREEMENT (AUA)

The purpose of the International School of Ulaanbaatar ICT network is to assist in the collaboration, research and exchange of information and to enhance communication for faculty, staff and students. This system includes access to the Internet. Users must abide by all regulations established by the school. Behavior of all users while online must comply with these rights and responsibilities and be consistent with accepted social standards established for classrooms within the school. It is required that all users conduct themselves in a responsible, decent, ethical, polite and professional manner while using the system.

Students are required to read these rights and responsibilities as listed and described in the ICT Acceptable Use Agreement form that must be signed and submitted to the their homeroom/advisory teacher. This is sent home as a separate document for signing.

KINDERGARTEN TO GRADE 4 ACCEPTABLE USE AGREEMENT

Students will follow these rules when using the school’s computers and network. If there are any problems, the school might notify parents, take away computer time or give some other consequence agreed upon with students.

Be respectful
- I only use a school computer if a teacher says it is okay.
- I am respectful of other students and their work.
- I only print my work if a teacher says it is okay.
- When I am done using the computer, I put everything back the way I found it.

Be safe
- When I use the computers, I take good care of them.
- I do not share my password with anyone other than my teacher or parents.
- I do not open any files or programmes that I’m not supposed to open.
- I only share information, pictures, or files with teacher permission.
- I tell my teachers right away if I come across any information that makes me feel uncomfortable.

Be responsible
- I close all applications and programmes when finished.
- I always log out from my account when I leave the computer.
• I do not delete the history on the computer.

**Parental Computer Use Permission:** The AUA includes a parent permission portion that must be returned to the school:

*My child has permission to access networked computer services such as the internet and the school’s network.*

*I understand that although the school will take reasonable steps to ensure that my child is appropriately supervised, according to age and responsibility, I will not hold the school responsible for inappropriate material which my child may obtain.*

*I accept responsibility for setting standards for my child to follow when selecting, sharing and exploring information and media.*

*I agree to report any misuse of the network to the school.*

**GRADE 5 TO GRADE 12 ACCEPTABLE USE AGREEMENT**

The school’s information and communication technology (ICT) resources are provided for educational purposes only. Use of these resources is a privilege and written commitment and continued adherence to the following agreement statements are required.

**It is expected that all users of the ICT resources of ISU will:**

**1 Respect and protect the privacy of others...**

   a using only assigned ISU accounts. The ISU email account is the only email account that may be used at school (other than exceptions for students in the DP programme).

   b viewing and using only authorized data, networks and websites. Data, networks and websites may only be used for educational purposes.

   c not posting private information about self or others (e.g. name, email address, home address, phone numbers, etc.).

   d not sharing passwords with others.

   e publishing information (text, photos, video and audio) regarding school activities, students and staff (e.g. sports, performances, field trips, class projects, art work, presentations, lessons) **only with school authorization.**

   f not becoming involved in cyber-bullying of any form. ISU will not tolerate cyber bullying and reserves the right to take action against any individual who posts or sends material, on or off campus that adversely affects the safety or well-being of another ISU community member.

**2 Respect and protect the integrity, availability, and security of all ICT resources...**

   a observing all network security practices (e.g. not spreading malicious code, not leaving school computers logged in).

   b reporting security risks or violations to a teacher or administrator.

   c providing teachers and administrators access to your ISU accounts upon request.

   d conserving, protecting, and appropriately sharing the school’s ICT resources with other students and internet users.

   e using the internet for school-appropriate purposes.

   f not tampering with data, networks, or any other ICT resources.

**3 Respect and protect the intellectual property of others...**

   a complying with applicable copyright and intellectual property laws (not making or using illegal copies of music, games, movies or software).

   b citing internet sources used in research.

   c avoiding plagiarism.
4 Respect and practice the principles of community...
   a communicating and using technology only in ways that are respectful of others.
   b reporting to a teacher any matter and/or information that may be considered
      threatening or otherwise of concern.
   c complying with ISU’s code of conduct and Mongolian law when accessing,
      transmitting, copying or creating electronic material. Messages that are rude,
      threatening, discriminatory, abusive, harassing, or harmful are unacceptable and
      will not be tolerated.
   d not sending/sharing spam, chain letters, or other unsolicited mass email.
   e conducting business activities, including buying, selling and advertising, only with
      prior approval from school administration and only then, in the context of a school
      activity.
   f not using social media or gaming while at ISU unless specifically used for
      educational purposes with prior approval from school administration.

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<thead>
<tr>
<th>Consequences for Infractions of the AUA</th>
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<tbody>
<tr>
<td>Disciplinary action as detailed in the Student Behavior Guidelines above will be</td>
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<td>applied in any situation where a student does not adhere to these agreement</td>
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<td>statements.</td>
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CONTACT US

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Teachers may be emailed using the Faculty & Staff Directory links on the ISU website. (Go to Quick Links at top of home page.)
Dear Students and Parents

There are many ways by which we try to communicate with you about how things work at ISU. Please refer daily to our ISU website for current news and information, and your private parent portal for specific details. (www.isumongolia.edu.mn)

This Student and Parent Handbook is another means of informing you of how things are done at ISU. It contains essential information. It is most important that you read it and keep it for reference. That is why we present it to you in hardcopy. The most recent version can be found on the ISU website. This version has been updated from last year.

We welcome your feedback. If items of information that you think are not presented clearly or are important to you, please let us know. You can present your comments to us either in the space below on this tear-out page or by writing an email to administration@isumongolia.edu.mn.

We require that all parents and students complete this page and return it to their child’s homeroom teacher (Primary) / advisory teacher (Secondary).

By my signature below, I indicate that I have read, understood and agreed with the expectations laid forth in this 2018-2019 version of the Student and Parent Handbook.

Date: ________________________________

Student’s Name: ________________________________

Student’s Signature: ________________________________

Parent’s Name: ________________________________

Parent’s Signature: ________________________________

COMMENTS: